

Caulfield Junior College

CJC is a unique primary school of 455 students with 76% of students from a LBOTE. The school hosts a French Section Elective program involving 233 students in 2012 which sees students alternate between the mainstream and FSE curriculum every 2nd week, making comparisons with 'similar schools' difficult. During 2012, the FSE program was the subject of a rigorous DEECD review with the intent of finding pathways forward for the program. Recommendations from this review will be progressively implemented from 2013. The school also operates a language based Hebrew Immersion Program 3 mornings per week. In 2012, this program involved 80 students.

In 2012, the staff was comprised of 3 Principal Class Officers, 21.9 FTE teaching staff and 5.5 Education Support staff, excluding staff employed in the FSE and HIP programs.

Student learning is inquiry focussed with high importance placed on the development of each student's learning through challenge, investigation, reflection, lateral and critical thinking. The integration of Information Communication Technologies throughout the curriculum strengthens the stimulating programs offered.

Caulfield Junior College is an Internationally Accredited school and in 2012 was reaccredited after a rigorous review by a visiting team consisting of local, interstate and international educators. The school also engages in an international exchange program with a school in New Zealand, adding to the wide range of enrichment programs offered to students. Parents are fully involved with the school through School Council, Parents Committee, Parent Education Program and the Classroom Helpers Program.

Student learning outcomes continue to exceed state and national means but with an imperative to regularly review curriculum and teaching and learning pedagogy. The school is embarking on a strong team approach where staff continually analyse student data to support targeted learning. Strong emphasis is placed on student welfare with a Principal Class Officer designated to manage all related programs. Social and emotional intelligence is a whole school focus. Similarly, student pathways and transitions are addressed through an integrated, whole school program.

Student attendance data is negatively impacted by the high number of families who travel overseas for holidays during the year. Staff carefully monitor student attendance and parents are contacted when absences exceed 2 days. Where appropriate, parent meetings are arranged with the school's welfare officer and other key support staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Caulfield Junior College takes pride in its student learning achievements. Student outcomes in VELS regularly show the school results above the state median. When compared to like schools however, they are lower.</p> <p>NAPLAN results from 2012 indicate that Year 3, are achieving a band above the state mean in Literacy and Numeracy. The like school comparison shows year 3 to be similar. Year 5 outcomes are above the state mean in Literacy and Numeracy.</p> <p>The 4-year average shows the school is maintaining scores above the state median for both Year 3 and Year 5. The previous year's emphasis on improving Numeracy outcomes and improving teacher effectiveness seems to have had had some effect as the numeracy results were strong in Year 3.</p> <p>In 2013 a priority will be to continue improving numeracy outcomes through a greater use of, and familiarity with, differentiation of instruction and task. The school will continue to focus on the development of strong teaching teams which plan effectively together. Another focus will be on becoming familiar with AusVels and further aligning curriculum planning and delivery between the French Section Elective and AusVels.</p> <p>FSE students are performing well at French national Assessments (Evaluations Nationales) in Year 2 (CE1) and Year 5 (CM2). They perform better than students from France both in French and Maths, the difference being more important in Year 5. Results are comparable to</p>	<p>Caulfield Junior College is comprised of a community from many cultures with a high number of families travelling overseas for extended periods. This trend is indicative of the school culture, which contributes to student absences being slightly higher than the state average. Absences without prior notification are followed up as per DEECD requirements.</p> <p>Results derived from the 'Attitudes to School' survey indicate that CJC is similar to the comparison schools. The percentage rank for the 'Student Morale' variable increased from 20% to 45%. The 'Student Distress' variable continued to show improvement moving into the third quartile. The 'Learning Confidence' variable has leapt 2 quartiles – moving from the first to just outside the fourth. Other marked improvements can be seen in the 'Student Motivation' and 'School Connectedness' variables which have moved into the third and second percentile respectively. These indicate that students feel safe and secure at school and that programs at CJC are having increasing success in engaging and motivating the students, who are becoming independent learners.</p> <p>The school also implemented a modified version of the SATS for the year 3 and 4 students with results showing similarly high levels in the variables of 'Student Motivation', 'School Connectedness' and 'Learning Confidence'.</p> <p>A continued increase in extra curricula activities being offered before, during and after school illustrates the commitment by the school to support all aspects of</p>	<p>Caulfield Junior College offers a range of transition programs for all students; preschool to primary, early years to middle years, primary to secondary.</p> <p>An extensive prep transition program incorporates a school entry interview as well as four stimulating sessions in line with the agreed SaGE network understanding.</p> <p>Established programs support a smooth transition from pre-school settings, between year levels and sections of the school, as well as incorporating intra school transition sessions across all year levels in terms 2-4.</p> <p>The school continued the social competencies program 'Let's All Do It Together' implemented in the first three weeks of the school year to assist in preparing students for school life.</p> <p>A range of opportunities for students and teacher to create effective partnerships have been developed. These include buddy grade sessions, team teaching sessions, cross age student interaction and whole school sessions incorporating vertical student groupings.</p> <p>Our 2012 exiting Year 6 students enrolled at a range of government, Catholic and independent schools. The school has developed transition programs with local secondary colleges.</p>

French Schools in Asia-Pacific zone. Based on 2012 outcomes, a stronger emphasis will be placed on reading comprehension and grammar/conjugation in Year 2, and in spelling and mental arithmetic in Year 5.

student wellbeing. Within the classroom, a number of wellbeing programs were implemented such as Kimochis and Friendly Schools, Friendly Families. Each year begins with "LADIT: Let's all do it together" which focuses on emotional and social wellbeing. This is revisited throughout the year. Caulfield Junior College also employs additional staff to support the welfare needs of all of our students and families.

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

www.caulfieldjc.org.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>