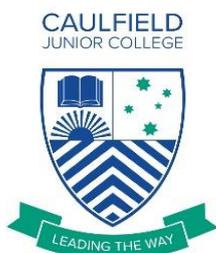


2018 Annual Report to The School Community



School Name: Caulfield Junior College (3820)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2019 at 08:12 AM by Chris Chant
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2019 at 09:19 AM by Stephen Loyer
(School Council President)

About Our School

School context

Vision

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. At Caulfield Junior College, we embrace diversity and are proud to provide a multilingual setting that enhances learning for everyone.

Values

At Caulfield Junior College our school values underpin how students, staff and parents work and talk together.

Our Values are:

- Honesty
- Empathy
- Respect
- Resilience
- Optimism

Context

Established in 1914, Caulfield Junior College is located approximately eleven kilometres from the Melbourne Central Business District. The school has a bi-national program that is 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 enrollment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). The school is balanced by our local community, many of whom access the Hebrew Immersion Program as an adjunct to their child/ren's learning.

Framework for Improving Student Outcomes (FISO)

Building practice excellence - extensive work was undertaken around improving teacher capacity and a focus on the learning intentions and success criteria for each lesson ensured staff were making improvements around their classroom instruction.

Curriculum planning and assessment - teams worked with greater collaboration and within designated times to refine this work.

Building leadership teams - ongoing commitment to development of leadership capacity across the school has been highly successful and will be a continued focus in 2019

Instructional and shared leadership - ongoing commitment to development of leadership capacity across the school has been highly successful and will be a continued focus in 2019

Empowering students and building school pride - students were supported in their increased engagement with whole events/opportunities

Our goal for 2018 was that a differentiated teaching and learning model was embedded in every classroom and then consistently high quality teaching focused on each student's point of need would occur and every student would demonstrate at least targeted learning progress across the whole school,

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 and French Curriculum in a sequential, structured, 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.

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. In 2018 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.

A new assessment schedule and reporting template was developed and implemented during the 2018 on the compass platform.

This was supported professional learning across the Victorian and French Curriculums with a focus on writing moderation, the development and refinement of the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry.

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

Individual Learning Plans were developed for students across the school and this work will continue into the 2018 school year.

Teacher judgments using both 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 that are comparable to the 2018 state median. Long term absence for family holidays impact on the total attendance rates for our students. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness. During 2018 preliminary works were commenced to transition attendance requirements to the electronic platform, COMPASS. This transition has greatly improved accountability and accuracy of the attendance data. Students who are away from school for longer periods will be provided with a student learning plans in 2018.

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

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

In 2018 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 with work being focused on curriculum planning and use of assessment data. Whole school professional development, well-being programs 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.

Behavioural Management Plans were written and implemented for students as required, these supported the Individual Learning Plans created by staff to support specific wellbeing and learning needs of students.

Program for Students with Disabilities and Student Support Group meetings continued during 2018. The work of

the school nurse, Educational Support staff and the Student Wellbeing Team continued to work in supporting students via 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.

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.

During 2018 the wellbeing of our students has been 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.

A Well-Being Coordinator (4 days per week) has been provided to work across the school, with staff and students. This allocation will add to the structures and supports already in place at our school.

In 2018 preliminary work has been completed to support the implementation of the Resilience Project in the 2019 school year.

Our student achievement data remains consistent (against historical trends at the school) and the AIP also addresses key areas for improvement in student learning. The school has maintained a consistent workforce plan and this will bring consistency and an element of predictability to the school at a time of significant change.

Financial performance and position

The overall financial position of the Caulfield Junior College remains strong as we were able to maintain a positive operating position at a local level as enrolments increased and overall expenditure remained stable. CJC has been able to maintain our High Yield Investment account and 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 school has committed to increased professional learning for all staff and this work will support the development of teaching and learning across the school.

In 2018, CJC continued with our commitment to technology upgrades as well as OH&S and facility redevelopment across the school buildings and grounds. The improved resourcing of the curriculum and the addition of improved facilities for the students is supported by the financial commitment of the school to our improvement agenda. There were a number of additions and changes to technology hardware infrastructure, provision of services and supply, site development and general improvements to facilities and learning spaces. There are more works planned into the coming school year. We also took steps to reduce our environmental impact by swapping to LED lighting across the school.

For more detailed information regarding our school please visit our website at
www.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 470 students were enrolled at this school in 2018, 243 female and 227 male.

42 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	67.6	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	53.9	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.9	90.1	82.6	95.3	Similar
Mathematics	97.1	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	88.6	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	87.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	74.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	71.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	85.5	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	80.3	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	77.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	75.4	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	26.7	42.2	31.1
Numeracy	25.0	47.7	27.3
Writing	28.9	40.0	31.1
Spelling	20.0	28.9	51.1
Grammar and Punctuation	17.8	35.6	46.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.3	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	14.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	92	85	92	94	92	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	69.5	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	62.8	81.7	73.8	88.7	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.0	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	65.1	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,505,864
Government Provided DET Grants	\$375,319
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$71,774
Locally Raised Funds	\$2,233,353
Total Operating Revenue	\$6,186,310

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,507,071
Adjustments	\$0
Books & Publications	\$2,962
Communication Costs	\$10,693
Consumables	\$158,679
Miscellaneous Expense ³	\$693,196
Professional Development	\$40,887
Property and Equipment Services	\$463,372
Salaries & Allowances ⁴	\$55,084
Trading & Fundraising	\$63,866
Travel & Subsistence	\$25,174
Utilities	\$44,681
Total Operating Expenditure	\$5,065,666
Net Operating Surplus/-Deficit	\$1,120,643
Asset Acquisitions	\$8,700

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,960,009
Official Account	\$102,178
Other Accounts	\$19,503
Total Funds Available	\$2,081,690

Financial Commitments	Actual
Operating Reserve	\$230,038
Other Recurrent Expenditure	\$12,440
Provision Accounts	\$0
Funds Received in Advance	\$165,245
School Based Programs	\$250,029
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$55,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$86,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$186,561
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,090,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,075,813

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The 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').