

# 2017 Annual Report to the School Community



School Name: Caulfield Junior College

School Number: 3820

*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

Caulfield Junior College is a Victorian Government school which is accredited by the Council of International Schools. Within the standards and practices of the CIS, our school implements programs which are designed to develop our students academically, culturally, socially, emotionally and physically. As part of the CIS, our mission is to create programs which meet the needs of all our culturally diverse learners and to develop responsible and confident global citizens.

Situated in the suburb of Caulfield, the school was established in 1914. Our updated buildings and grounds offer excellent learning and sporting facilities. Our current enrolment is 470 students.

As part of our commitment to an international perspective, the school delivers a unique bi-national French/English bilingual elective program and an English program with French LOTE. The school is accredited by the French Ministry of Education to deliver the French Curriculum and is a partner to the AEFÉ network of schools. The French Curriculum and the Victorian Curriculum are now integrated according to the skills, concepts and capabilities which they have in common, and delivered through a framework of consistent teaching and learning principles and practices. This work has been the focus for the 2017 school year.

We also host an out of school hours Hebrew Immersion Program which attracts a large number of students and a Russian language program over the weekend.

Our focus on academic excellence is part of a program which addresses the needs of the whole child. The school provides all children with specialist programs in Art, Music, Choir, PE and Sport. Social and Emotional learning, Restorative Practices and Intercultural Learning are a feature of our program as well as the development of leadership skills and effective transition programs.

### **PURPOSE**

At Caulfield Junior College, our purpose is to create a safe, inclusive, integrated learning environment which develops:

- academic excellence
- the whole child
- responsible and confident global citizens

### **VALUES**

- Respect, Responsibility, Integrity, Harmony, Love of Learning

### **COMMON UNDERSTANDINGS**

- The right to be safe.
- The right to be treated with respect.
- The right to work and play without interference.

### **STATEMENT OF INTERNATIONAL MINDEDNESS**

At Caulfield Junior College, students develop the knowledge and skills to appreciate their own and other people's cultures; exploring differences, embracing them when they can, in order to become responsible and confident global citizens of our world.

### **STAFFING**

A full time assistant principal, a full time French Director and a full time Business Manager, supports the current principal. The full time teaching staff of 23 (16 range 2, including 5 team leaders and 7.0 range 1), and specialist staff in physical education (1.0), Music (1.0 FTE), ART (1.0 FTE) and French LOTE (0.8 FTE).

The office staff (FTE 2) includes a full time French educational support position. Education Support (ES) staffing included aides (FTE 1.22) to support students with disabilities (PSD), a first aid officer (FTE 0.6), language support (FTE 1.0), library support (FTE 0.6) and a maintenance employee (FTE 0.2).

### Framework for Improving Student Outcomes (FISO)



The priority 'Excellence in teaching and learning' and the initiatives 'Building practice excellence' and 'Curriculum Planning and Assessment' have been selected to support the improvement pathway of our school. This has been a clear focus in the Strategic Plan and at Caulfield Junior College we recognise the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. Work across all levels of the school continues in these two priority areas.

#### **Excellence in Teaching and Learning: Building Practice Excellence**

The inquiry approach to learning and teaching from 2016 was continued with collaborative planning opportunities scheduled in the timetable for each year level. Pedagogical approaches to teaching inquiry have been tailored to meet the needs of the English and French sections of the school and the challenges of the merged curriculums. Combined leadership and teaching teams representing both the English and French Programs have been developed to build teacher capacity and to support the integration of two curriculums.

#### **Excellence in Teaching and Learning: Curriculum Planning and Assessment**

The school has continued to develop a whole school understanding of detailed analysis of NAPLAN, which will inform targeted learning and teaching. Teacher professional learning in aligning NAPLAN data and student progress reports was undertaken, with a particular focus in writing

Staff participated in and facilitated professional learning that explored the DET's Social and Emotional Learning Framework. Teachers worked collaboratively in professional learning to implement the Assessment Schedule and this work supported the ability of teachers to make informed planning and student management decisions.

A School Improvement Team will continue to support the delivery of these key initiatives during the 2017 school year.

Staff teams have worked on developing the alignment of curriculum throughout the 2017 school year.

Review of the 2017 AIP goals and the evaluation of our school data indicate that a continued focus on staff development and personalised professional development is required. This will continue to be the core work of the school and in 2017 there has been a clear focus improving 'data literacy' whilst providing ongoing support and mentoring for our teachers.

Our goal moving into 2018 is that a differentiated teaching and learning model is embedded in every classroom and then consistently high quality teaching focused on each student's point of need will occur and every student will demonstrate at least targeted learning progress.

### **Achievement**

Caulfield Junior College continues to maintain a high level of academic performance and are at or above state average achievements across all levels of the school. Our dedicated and highly professional teaching teams plan the delivery of the Victorian Curriculum in a sequential, differentiated and broadly assessed program. Our performance data highlights that our students achieve at the highest possible levels across the entire school and exceed the state median significantly in this performance measure in both Literacy and Numeracy. Students continue to perform at high levels closely aligned to student achievements in like schools and almost 75% of students have made medium or high levels of learning gains based on the 2017 NAPLAN results.

Teaching teams are supported in their work by skilled and experienced Educational Support staff, who provide the structured intervention programs that ensure all children are provided with quality learning opportunities.

2017 was the first year of the harmonised French and Victorian curriculums. Leadership teams continued to work with teaching teams and support teachers to further develop units of inquiry that integrate both the French and Victorian curriculums. Literacy and numeracy planners were used to support the implementation of units of inquiry for their year levels.

The school has continued to work with educational consultant, Vivien Smith, in developing and refining a whole school instructional model and approach to learning and teaching that incorporates the Victorian and French Curriculums and Council of International Schools Framework. This work will be a focus of the 2018 Annual Implementation Plan.

A new assessment schedule and reporting template was developed and implemented during the 2017 school year. Professional learning was delivered on the Victorian and French Curriculum with a focus on Writing moderation, PAT Maths, reading comprehension, the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry.

Leadership continued to work with the Sentral Reporting team to develop and refine an English/French bilingual student report

Our whole School Transition Program continues to receive positive support from the parents was improved based on parent feedback from 2016.

Continued Introduced Berthe Mouchette oral language competition for all students in years 3-6

Caulfield Junior College continued to offer before and after school programs such as HIP, French after school activities, Russian School and Australian Girls' Choir

Ensured individual learning plans were developed for students in the top and bottom 10% of learning

Both our teacher judgments using the Victorian Curriculum and the NAPLAN results show a strong correlation and alignment. Staff have been using shared planning and meeting times to focus on student data at shared, collaborative



meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

Key improvement strategies from the FISO framework are being put in place to support the development of an improved learning and teaching model at Caulfield Junior College, this ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes.

## Engagement

Student attendance data indicates consistent attendance rates across all year levels with long term absence for family holidays impacting on the total attendance rates for our students.

Our attendance data clearly indicates our students are in school on about the state mean and at all levels our attendance rates are consistently above 90%. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness. Students who are away from school for longer periods will be provided with a student learning plan in 2018.

In the teacher student relationship elements of the Student Attitudes survey, high levels of expectation (almost 90 % across the cohort) are indicated by all students, Our Year 5 and Year 6 data in particular is very high, particularly in effective teaching time, differentiated and stimulated learning. In teacher student relations the data is higher than 2016 particularly for our Year 5 and 6's.

The unique structures and focus of the school allows students in the French binomes to develop their understandings and learnings across the newly aligned curriculum.

CJC continues to be highly regarded and very well supported by our parent community, including School Council, Parent Committee and the increasing numbers of volunteers who continue to support all school programs and events with their time, expertise and resourcing.

In 2017 we continued to develop and refine our learning teams across the school and established stronger teams to support student learning. Staff are working more collaboratively and with work being focused on curriculum planning and use of assessment data. Whole school professional development in writing, well-being and curriculum planning of Inquiry units has supported this work.

## Wellbeing

DET staff facilitated professional learning for Caulfield Junior College staff in accessing student services, supporting students with complex needs. Child Safe professional learning was delivered and this statewide program supports students and their safety in schools.

Vivien Smith delivered a structured professional learning designed to support staff as they worked with managing students with difficult behaviours. Behavioural Management Plans were written and implemented for students as required.

Patrick Carroll facilitated professional learning in "Trauma Informed Practice."

Program for Students with Disabilities and Student Support Group meetings were scheduled and held each term and the Student Wellbeing Team continued to work in supporting students in a framework made possible timetabled release to work with students daily.

CJC promotes a positive culture of inclusion, respect and the support of others. Our consistent and pro-active approach to student wellbeing through programs such as Buddies and Social Skills classes encourage students to take ownership of their behaviour and their positive interactions with others.

Student behavioural, social and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing manager and principal class staff.

A key focus in the wellbeing area for 2018 will be to support students with a designated welfare staff member.

CJC is an accredited eSmart school and has a strong and ongoing focus on anti-bullying and cyber safety offering regular instruction to students, staff and parents.

Transitions and pathways for our students continue to be supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using a centralised electronic management system to record student achievement, produce parent reports and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.



- Developing additional opportunities for student cross age activities, whole school multi-age events and staff interactions through an increase in 'crossover' opportunities across the school.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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 487 students were enrolled at this school in 2017, 241 female and 246 male.</p> <p>45 percent were EAL (English as an Additional Language) students and 0 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> Similar</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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>15%</td> <td>53%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>67%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	53%	32%	Numeracy	15%	67%	18%	Writing	19%	60%	21%	Spelling	17%	46%	37%	Grammar and Punctuation	19%	56%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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> <table border="1" data-bbox="553 913 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>90 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	93 %	93 %	94 %	93 %	92 %	<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>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	94 %	93 %	93 %	94 %	93 %	92 %										



## 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>	<p><span style="background-color: lightblue; border-radius: 50%; padding: 5px;">Lower</span></p>
<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>	<p><span style="background-color: lightblue; border-radius: 50%; padding: 5px;">Lower</span></p>

# 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)

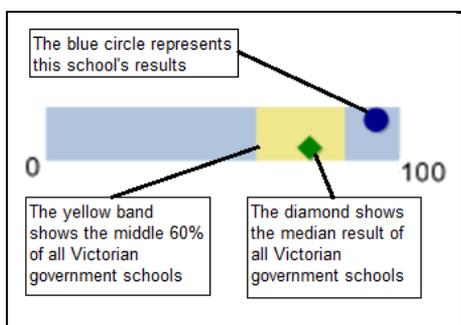
### Engagement

- 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).

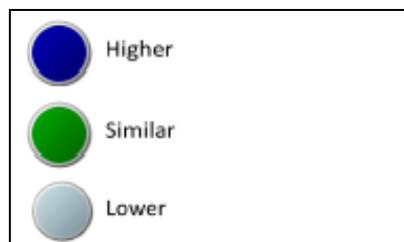


## What does *School Comparison* refer to?

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

In 2017 there was a significant restructure of the school's operations and the French elective program was fully integrated into the school's administration.

The overall financial position of the Caulfield Junior College remains strong was able to maintain a positive operating position at a local level as enrolments and overall expenditure remained stable.

CJC has been able to significantly strengthen our High Yield Investment account by accessing the 2016 SRP surplus. These funds remain targeted to future Capital Works projects. Having these funds on hand allows CJC to benefit from the increased interest revenue generated by the higher account balance whilst we embark on the creation of a Masterplan in an effort to obtain Capital Funding to renovate and enhance our School Building and Grounds in line with the goals of the Schools Strategic Plan.

The library refurbishment, technology upgrades and ongoing commitment to maintenance and facility redevelopment has seen many areas of the school undergo significant change.

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	\$3,514,139	High Yield Investment Account	\$1,707,051
Government Provided DET Grants	\$341,776	Official Account	\$84,688
Revenue Other	\$49,130	Other Accounts	\$9,703
Locally Raised Funds	\$1,299,766	<b>Total Funds Available</b>	<b>\$1,801,441</b>
<b>Total Operating Revenue</b>	<b>\$5,204,811</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,355,052	Operating Reserve	\$167,687
Books & Publications	\$2,539	Asset/Equipment Replacement < 12 months	\$76,791
Communication Costs	\$7,329	Capital - Buildings/Grounds incl SMS<12 months	\$3,894
Consumables	\$137,379	Maintenance - Buildings/Grounds incl SMS<12 months	\$180,860
Miscellaneous Expense <sup>3</sup>	\$526,035	Revenue Receipted in Advance	\$175,570
Professional Development	\$25,665	School Based Programs	\$60,000
Property and Equipment Services	\$223,785	Other recurrent expenditure	\$103,494
Salaries & Allowances <sup>4</sup>	\$37,578	Capital - Buildings/Grounds incl SMS>12 months	\$1,033,145
Trading & Fundraising	\$45,704	<b>Total Financial Commitments</b>	<b>\$1,801,441</b>
Travel & Subsistence	\$18,916		
Utilities	\$42,117		
<b>Total Operating Expenditure</b>	<b>\$4,422,102</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$782,709</b>		
<b>Asset Acquisitions</b>	<b>\$20,890</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.*