

# 2017 Annual Report to the School Community



School Name: James Cook Primary School

School Number: 5136

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## About Our School

### School Context

#### Community

James Cook Primary School is in its 39<sup>th</sup> year. The student enrolment for 2017 was 250 students from a highly diverse multicultural and socioeconomic demographic. The Student Family Occupation is currently at 0.6887 and SFOE of 0.5613.

Our dedicated and enthusiastic staff comprises 28 professionals (2 Principal Class; 18 teaching staff; 8 Education Support Staff). Extend Before and After School Care Program provides service and support for our families.

The commitment of our School Council and Parents and Friends Association (PFA) in their investment in the education and success of our students ensures that we are able to provide high quality educational provision. We continue to enjoy the support of our volunteers / volunteer organisations that enrich our school programs.

#### Education

James Cook Primary School maintains consistently high results in NAPLAN, SATS and Parent and Staff Opinion survey data maintaining us in a position close to the median results of Victorian Government schools and like schools.







At James Cook we focus on explicit learning and teaching based on research, and promote high expectations for learning in a culture of high trust amongst staff and collective responsibility for all of our students. Staff collaborate to maximise students' learning at their point-of-need, based on ongoing formative assessment data. Protocols and processes for working in teams in open and flexible learning spaces are firmly established. Students set goals to attain their next level of learning. Teachers facilitate pathways for students to achieve their academic and social goals. The Victorian Curriculum is comprehensively planned and implemented to provide effective, high quality learning for improved student outcomes. Staff have been immersed in a range of professional learning opportunities to strengthen their knowledge and skills base.

James Cook Primary School caters for specialist subjects in Visual Art, Music, Science, Mandarin Language and Physical Education for the provision of a well-rounded education. Information and Communication Technologies (ICT) is embedded into all facets of learning. To enhance learning opportunities for our students we conducted extra-curricular activities in Sport, Fitness, Performing Arts, Digital Technology, Public Speaking and Sustainability.

#### Student Leadership

Student Leadership comprises four School Captains, House Captains, Environment, Art and Music Captains. The School Representative Council (SRC) promotes student voice at all levels to support selected charities and run special school events. School assemblies are led by the School Captains. They also present reports to School Council. 2017 saw the introduction of student-led events for the community including a Mini Fete and an after-hours Disco.

#### Partnerships

-  Our relationship with James Cook Kindergarten is strong. The majority of year six students transition to Gleneagles Secondary College.
-  Noble Park English Language School continues to support many of our new arrival students who have a non-English speaking background.
-  Our Joint Use Agreement with the City of Casey to share the large adventure playground, and an oval with the Endeavour Hills Sporting Club in order to encourage and support student soccer, remains in place to enrich the facilities we are able to offer.
-  Engage 1-On-1 provide a fully funded psychology and counselling service to students requiring support.
-  Our partnership with Kids Hope is going from strength to strength for a third year, further embedding special relationships with our students.
-  Staff support our Breakfast Club program that is now supported by Food Bank, allowing James Cook Primary School to ensure our students have the best possible start to every day.

#### Facilities

The school has four individual learning modules. We have dedicated Art Room, Music Room, Gymnasium and Administration spaces. We have a fully refurbished Library / Specialists' Centre. Our facilities include a basketball and netball court plus a full size soccer pitch. We have a dedicated prep play area, two further playgrounds and grass access.



## Framework for Improving Student Outcomes (FISO)

James Cook PS goal and focus for 2017 - To achieve our goal to improve student achievement growth.

Our focus was on two priority areas that are intrinsically linked:

Excellence in Teaching and Learning – curriculum planning and assessment.

- We invested our efforts and resources to evaluate and align our teaching practice for consistency and rigour aligned with the Annual Implementation Plan goals for Reading and Mathematics.

Professional Leadership – Building leadership teams

- Our school leadership structure is layered to facilitate teacher leadership development and to deliver a distributive model for improvement of teacher capabilities and student achievement.
- Our aim was to achieve the development of middle level leaders in our school and build consistency in learning and teaching practices for Reading and Mathematics across the school P-6.

## Achievement

The 2017 Annual Report Performance Summary indicates that our Year Three achievement in Reading is similar to like schools and well above the state median of all Victorian Government Schools in Year 3 NAPLAN over the four-year average, as is the Maths. NAPLAN Year Five achievement in Reading is similar to like schools and the state median of all Victorian Government Schools over the four-year average. NAPLAN Numeracy for Year Five is similar to like schools and below the state median of all Victorian Government Schools over the four-year average. Teacher Judgement data indicates our students are achieving equal to the state median for English and lower than the state Median in Mathematics.

Student growth is monitored through assessment data, driving differentiated learning and teaching. Teacher planning documentation and student ILPs reflect the needs of different students. Sequential development and learning growth is demonstrated in student Learning Portfolios. Student goal setting and subsequent reflections outline achievements against learning goals.

Teacher professional development has been centred around developing teacher capacity and consistency in the teaching of Reading from Prep through to Year Six.

We had 14 students funded by the Program for Students with Disabilities in 2017. All of these students showed progress satisfactory or above in achieving their individual goals as per Individual Learning Plans.

## Engagement

Improving student attendance remains high on our agenda, with many students withdrawn for extended visits to their family's country of origin. A variety of improvement strategies being implemented:

- Teacher phones parent after second consecutive day absent.
- Attendance Cup awarded to the home group with the highest attendance for the week.
- 100% attendance certificates presented to individual students at the end of each term.
- 100% attendance medallions for students who have a full year of attendance recorded.
- Regular newsletter items stressing the importance of regular attendance.

Student leadership programs were extended with an emphasis on Student Voice. Whole-school student-led events included a Mini Fete, Disco and Family Night were a highlight for 2017. Six Specialist Programs were offered in 2017, as earlier indicated. A Whole-School Musical, Disco, Family Night and curriculum celebrations are also highlights on the events calendar. The House system engages children in interactions across year levels for special events, including Harmony Day, Sports events and intra-class activity.

The Inquiry Curriculum was implemented to ensure coverage of the relevant knowledge and skills required in each area, in particular the Humanities, Health, Civics and Citizenship and the Capabilities curriculum. The introduction of 1:1 Chromebooks has been extended to students in Years Three and Four and continues as a successful initiative, allowing greater connectivity between school and home through Google Chrome. Notebooks were redistributed to Years Prep, One and Two. James Cook is now delivering 1:1 devices across the school.



## Wellbeing

Respect, Teamwork, Inclusiveness, Resilience, Persistence and Innovation are our core values at James Cook Primary School. Our Assistant Principal co-ordinates our Student Welfare and Program for Students with Disabilities. Our Wellbeing Team oversees our positive social and inter-relational programs within school. A Student Code of Cooperation demands high expectations for caring for all in our school community.

The Attitudes to School Survey results remain consistent, in relation to the median of all government schools. Our results continue to trend upwards in the areas of student safety, classroom behaviour and connectedness to peers.

The Parent Opinion Survey indicates high satisfaction levels with the school and its learning and teaching programs. We sit just below the state mean in this domain. Parents continue to be encouraged to be involved in the school through curriculum evenings, classroom assistance and whole-school events.

Whilst the data in the School Climate module of the 2017 Staff Survey is below the state median, high levels of positive endorsement in the areas of Collective Responsibility and Trust in Colleagues were signalled by staff. The learning environment for staff is supportive in a strong culture of professional growth and commitment to improving outcomes for our students.

To underpin the school values, 2017 saw a shift towards the development of a Growth Mindset culture at James Cook. Students and staff learn to understand how their brains work and how the brain helps them to learn through effort and perseverance. The 'You Can Do It' program supports individual and group development of foundational social skill to build a welcoming atmosphere of cooperation and hard work in an orderly, safe, stimulating, and nurturing environment.

For more detailed information regarding our school please visit our website at  
[www.jamescookps.vic.edu.au](http://www.jamescookps.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 259 students were enrolled at this school in 2017, 135 female and 124 male.</p> <p>44 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>45%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>54%</td> <td>40%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>55%</td> <td>30%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	45%	21%	Numeracy	54%	40%	6%	Writing	21%	55%	24%	Spelling	39%	33%	27%	Grammar and Punctuation	55%	30%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="555 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>87 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	92 %	92 %	91 %	87 %	91 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	92 %	92 %	91 %	87 %	91 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

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

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

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.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

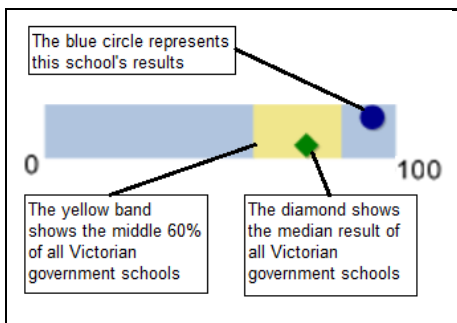
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

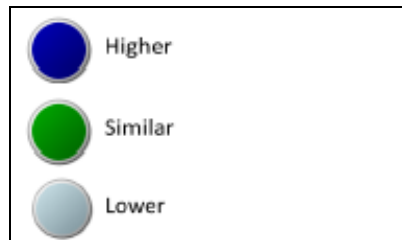


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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.

'Levels A to D' 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,489,557	High Yield Investment Account	\$260,482
Government Provided DET Grants	\$782,815	Official Account	\$35,091
Government Grants Commonwealth	\$15,037	Other Accounts	\$716,375
Revenue Other	\$27,018	<b>Total Funds Available</b>	<b>\$1,011,947</b>
Locally Raised Funds	\$98,209		
<b>Total Operating Revenue</b>	<b>\$3,412,636</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$326,756		
<b>Equity Total</b>	<b>\$326,756</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,350,585	Operating Reserve	\$114,224
Books & Publications	\$2,260	Asset/Equipment Replacement < 12 months	\$49,000
Communication Costs	\$7,345	Capital - Buildings/Grounds incl SMS<12 months	\$350,000
Consumables	\$69,500	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,000
Miscellaneous Expense <sup>3</sup>	\$367,891	Revenue Received in Advance	\$44,760
Professional Development	\$29,760	School Based Programs	\$12,502
Property and Equipment Services	\$270,054	Other recurrent expenditure	\$40,000
Salaries & Allowances <sup>4</sup>	\$32,939	Asset/Equipment Replacement > 12 months	\$30,000
Trading & Fundraising	\$20,736	Capital - Buildings/Grounds incl SMS>12 months	\$300,960
Utilities	\$16,987	<b>Total Financial Commitments</b>	<b>\$1,011,447</b>
<b>Total Operating Expenditure</b>	<b>\$3,168,055</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$244,582</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

Effective management of credit and cash funds at James Cook PS saw an operating surplus of \$138,972. This was structured for providing adequate funding for an aging staffing profile and provision for long service leave entitlements. The injection of the SES funds has also contributed our financial for the provision of comprehensive student wellbeing programs and services. Future resourcing in the form of specialist building upgrades for over-entitlement building project is also on the agenda.

