

# 2020 Annual Report to The School Community



School Name: James Cook Primary School (5136)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 May 2021 at 03:38 PM by Anne Burgess (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 May 2021 at 03:57 PM by Lucas Sheldon (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

With an over 40-year history of providing quality education and high expectations for all students, James Cook Primary School is located at the gateway of Endeavour Hills, southeast of Melbourne. In 2020 our 237 students, were encouraged to be the very best versions of themselves, through the school's values of Respect, Teamwork, Inclusiveness, Resilience and Persistence. Our SFOE for 2020 sat at 0.5615. Our demographic was inclusive of 1 ATSI, 77 EAL/D and 7 PSD funded students.

Here at James Cook, our school motto, "Believe to Succeed", is underpinned by the belief that every child can, and will, succeed. Our focus is on developing the whole student through academic and social programs, equipping them with the tools to contribute successfully within the local and global communities. Students are put at the centre of learning, with teachers working collaboratively to plan and deliver an engaging curriculum for 21st Century learners.

Our 26 staff members comprised a total 15.6EFT teaching staff, supported by 4.64EFT Education Support staff. James Cook Primary School is heavily invested in a professional development strategy of continuous strengthening of staff capacity, including an emphasis on building leadership capacity and implementation of best teaching practice. To this end, we pride ourselves in delivering high-quality learning and teaching for continuous improvement of student learning outcomes.

James Cook Primary School delivers academic programs using the High Impact Teaching Strategies to ensure the Victorian Curriculum standards are achieved. Our commitment to student growth and achievement is paramount. Specialist classes are inclusive of Physical Education and Sport, Visual Arts, Music-Performing Arts and Chinese Mandarin. Literacy and Numeracy intervention and extension programs are also key to ensure all students are challenged at their point of need.

### Framework for Improving Student Outcomes (FISO)

Our KIS for 2020, to develop and implement a consistent, evidence-based whole-school instructional model in Literacy and Numeracy was delivered, despite the lengthy periods of remote learning.

The use of Learning Intentions and Success Criteria (LI-SC), for all English and Mathematics - Number lessons became the anchor for our students' learning during remote learning, and remained aligned to the Victorian Curriculum achievement standards. The implementation of the school's Reading instructional model remained a priority and was delivered via predominantly live Webex video sessions daily.

Not surprisingly, Academic Emphasis(SOS), remained constant from 2019-2020, as all staff spent a minimum of four hours daily in virtual face-to-face teaching mode. 2020 Staff Opinion Survey data indicated an 81.2% positive endorsement for School Climate, 4% above the State Average. Home learning packs were provided to support the delivery of remote learning and devices, including internet access, were made available to all students who required these tools to engage effectively in learning remotely.

High Impact Teaching Strategies (HITS), focus for 2020 became: Setting Goals - Explicit Teaching - Questioning - Feedback, through necessity. Via these strategies we were able to support our students and our parents, grandparents, carers, siblings charged with the role of 'teacher' at home.

### Achievement

Overall, students, parents and staff adjusted and responded admirably to an online learning environment. Classroom Dojo (F-2), Google Classroom (L3-L6) and Webex (whole-school), became the mainstay for teaching and learning and maintaining student-teacher relationship. ICT skills increased on a steep trajectory for all stakeholders.

English was able to be taught via a slightly modified instructional model with success. Teachers reported the teaching of Mathematics provided a greater level of challenge, in an online learning environment. Intervention and extension groups continued to be delivered via Webex.

As would be expected, assessment of progress was modified due to remote learning conditions and benchmarking of Reading was administered online via Webex. 80% of students who undertook the online Reading assessment show 12 months growth or better in the September 2019-September 2020 period. Online Mathematics assessments

presented difficulties and were conducted when students returned to onsite learning. Our overall 2020 Student Achievement data sees us above like-schools in both English (82.3%) and Mathematics (80.5%), for the number of students achieving at or above the expected levels.

**Engagement**

Home-School partnerships were the mainstay, to ensure the learning growth of our students at James Cook Primary School. Transparency and clarity were essential in the success of our remote learning delivery. Classroom Dojo and Google Classroom will continue to support home-school communication and home learning in 2021. Students learnt to speak more, teachers learnt to talk less, providing a range of opportunities to strengthen student agency and exciting implications and insights to staff going forward.

Teachers reported to parents effectively via modified reports and online parent-teacher interviews in both June and December. SSG meetings were also held via Webex. We will continue to offer online options for meetings to parents/carers who are restricted by work and family commitments in the future.

We developed communication protocols, in response to the remote learning conditions of 2020. This provided consistency to ensure all students and home learning facilitators were heard and catered, for in the immediacy of time. A highly responsive and effective, Leadership and Administrative Team, transitioned the school community to the Compass App communication and management system. This occurred in the early stages of remote learning and was received with 100% onboarding, by families by June 2020.

Attendance during remote was recorded daily by both staff and parents/carers. Non-attendees received check-in welfare calls to promote participation in the period of online learning, as is the case with onsite learning. Onsite supervision during remote learning catered for an average of ten students each day. The average days absent average for students F-6 was 17.9 per student, closing in on our SSP target of 17 days.

The Student Attitudes to School Survey was not administered with the students in 2020 at James Cook Primary School.

Students and families were supported with the return to onsite learning, whilst adhering to COVID-19 restrictions and DET Operational Guidelines. A COVID Safe learning and working environment was, and will remain, maintained to the highest level, in the best interests of all stakeholders.

A modified K-F Transition Program was developed and implemented to support 2021 Foundation students and their families in their preparation for starting school at James Cook Primary. This was facilitated by, but not limited to - a 'Virtual School Tour' - online '2021 Information Sessions' - 'One-On-One Teacher-Student Family Meetings'. Small-group orientation sessions were well attended when DET Operational Guidelines indicated it was safe to do so.

Parent Satisfaction came in at 89.7% in 2020, 8% above the State Average.

**Wellbeing**

Teachers and support staff scheduled weekly, one-on-one time via Webex or phone, with all students to check-in and respond to any individual questions or wellbeing concerns. Principal Class, Administration and Student Wellbeing staff followed up, to ensure any additional support strategies were followed through.

Device-free Fridays was implemented during remote learning to support the wellbeing of students, staff and home learning supporters. This allowed students to develop their ability to self-regulate and be responsible for their learning in the absence of teacher direction. It also provided time away from their devices. Staff were able to meet, debrief and collaborate within working hours. All staff attended Webex meetings twice each week to debrief, share successful practice, new learnings, seek advice and updates. Troubleshooting was available and serviced in a timely manner.

Some of the community highlights of 2020 remote learning include student-led trivia evenings, an online Musical, an online Pet Parade and online Art Shows. We were also able to farewell our exiting Year Six students in a modified Graduation Ceremony format.

**Financial performance and position**

James Cook Primary School achieved an annual surplus result for 2020. In addition to additional teaching and support staffing, equity funding spending was utilised to support comprehensive and engaging 'Home-Learning' packs, to support quality teaching and learning during remote learning. As would be expected CRT costs were greatly reduced due to remote learning.

During 2020, with VSBA approval, the School Council funded Art Room Refurbishment building project was completed.

VSBA approved, PFA funded Shade Sails were also installed. Grounds updates were undertaken in the absence of students also.

Their Care Before and After School Services honoured their rental commitment at an agreed reduced rate. PFA fundraising was halted as a result of COVID-19 restrictions. Hall hire was also suspended.

**For more detailed information regarding our school please visit our website at**  
<https://jamescookps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 238 students were enrolled at this school in 2020, 128 female and 110 male.

53 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

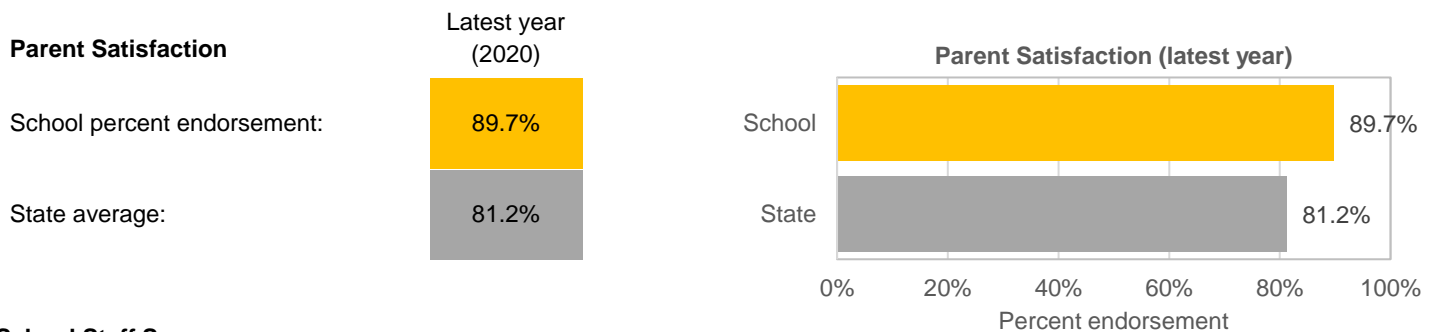
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

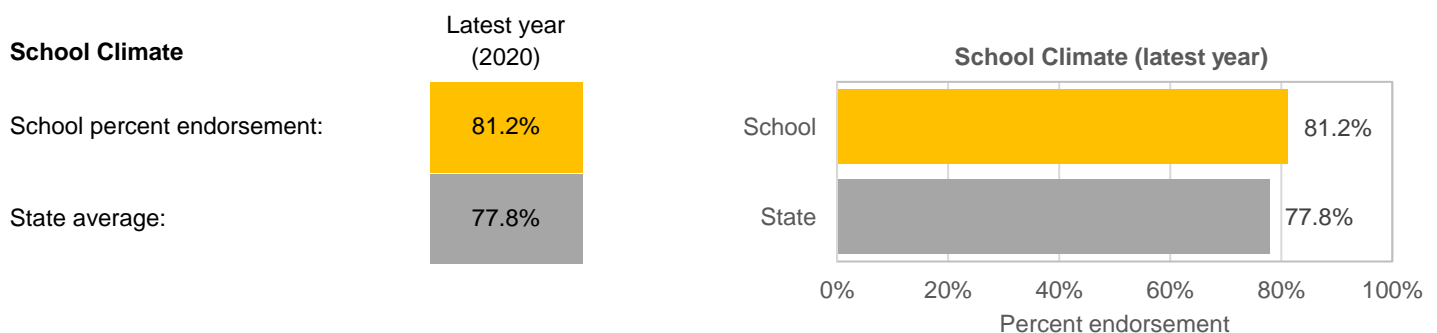


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

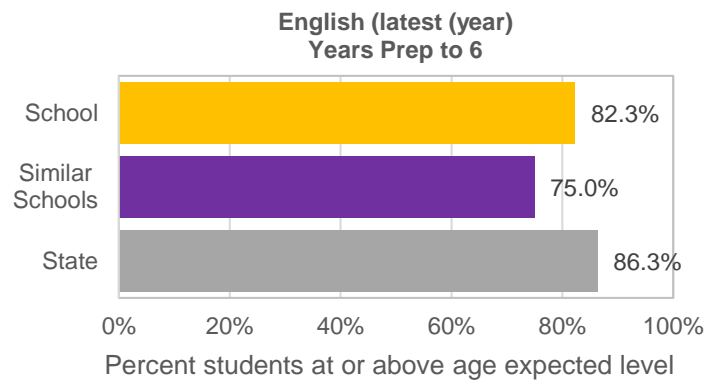
82.3%

Similar Schools average:

75.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

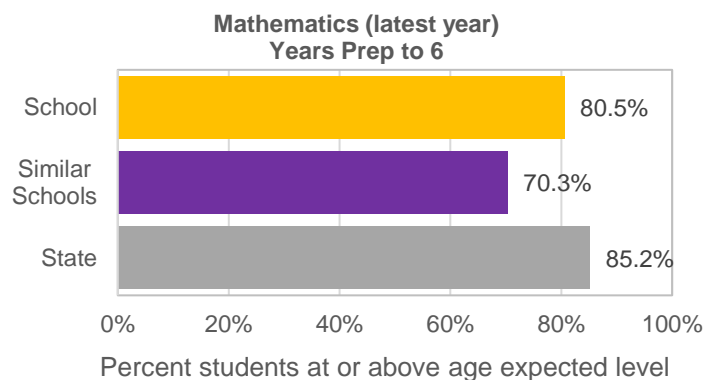
80.5%

Similar Schools average:

70.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

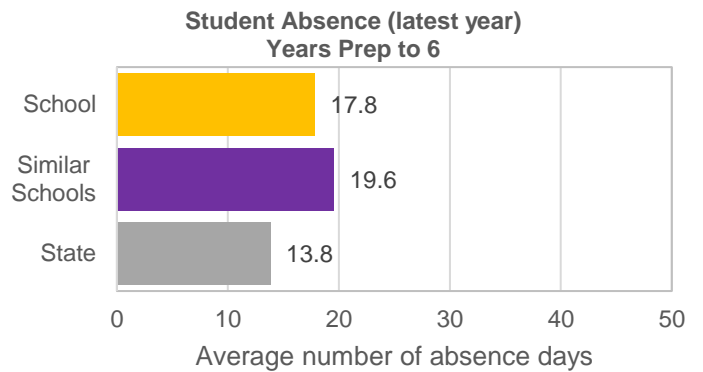
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.8	18.6
Similar Schools average:	19.6	18.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	90%	91%	92%	91%	91%	94%

**WELLBEING**

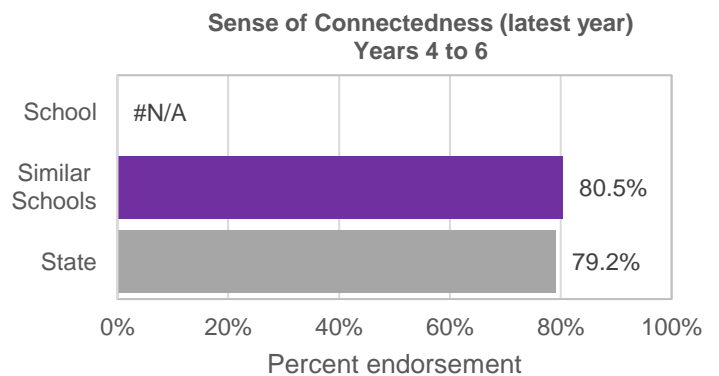
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.9%
Similar Schools average:	80.5%	82.8%
State average:	79.2%	81.0%



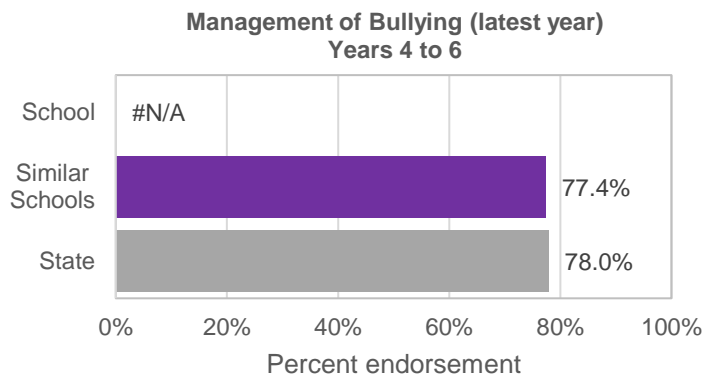
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.0%
Similar Schools average:	77.4%	80.8%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,382,586
Government Provided DET Grants	\$438,111
Government Grants Commonwealth	\$3,800
Government Grants State	NDA
Revenue Other	\$7,522
Locally Raised Funds	\$62,913
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,894,933</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$359,094
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$359,094</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,335,760
Adjustments	NDA
Books & Publications	\$510
Camps/Excursions/Activities	\$14,274
Communication Costs	\$4,646
Consumables	\$70,453
Miscellaneous Expense <sup>3</sup>	\$20,500
Professional Development	\$29,084
Equipment/Maintenance/Hire	\$43,186
Property Services	\$116,920
Salaries & Allowances <sup>4</sup>	\$73,667
Support Services	\$83,023
Trading & Fundraising	\$11,790
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,457
<b>Total Operating Expenditure</b>	<b>\$2,826,270</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$68,663</b>
<b>Asset Acquisitions</b>	<b>\$357,040</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$192,112
Official Account	\$36,949
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$229,061</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$63,137
Other Recurrent Expenditure	\$5,737
Provision Accounts	NDA
Funds Received in Advance	\$29,798
School Based Programs	\$69,950
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,350
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$4,500
Maintenance - Buildings/Grounds < 12 months	\$99,686
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$289,159</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*