



Department of Education and  
Early Childhood Development

# 2011 Annual Report to the School Community

Caulfield Junior College  
School Number: 3820



### Caulfield Junior College

Caulfield Junior College is a unique primary school with 73% of students from a LBOTE and the French Section Elective program which sees students alternate between the mainstream and FSE curriculum every 2<sup>nd</sup> week, making comparisons with similar schools difficult. The % of students from a LBOTE has grown from 0.25 in 2004 to 0.73 in 2011. This context has significant ramifications for teaching and learning programs

In 2011, the staff was comprised of 2 Principal Class Officers, 22.9 FTE and 4.93 Education Support Staff.

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.

Attention is paid to the individual needs, academic, social and emotional, of all students. The integration of Information Communication Technologies throughout the curriculum strengthens the stimulating programs offered. Caulfield Junior College is an Internationally Accredited school, hosts the French Section Elective Program, the Hebrew Immersional Program and a range of additional enrichment programs including a sister school exchange program in New Zealand. The school has a P-6 camping program. Parents are fully involved with the school through school council, Parents Committee, Parent Education Program and the classroom helpers program. In 2011, the school formally opened its 21 century learning neighbourhood building. The core values of the school are respect, responsibility, love of learning, integrity and harmony. Our values are embedded all aspects of school life.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Caulfield Junior College takes pride in its student learning achievements. The school is in the top 20 percent of government schools in Victoria in most of the National Assessment program outcomes.</p> <p>NAPLAN results from 2011 indicate that we are achieving at or above the state mean in most areas. Year 5 outcomes show that we are above the state mean in both Literacy and Numeracy. Year 3 results from 2011 show that there has been a decline in our year 3 Numeracy outcomes and also in writing but we are well above the state mean in Reading and Grammar and Punctuation.</p> <p>In 2012, our whole school priority is on improving our Numeracy outcomes.</p> <p>Staff will be engaged in Professional Development with outside consultants who specialise in the teaching of Mathematics. The main focus will be on exploring our pedagogy around Mathematics teaching and learning and improving teacher effectiveness.</p> <p>In 2012, we will continue and increase our focus on team planning, use of flexible learning spaces and collaboratively analyzing data to optimize a shared and informed approach to improving student learning. There will be an ongoing effort to improve alignment of programs between the French Section Elective and the Victorian Essential Learning Standards.</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 inherent 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. Student Safety and Student Distress variables show a marked improvement edging towards the third quartile. This indicates that students feel safe and secure at school and programs at CJC are having some success. 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 student wellbeing.</p> <p>Within the classroom a number of wellbeing programs were implemented. 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.</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. 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 learning areas to create partnerships has 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 2011 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>

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

[www.caulfieldjc.org.au](http://www.caulfieldjc.org.au)

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

# Financial Performance and Position

Caulfield Junior College

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$458,259
Commonwealth Government Grants	\$
State Government Grants	\$
Other	\$25,062
Locally Raised Funds	\$460,363
<b>Total Operating Revenue</b>	<b>\$943,684</b>

### Expenditure

Salaries and Allowances	\$115,970
Bank Charges	\$5,415
Consumables	\$97,713
Books and Publications	\$27,229
Communication Costs	\$8,720
Furniture and Equipment	\$153,442
Utilities	\$42,323
Property Services	\$289,887
Travel and Subsistence	\$192
Motor Vehicle Expenses	\$
Administration	\$11,991
Health and Personal Development	\$1,722
Professional Development	\$29,217
Trading and Fundraising	\$99,463
Support/Service	\$79,752
Miscellaneous	\$180,232
<b>Total Operating Expenditure</b>	<b>\$1,143,268</b>

**Net Operating Surplus/-Deficit** **-\$199,584**

**Capital Expenditure** **\$25,990**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$17,909
Official Account	\$6,909
Other Bank Accounts( listed individually)	
Building Fund	\$3,420
Library Fund	\$338
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$28,576</b>

### Financial Commitments

2011 Actual	
School Operating Reserve	\$10,000
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$18,576
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
<b>Total Financial Commitments</b>	<b>\$28,576</b>




## Financial performance and position commentary

The apparent deficit of \$199,584 is explained by Grant Funds carried forward from 2010. These grants were for BER ICT Grant, Supplementary Maintenance Grant and BER Furniture & Equipment Grant. The major projects completed in 2011 were the new maintenance shed, ICT, Furniture and Equipment for the BER building, and Roofing, Guttering and window replacement in the Junior and Main buildings. Also included in the building services area of the budget was the ongoing payment for the painting of the exterior and interior of the school.




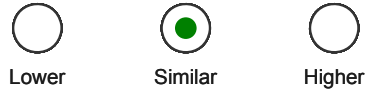
## Caulfield Junior College

### How this school compares to all Victorian government schools



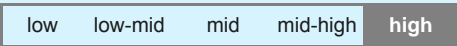
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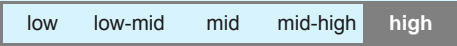
Range of results for the middle 60% of Victorian government schools:   
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p><b>1. Student Learning</b></p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> 
<p><b>2. Student Engagement and Wellbeing</b></p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		

### School Profile


- 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.
 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
 
- Overall socio-economic profile
 



Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 439 students (220 female, 219 male) were enrolled at this school in 2011.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2010



#### Results: English and Mathematics 2007 - 2010 (4-year average)



#### Results: All other subjects 2010



#### Results: All other subjects 2007 - 2010 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

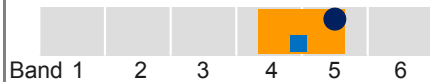
#### 4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

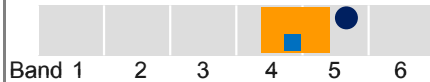
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

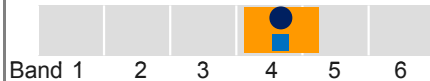
#### Results: Reading 2011



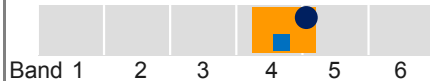
#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

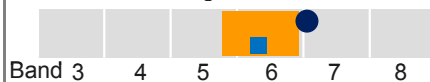
#### 5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

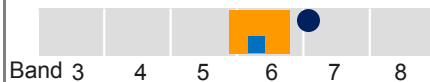
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

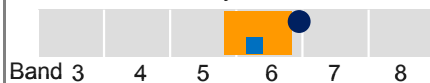
#### Results: Reading 2011



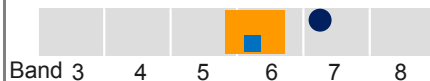
#### Results: Reading 2008 - 2011 (4-year average)



#### Results: Numeracy 2011



#### Results: Numeracy 2008-2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar






Higher



## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

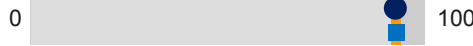
### Student Engagement and Wellbeing

#### 6. Student attendance

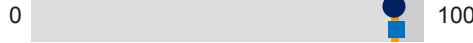
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

#### Results: 2010



#### Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	92%	93%	94%	93%	91%	91%

### School Comparison



Lower



Similar



Higher



Lower



Similar

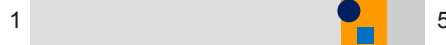


Higher

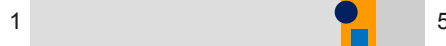
#### 7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

#### Results: 2011



#### Results: 2008 - 2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

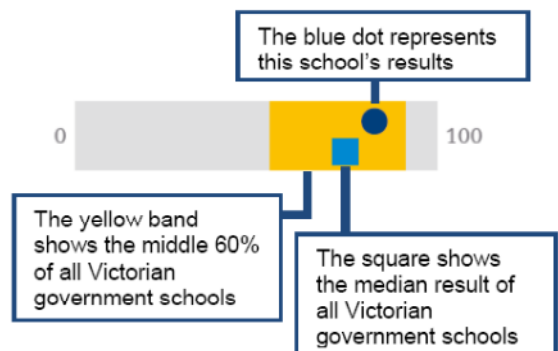
## What are student outcomes?

*Student outcomes* describe the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



## 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 Indigenous 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: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## School Comparison



Lower



Similar



Higher

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.