

**2014 Annual Report to
the School Community**

Caulfield Junior College

School Number: 3820



Name of School Principal:

Acting Stan Szuty

Name of School Council President:

Rob Roseby

Date of Endorsement:

28th April, 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Caulfield Junior College is a unique primary school in Caulfield North with a 2014 enrolment of 495 students including 75% of students from a LBOTE. The school hosts a French Section Elective (FSE) program involving 259 students which sees students following a bilingual French-English program based on the alignment of French curriculum with AusVELS, making comparisons with 'similar schools' difficult. In 2014, the school commenced the second year of the DET recommendations in relation to the FSE program. The school continued to embed the binome learning and teaching model, whereby students alternate between their class taught in English by a Victorian teacher and the French class taught by the a teacher from the French Education system.

The school provides a Hebrew Immersion Program (HIP) three mornings per week before school, providing instruction in reading, writing, speaking and listening in Hebrew. Over 95 students from foundation to year 6 participate in the program.

In 2014, the staff comprised three Principal Class Officers, 21.7 FTE teaching staff not including staff employed in the FSE and HIP programs. The school has 7.04 Education Support staff which now includes 1.69 FSE ES Staff which was a directive from the Department of Education.

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 by the Council of International Schools. The French Section Elective (FSE) program is accredited by the French Ministry of Education and is part of the AEFÉ (Agency for French Education Abroad) world-wide school network. 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 monitors student attendance and parents are contacted when absences exceed two days. Where appropriate, parent meetings are arranged with key support staff and the school's guidance officer.

Achievement

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.

NAPLAN results from 2014 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.

Based on the NAPLAN learning gain Year 3 and 5 data, writing stands out as an area for continued development. In 2015, a priority will be to improve these areas through Professional Learning Teams (PLT) explicit teaching, targeted professional development and ongoing analysis of data to inform teaching and learning.

The school will continue to focus on the development of strong and effective teaching teams. Ongoing alignment of curriculum planning and delivery in the FSE between the French Curriculum and AusVELS will continue. In 2014, the school developed a specific Strategic Plan for the FSE for further alignment and compliance with DET and AEFÉ recommendations.

Engagement

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. 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 written notification are followed up as per DET requirements. Parents are encouraged to inform the school via telephone if their child is absent and provide 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.

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.

Wellbeing

Results derived from the 'Students Attitudes to School' survey indicate that CJC is similar in comparison to like schools. The four year average indicates a similar comparison to like schools.

We continue to offer extra curricula activities during and after school, illustrating the commitment the school has to support all aspects of student wellbeing.

Within the classroom, a number of wellbeing programs were implemented such as Kimochis, Emotional Intelligences, Protective Behaviours, Better Buddies and Friendly Schools and 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.

Productivity

The SRP and locally raised funds have been strategically managed to maintain the facilities at Caulfield Junior College and to resource curriculum and staffing. The Finance committee of School Council meets monthly to oversee the spending of the annual budget and ensure Department of Education and Training financial guidelines are followed.

School Council, through its fundraising arm, the Parent Committee, has a range of fundraising events. In 2014 the Fete coincided with the schools 100 year anniversary. These events were supported by a number of smaller events throughout the year. These events are promoted by the PR and Communications committee of School Council.

The major projects for locally raised funds in 2014 were:

- Procurement of six air conditioners for the BER classrooms.
- the final stage of the school Landscaping project.

Strategic management of the SRP was aligned to the priorities of the School Strategic Plan and the 2014 Annual Implementation Plan and resourced:

- teacher student ratios that were consistent with the Victorian Government School's Agreement, in particular the teacher student ratio of 1:21 in the junior school
- one reading recovery teachers
- membership of the Council of International Schools
- ongoing specialist programs including a full Arts program – Music, Performing and Visual Arts

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

Performance Summary

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 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 480 students were enrolled at this school in 2014, 228 female and 252 male.

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.



Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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>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> Lower</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 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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	49%	38%	Numeracy	21%	56%	23%	Writing	34%	51%	15%	Spelling	21%	43%	36%	Grammar and Punctuation	15%	45%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	49%	38%																							
Numeracy	21%	56%	23%																							
Writing	34%	51%	15%																							
Spelling	21%	43%	36%																							
Grammar and Punctuation	15%	45%	40%																							





Performance Summary

Key: Range of results for the middle 60% 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 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	91 %	93 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	91 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% 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>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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

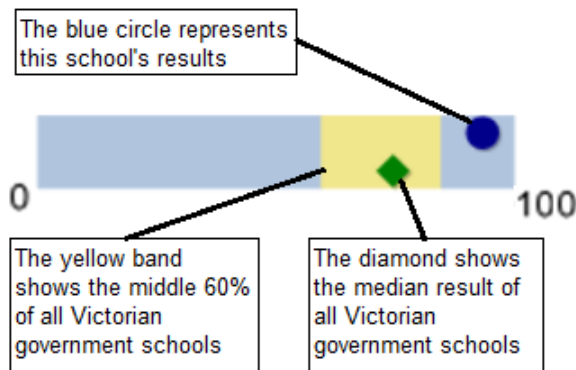
What are student outcomes?

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.

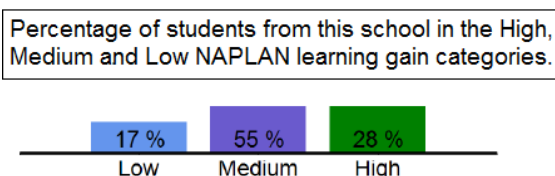
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,715,015
Government Provided DE&T Grants	\$580,526
Revenue Other	\$16,333
Locally Raised Funds	\$623,163
Total Operating Revenue	\$3,935,036

Funds Available	Actual
High Yield Investment Account	\$40,372
Official Account	\$23,273
Other Accounts	\$60
Total Funds Available	\$63,705

Expenditure	
Student Resource Package	\$2,688,782
Books & Publications	\$44,892
Communication Costs	\$5,450
Consumables	\$108,279
Miscellaneous Expense	\$393,564
Professional Development	\$27,408
Property and Equipment Services	\$367,727
Salaries & Allowances	\$120,745
Trading & Fundraising	\$88,625
Travel & Subsistence	\$353
Utilities	\$35,359
Total Operating Expenditure	\$3,881,185

Financial Commitments	
Operating Reserve	\$10,000
Revenue Received in Advance	\$50,970
School Based Programs	\$2,735
Total Financial Commitments	\$63,705

Net Operating Surplus/-Deficit	\$53,851
Asset Acquisitions	\$5,899

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.

Financial performance and position commentary

[Insert financial commentary here]