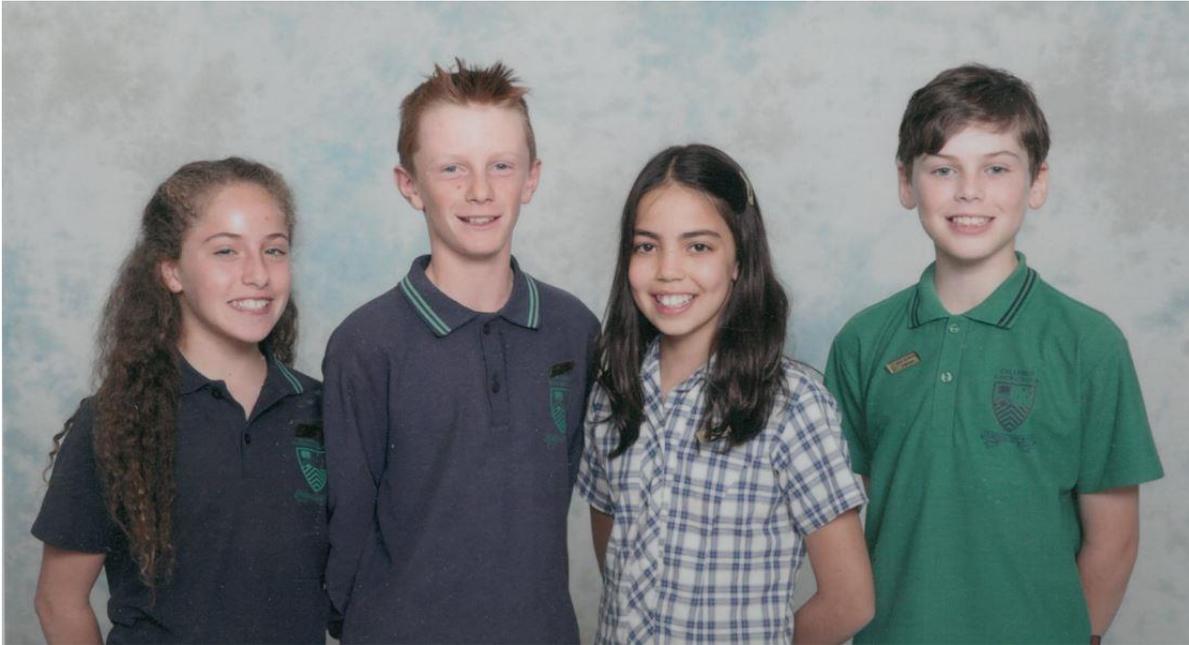


2015 Annual Report to the School Community

Caulfield Junior College

School Number: 3820



Name of School Principal: Amanda McLean

Name of School Council
President: Tara Blanchy

Date of Endorsement: 26.04.2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Caulfield Junior College (Caulfield JC) is a Victorian State Government school accredited by the Council of International Schools (CIS) for adhering to international standards. The school was established as Balaclava Road Primary School in 1914. It later became a Central School with students from Prep to Grade 8. In 1989 it was renamed Caulfield North Primary School and in 1999 Caulfield Junior College. Caulfield JC is located 11 km south-east from the Melbourne Central Business District (CBD).

Caulfield JC is a bi-national school accredited to deliver both the Australian and French curriculum in accordance with the Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrolment includes students undertaking the accredited French program within the French Section Elective (FSE). The FSE was introduced in 1998 and has had steady growth to a current enrolment of 278 within the overall enrolment of 508 (260 girls, 250 boys), an increase of over 200 in ten years. The FSE program is overseen by the Agency for French Education Abroad (AEFE). In 2012, the Department of Education and Training began the process of merging the French Section Elective into Caulfield Junior College as part of the DET's and Victorian Registration and Qualifications Authority (VRQA) regulatory frameworks. The school has now started the integration of the Australian and French curriculums. Our work on auditing the curriculums has shown that the skills and concepts are 80% similar.

Caulfield JC has a neighbourhood zone and low mobility; the FSE enrolment is open. The Student Family Occupation (SFO) density is 0.16. This relates to the socio-economic level of the community. There are 20 nationalities represented amongst the students with a Language Background other than English (LBOTE), most significantly French (182 students). Most Foundation children are drawn from two local preschools.

The current Principal, appointed for the commencement of 2015, is supported by a full time Assistant Principal (administration and classroom support), a director of the French section, and a full time Business Manager. The English stream has Full Time Equivalent (FTE) teaching staff of 19.5 (13.5 Range 2 including five team leaders and 6.0 Range 1), and specialist staff in Physical Education (1.0 FTE), Music (1.0) and Art/Languages Other Than English (LOTE) (0.5 FTE). The FSE has nine teaching staff. Staff teams align with Prep-Year 2, Years 3–4, Years 5–6, and specialists. Professional Learning Teams (PLTs) at levels Prep–Year 2 and Years 3–6 comprise staff from both language sections.

The office staff (FTE 3.0) includes a full time FSE office position and FSE Business Manager (FTE 0.6). Education Support (ES) staffing includes aides (FTE 1.2) in the Program for Students with Disabilities (PSD), a Nurse (FTE 0.37), Language Support (FTE 0.68), library support (FTE 0.2), and maintenance (FTE 0.68).

Achievement

Student outcomes in AusVELS regularly show the school results above the state and national median however, when compared to like schools, CJC is lower in some areas. Student Achievement has been a focus in whole school professional learning in 2015. Staff have worked collaboratively to analyse student achievement data in AusVELS and the French Curriculum to produce year level data shows to moderate achievement from A-E and A-NA.

NAPLAN results from 2015 indicate Year 3 are achieving above the state median in English and Mathematics. Year 3 outcomes are lower than the like school comparison. Year 5 outcomes are above the state median in English and Mathematics and similar to a like school comparison.

The 4-year average data shows the school has continued to maintain scores above the state median for both Year 3 and Year 5 in English and Mathematics. The sustained emphasis on improving Mathematical outcomes and teacher effectiveness has contributed to this outcome.

Based on the NAPLAN learning gain Year 3 and 5 data, writing stands out as an area for continued development. In 2015, a priority will be to improve these areas through Professional Learning Teams (PLT) explicit teaching, targeted professional learning and ongoing analysis of data to inform teaching and learning.

All students, regardless of their language background or their participation in the FSE/AusVELS streams are assessed in NAPLAN.

In 2015, the school undertook the DET School Review Process. All staff participated in the School Self-Evaluation, and staff through expression of interest participated in the Panel Review day and the writing of the 2016-2019 School Strategic Plan. The new School Strategic Plan is for the whole school and has aligned the FSE and CJC priorities to assist the school in developing the concept of 'one school'.

The school continued to focus on the development of strong and effective teaching teams across the school. Weekly whole school Professional Learning was introduced and curriculum teams were restructured to form Professional Learning Teams, P-2 and years 3-6. In 2015, planning week was introduced to allow all year level teams and specialist teachers to collaboratively plan for the next term. This supported the move towards 'one school and one curriculum' and enabled teachers to write whole school units of inquiry for each year level. Through dialogue and discussion, in addition with the introduction of the new French Curriculum, our focus on aligning AusVELS and FSE curriculum shifted to integration as the skills and concepts of the two curriculums are 80% the same. The FSE Strategic Plan developed in 2014 was incorporated into the whole School Strategic Plan 2016-2019.

As a result of the School Review Process the following goals have been set in the School Strategic Plan:

- Improve the A-E and NAPLAN correlation
- Improve NAPLAN comparison with like schools
- Improve learning gain from years 3-5
- Break down NAPLAN data for the French Section Elective and composite students

Engagement

In 2015, a number of Parent Forums were held to involve and support families. Throughout the DET School Review Process, parents were invited to contribute through workshops, School Council feedback and the panel review day. Chris Daicos, an educational consultant also facilitated two Parent Forums to support families. The workshops were: Building Resilience in Children and What it means to be an Adolescent?

To ensure students are catered for along the AusVELS developmental continuum staff participated in three whole school professional learning workshops in supporting Students with Learning Difficulties and the writing of Individual Learning Improvement Plans.

To build community a whole school assembly was introduced. Student leaders were provided with an authentic leadership opportunity and lead the assembly each week, in addition to special assemblies such as the ANZAC Day assembly. In the School Review Process, students spoke positively of their leadership roles and awarding students with value awards each week.

The school hosts the New Arrivals Program (NAP). NAP provides intensive English as an Additional Language instruction to prepare students for participation in mainstream schools. Students normally attend NAP between six to twelve months, depending on the student's needs. The delivery is a balanced between small group instruction and classroom support.

Wellbeing

Results derived from the 'Students Attitudes to School' survey indicate that CJC is similar in comparison to like schools. The four-year average indicates a similar comparison to like schools.

In 2015, all staff participated in whole school professional learning in Restorative Practices facilitated by Chris Daicos. A Student Wellbeing Team consisting of a team of interested staff was formed. To support teachers and students allocated time with the specialist timetable was created. This ensured one teacher was released to work with students everyday. This process has built teacher capacity and ensured students have a voice.

To raise the profile of the school values, whole school values awards were introduced. Our year 5/6 student leaders presented awards each week at the whole school assembly. Parents were encouraged to attend the assembly to celebrate this milestone achievement with their child. In the DET School Review Process, students were able to enthusiastically recall all of the school values with ease for the panel.

Wellbeing is supported and taught explicitly as part of the classroom program through programs such as Kimochis, Emotional Intelligences, Protective Behaviours, Better Buddies and Friendly Schools and Friendly Families. Each year to build community and a sense of belonging and connectedness, all classes begin with "LADIT: Let's all do it together", focusing on students learning about self and others. Each class also develops their class agreement. At the beginning of last year, staff developed a Staff Agreement based on norms and values outlining how we will work and talk together at CJC. Like with students, the staff agreement is underpinned by values and ensures expectations are clear. Agreements when enacted move words from the wall to action.

The DET educational psychologist supports Caulfield Junior College, ½ a day a week. The school also employed a private psychologist one day per week.

Productivity

The Student Resource Package (SRP) and locally raised funds have been strategically managed to maintain the facilities at Caulfield Junior College and to resource curriculum and staffing. The Finance committee of School Council meets monthly to oversee the spending of the annual budget and ensure Department of Education and Training financial guidelines are followed.

School Council, through its fundraising arm, the Parent Committee, had a range of fundraising events.

The major project for locally raised funds in 2015 was:

- Upgrading of the junior and senior boys/girls toilets

Strategic management of the SRP was aligned to the priorities of the School Strategic Plan and the 2015 Annual Implementation Plan and resourced:

- Teacher student ratios that were consistent with the Victorian Government School's Agreement, in particular the teacher student ratio of 1:21 in the junior school
- Membership of the Council of International Schools
- Whole school professional learning in Restorative Practices, First Aid, Anaphylaxis & Asthma and Sentral Reporting Program
- Sentral Reporting Program purchased for whole school reporting and longitudinal tracking of students
- The DET School Review Process
- Ongoing specialist programs including a full Arts program – Music, Performing and Visual Arts

For more detailed information regarding our school please visit our website at

<http://www.caulfieldjuniorcollege.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 will help to deliver community engagement in student learning in the school, which is a statewide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 503 students were enrolled at this school in 2015, 254 female and 249 male. There were 41% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index, which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

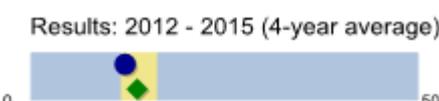
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>59%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>58%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	59%	19%	Numeracy	17%	59%	24%	Writing	17%	44%	38%	Spelling	17%	48%	35%	Grammar and Punctuation	17%	58%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	17%	58%	25%																							

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	94 %	94 %	94 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	94 %	94 %	94 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

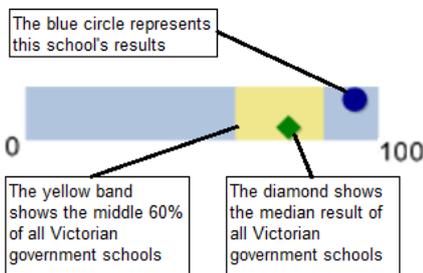
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

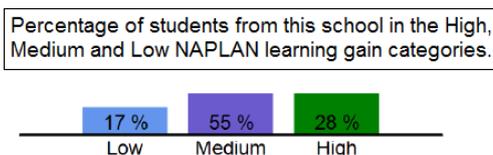
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

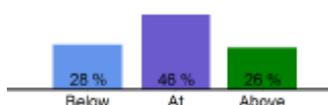


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,874,157	High Yield Investment Account	\$237,757
Government Provided DET Grants	\$680,235	Official Account	\$30,332
Revenue Other	\$17,544	Other Accounts	\$60
Locally Raised Funds	\$633,029	Total Funds Available	\$268,149
Total Operating Revenue	\$4,204,965		
Expenditure		Financial Commitments	
Student Resource Package	\$2,657,055	Operating Reserve	\$40,749
Books & Publications	\$21,357	Capital - Buildings/Grounds incl SMS<12 months	\$150,000
Communication Costs	\$8,774	Revenue Received in Advance	\$42,400
Consumables	\$101,627	School Based Programs	\$35,000
Miscellaneous Expense	\$401,814	Total Financial Commitments	\$268,149
Professional Development	\$36,278		
Property and Equipment Services	\$272,553		
Salaries & Allowances	\$209,113		
Trading & Fundraising	\$97,243		
Travel & Subsistence	\$907		
Utilities	\$35,082		
Total Operating Expenditure	\$3,841,804		
Net Operating Surplus/-Deficit	\$363,161		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

In 2015, Caulfield Junior College increased its positive operating position at both a local cash level and within the High Yield Investment account. This was due to an increase in funding in 2015, due to higher enrolments compared to 2014, and our overall expenditure being less for the same period. The result of this is that we have been able to target a number of further building projects.

With the excellent support received by our parent community, CJC was able to renovate both the Junior and Senior toilet areas. We also were able to create an additional office space within the main administration area to facilitate the Leadership Team to work together more effectively as the school undergoes a major transformation in the way of the merger between EFM and Caulfield Junior College.