

**2013 Annual Report to
the School Community**

Caulfield Junior College

School Number: 3820



Name of School Principal:

Tim Douglas

Name of School Council President:

Rob Roseby

Date of Endorsement:

12th May 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Caulfield Junior College is a unique primary school in Caulfield North with a 2013 enrolment of 450 students including 66% of students from a LBOTE. The school hosts a French Section Elective program involving 244 students in 2013 which sees students alternate between the AusVELS and FSE curriculum every 2nd week, making comparisons with 'similar schools' difficult. In 2013, the school commenced the implementation of the DEECD recommendations in relation to the FSE program. The school sought permission from the Minister of Education to reconfigure the school council to include 2 nominee positions, to be held by representatives of the Ecole Francais de Melbourne. The school also introduced P-2 binomes whereby the students alternated between their AusVELS class taught by a Victorian teacher and the FSE program taught by a French teacher, using a harmonised curriculum.

The school provides a Hebrew Immersion Program 3 mornings per week before school, providing instruction in reading, writing, speaking and listening in Hebrew. Over 80 students, from P-6, participated in the program.

In 2013, the staff was comprised of 3 Principal Class Officers, 20.7 FTE teaching staff and 5.4 Education Support staff, excluding staff employed in the FSE and HIP programs.

The school's mission statement describes a commitment to provide students with diverse learning opportunities in a multicultural context that challenges students to recognise their individual potential. Included in that commitment is the provision of a challenging academic 21st century learning environment, a set of valuable life and social skills promoting active global citizenship, active engagement skills with a diverse community that fosters international mindedness and a safe, supportive and inclusive whole school environment.

Student learning is inquiry focused 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. 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.

Achievement	Engagement	Wellbeing
<p>Caulfield Junior College is proud of its student learning achievements. Student outcomes in AusVELS regularly show the school results above the state median however, when compared to like schools, CJC is lower.</p> <p>NAPLAN results from 2013 indicate Year 3 are achieving above the state mean in English and Mathematics. Year 3 outcomes are lower than the like school comparison, however Year 5 outcomes are above the state mean 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.</p> <p>Based on the Naplan Relative Growth Year 3 and 5 data, Reading and Writing stand out as an area for future development. In 2014, a priority will be to improve these areas through explicit teaching, targeted professional development and ongoing analysis of data to inform teaching and learning.</p> <p>The school will continue to focus on the development of strong and effective teaching teams. Ongoing alignment of curriculum planning and delivery between the French Section Elective and AusVELS will continue.</p> <p>FSE students' performance at French national Assessments (Evaluations Nationales) in Year 2 (CE1) and Year 5 (CM2) have generally declined in 2013 compared to 2012. There is a 10%-15% decline on average in most language related skills except for Writing in CE1 (+2%), and Reading (+4.5%) and Vocabulary (+1%) in CM2. Maths related results have improved in most skills by 2% to 21%, except for Calculations (-2.5%) in CE1 and Arithmetics (-2%) and Geometry (-4%) in CM2.</p> <p>No comparison can be made with results in France because 2011 was the last year that French national data was made available. Neither result can be compared with those of French Schools in Asia-Pacific zone since this data no longer exists for 2013.</p>	<p>Caulfield Junior College is a community comprising of families from many cultures with a high number of these families travelling overseas for extended periods for the purpose of maintaining family ties and customs. This trend is indicative of the school culture, which contributes to student absences being slightly higher than the state average.</p> <p>Families are required to inform the school in advance and relevant tasks to be completed whilst travelling are discussed with the parents. In accordance with the new School Attendance Guidelines 2014 the school will endeavour to formalise this process and consider the provision of a Student Absence Learning Plan. Absences without prior notification are followed up as per DEECD requirements. Parents are required to inform the school via telephone if their child is absent or present a written note on the child's return. Children absent for a number of days or have unexplained absences are investigated by the administration staff or relevant class teacher.</p> <p>The school will reinforce the notion and implement strategies that 'Every Day Counts' as a strategy to reduce absences from school. As previously noted, families retaining overseas family ties are the predominant factor in the number of school absences.</p>	<p>Results derived from the 'Attitudes to School' survey indicate that CJC is lower in comparison to like schools.</p> <p>Due to changes in the formulation of the 2013 data, we are no longer able to compare or comment on the percentage growth of the variables within the 'Students Attitude to School' survey. Data is now provided in the form of 'Trend Analysis' reports for both the Year 5 and 6 – there is no data for the total cohort.</p> <p>Year 5 data shows a slight downward trend in the variables of –</p> <ul style="list-style-type: none"> • Connectedness to peers • Learning Confidence • School Connectedness • Stimulating Learning • Student Motivation • Teacher Effectiveness • Teacher empathy • Student Distress • Student Morale <p>Whilst Year 6 data shows quite significant increases in all variables, excluding, 'Connectedness to Peers.'</p> <p>The data suggests that students transitioning from Year 4 to Year 5 find it quite challenging. The move to the BER, with more independent learning expectations and different organisational arrangements, may take students some time to adapt to and as this survey is conducted early in the school year students could still be 'settling in'.</p>
		<p>The variable of 'Classroom Behaviour' shows an upward trend with both cohorts.</p> <p>We continue to offer extra curricula activities during and after school, illustrating the commitment the school has to support all aspects of student wellbeing.</p> <p>Within the classroom, a number of wellbeing programs were implemented such as Kimochis, Emotional Intelligences, Protective Behaviours, Better Buddies 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.</p> <p>Caulfield Junior College also employs additional staff to support the welfare needs of all of our students and families.</p>

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <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>44%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>4%</td> <td>44%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>28%</td> <td>65%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>46%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	44%	33%	Numeracy	4%	44%	52%	Writing	20%	43%	37%	Spelling	7%	28%	65%	Grammar and Punctuation	15%	46%	39%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	44%	33%																							
Numeracy	4%	44%	52%																							
Writing	20%	43%	37%																							
Spelling	7%	28%	65%																							
Grammar and Punctuation	15%	46%	39%																							

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="587 741 1042 835"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	93 %	94 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	93 %	94 %	95 %										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary 2013

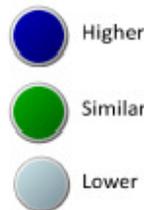
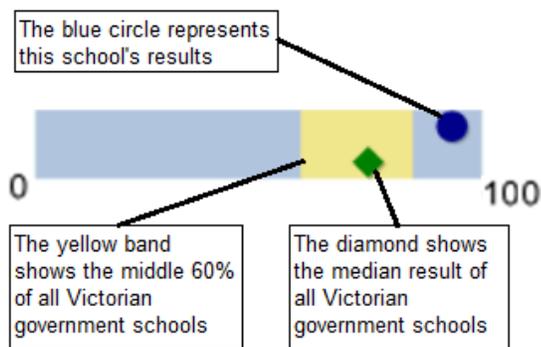
What are student outcomes?

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.



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.

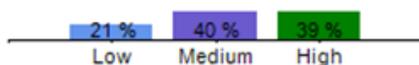
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$624,209	High Yield Investment Account	\$50,852
Revenue Other	\$104,789	Official Account	\$3,572
Locally Raised Funds	\$510,985	Other Accounts	\$344
Total Operating Revenue	\$1,239,984	Total Funds Available	\$54,768
Expenditure		Financial Commitments	
Books & Publications	\$37,086	Operating Reserve	\$10,000
Communication Costs	\$7,614	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$102,725	School Based Programs	\$4,768
Miscellaneous Expense	\$344,494	Total Financial Commitments	\$54,768
Professional Development	\$21,655		
Property Maintenance	\$496,078		
Salaries & Allowances	\$106,983		
Trading & Fundraising	\$72,190		
Travel & Subsistence	\$131		
Utilities	\$32,429		
Total Operating Expenditure	\$1,221,386		
Net Operating Surplus/-Deficit	\$18,598		
Asset Acquisitions	\$0		

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The school completed 2013 with a surplus of \$18598. This was due to Parent Committee fundraising targeted for the landscaping project. 50% of the project was paid for in 2013 with the balance to be paid in 2014. The landscaping project was an extraordinary expenditure item of approximately \$100,000. Half of the cost of the project was funded by the school and half was funded by Parent Committee fundraising.