

2016 Annual Report to the School Community



School Name: Caulfield Junior College

School Number: 3820



Name of School Principal:

Amanda McLean

Name of School Council President:

Tara Blanchy

Date of Endorsement:

[Enter date here]

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Caulfield Junior College is a Victorian Government school which is accredited by the Council of International Schools (CIS). Aligned with 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 North, the school was established in 1914. Our current enrolment is 504 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 (Language Other than English). The school is accredited by the French Ministry of Education to deliver the French Curriculum. The French Curriculum and the Victorian Curriculum are 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. We also host an out of school hours Hebrew Immersion Program.

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, Physical Education 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, we are committed to delivering a unique bi-national program that integrates both the Victorian and French curriculum to create 'one curriculum'.

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.

STAFFING

The current principal, is supported by a full time assistant principal, a full time French Director and a full time Business Manager. 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 (0.4 & 0.6), Music (1.0 FTE), ART (1.0 FTE) and French LOTE (0.8 FTE).

The office staff (FTE 2) and 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 1.0), language support (FTE 0.7), library support (FTE 0.6) and maintenance (FTE 0.68).



Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning: Building Practice Excellence

Based on the School Strategic Plan:

In 2016, the inquiry approach to learning and teaching introduced in 2015 was continued and enhanced by:

- Teachers working collaboratively in year levels teams to plan units of inquiry.
- Approaches to teaching inquiry have been tailored to meet the needs of the English and French sections of the school.
- A leadership Team representing both the English and French Programs has been developed to build teacher capacity and to support the integration of two curriculums, with a particular focus on the intercultural capability of the Victorian Curriculum.

Excellence in Teaching and Learning: Curriculum Planning and Assessment

Based on the School Strategic Plan:

- The school is undertaking a more detailed analysis of NAPLAN, which will inform targeted learning and teaching. In 2016, a bilingual student report, to better align student achievement across the two curriculums was implemented.
- Teacher professional learning to support teacher understanding of comparing NAPLAN data and student progress reports was undertaken, with a particular focus on 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 audit the Assessment Schedule to begin the development of a whole school Assessment Schedule.

Achievement

In 2016, the integration of the French Section Elective into Caulfield Junior College was finalised. This has been the culmination of substantial effort and close collaboration between School Council, Ecole Francaise de Melbourne (EFM), the Department of Education and Training (DET) and the school's leadership.

Victorian Curriculum and French Curriculum

- Leadership facilitated professional learning in auditing the AusVELS against the French and the Victorian Curriculums.
- Leadership worked with teaching teams to support teachers to develop units of inquiry that integrated both the French and Victorian curriculums.
- Team Leaders facilitated the development of literacy and numeracy planners to support the implementation of units of inquiry for their year levels.
- The school worked with educational consultant, Vivien Smith, to begin developing a whole school instructional model and approach to learning and teaching that incorporates the Victorian and French Curriculums and Council of International Schools Framework.
- Vivien Smith facilitated whole school professional learning and workshops in writing underpinned by WA First Steps.
- Professional learning was delivered on the Victorian and French Curriculum with a focus on Writing moderation, PAT Maths, Mathletics, reading comprehension, the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry.
- Bilingual professional learning was delivered by Bruno Devallee and Claudie Ricci the French Pedagogical inspectors and Laure Michelena the French Director from Tingal Park, Brisbane.
- Professional learning was delivered on year level team analysis and interpretation of cohort data for both the Victorian and French Curriculum.
- Leadership worked with the Sentral Reporting team to develop an English/French bilingual student report.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

- A Whole School Transition Program was improved based on parent feedback 2015. 2016 Parent Feedback was 100% positive.
- Introduced whole school singing from P-6 and program included bilingual songs taught in different languages.
- Introduced whole school Performance Assembly at the end of each term to show case student talent in the Arts.
- Celebrated whole school events such as Bastille Day, Anzac Day, Remembrance Day and Year 6 Farewell Assembly.
- Professional learning in bilingual tools and iPads was delivered by staff who attended AEFÉ professional learning.
- Introduced Berthe Mouchette oral language competition for all students in years 3-6.
- Continued to offer before and after school programs such as Hebrew Immersion Program (HIP) and the French afterschool activities.
- Worked with PR & C subcommittee of School Council to develop a calendar of events to be published annually.
- Introduced a bilingual newsletter representing 'one school'.
- Ensured individual learning plans were developed for students in the top and bottom 10% of learning.
- Peer Observation was timetabled weekly and teachers provided evidence as part of their Performance and Development Process.
- Graduate teachers were supported through mentoring and the Induction Program to achieve full VIT registration.
- French staff participated in the DET's Staff Opinion Survey for the first time.

In 2016, the Attitudes to School Student Survey data indicated a decline in the numbers of students feeling connected to their school. Possible factors attributing to the decline include:

- The introduction of inquiry in years 5/6 across the French and English sections of the school.
- The introduction of whole school singing in years 5/6.
- Staff absence

Wellbeing

- The school underwent a review from eSmart as required to be an eSmart School.
- Staff led professional learning in the DET Social and Emotional Learning modules which are now part of the Respectful Relationships Program.
- Kathryn Kalliday the DET SSSO facilitated professional learning in accessing student services.
- Child Safe professional learning was delivered.
- Behavioural Management plans were written and implemented for students as required.
- Program for Students with Disabilities and Parent Support Group meetings were scheduled and held each term.
- Student Wellbeing Team formed and timetabled release to work with students daily continued.
- All staff attended professional learning in First Aid, Anaphylaxis and Asthma.

For more detailed information regarding our school please visit our website at:
<http://caulfieldjc.org.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 state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_DataTables' which can be found on the School Performance Reporting website.

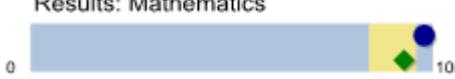
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 504 students were enrolled at this school in 2016, 260 female and 244 male. There were 44% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</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 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> Lower</p> <p> Lower</p> <p> Lower</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> Similar</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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>49%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>36%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>45%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	54%	26%	Numeracy	13%	60%	27%	Writing	9%	49%	43%	Spelling	21%	36%	43%	Grammar and Punctuation	19%	45%	36%	<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 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="582 846 1059 943"> <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>92 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	95 %	93 %	92 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	95 %	93 %	92 %	91 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Financial performance and position commentary

In 2016, Caulfield Junior College was able to maintain, if not slightly increase its positive operating position at a local level as enrolments and overall expenditure remained stable. The inflated position of the Official Account is due to the funds received in advance for the newly integrated French Elective.

CJC has been able to significantly strengthen our High Yield Investment account by accessing the 2015 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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,688,113
Government Provided DET Grants	\$1,215,937
Government Grants Commonwealth	\$3,120
Revenue Other	\$64,205
Locally Raised Funds	\$682,158
Total Operating Revenue	\$4,653,533

Expenditure	
Student Resource Package	\$2,528,593
Books & Publications	\$1,724
Communication Costs	\$6,321
Consumables	\$99,680
Miscellaneous Expense	\$425,157
Professional Development	\$23,940
Property and Equipment Services	\$329,044
Salaries & Allowances	\$142,551
Trading & Fundraising	\$78,294
Travel & Subsistence	\$480
Utilities	\$31,956
Adjustments	(\$37,461)

Total Operating Expenditure **\$3,630,279**

Net Operating Surplus/-Deficit **\$1,023,254**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,013,982
Official Account	\$578,036
Other Accounts	\$9,703
Total Funds Available	\$1,601,721

Financial Commitments	
Operating Reserve	\$161,395
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds incl SMS<12 months	\$800,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,826
Revenue Received in Advance	\$507,523
School Based Programs	\$41,977
Total Financial Commitments	\$1,601,721

Student Resource Package Expenditure figures are as of 06 March 2017 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.