

School Strategic Plan 2022-2026

Caulfield Junior College (3820)



Caulfield
JUNIOR COLLEGE

École franco-australienne
de Melbourne

Submitted for review by Broden Borg (School Principal) on 28 February, 2023 at 01:57 PM
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<p>School vision</p>	<p>Our students are our future. That one statement outlines the incredible importance of schools. We have a responsibility to nurture the great young minds that we invite into our school and guide them towards the world-changing people they can become. At Caulfield Junior College, we will support your child as they transition from early childhood settings into their primary education. We will understand them not just as learners, but as young people. We will provide an environment where they are supported, challenged and connected. Our school motto is Leading the Way and I can proudly say that I know our students will be 'Leading the Way' in the future. We are committed to providing students with diverse learning opportunities in a multicultural context that challenges them to recognise their individual potential .</p>
<p>School values</p>	<p>Our school values are Honesty, Empathy, Respect and Optimism (HERO). These values underpin our positive approach when dealing with students and their diverse needs. When students' make a mistake we encourage them to own it, learn from it and then try again.</p>
<p>Context challenges</p>	<p>Caulfield Junior College is a unique school that values the rich cultural diversity of our community. In this fast evolving world of digital technology and globalisation, the notion of multiculturalism becomes a key that unlocks the true potential of the young minds and broadens their horizons. Our students are the thinkers and leaders of tomorrow; our goal is to prepare them academically and socially for their secondary education and beyond, and provide them with tools that exceed the limits of the traditional curriculum.</p> <p>We offer two streams at CJC: The Victorian curriculum that meets the standards of the Department of Education and Training Victoria. The French Binational Program curriculum which offers a bilingual education based on both French and Victorian curricula that meets the standards of the Department of Education and Training Victoria as well as the French Ministry of National Education.</p> <p>Furthermore, a Hebrew language program is offered to all CJC students as a before and after school extension opportunity.</p> <p>In 2023, CJC is proud of its community that represents 28 different nationalities, speaking 23 languages other than English at home.</p> <p>The Structure of the French-Binational Program in 2023:</p> <p>Students' profile The French-Binational Program currently has over 340 enrolled students (2023). The maximum capacity is 350. Most of these children were born in Australia to Franco-Australian parents, 75% have a French speaking parent who lives at home. Approximately 10% of our students are from expatriates families.</p> <p>Our focus this year is building stronger community connections while internally we have a relentless focus on Wellbeing, Teaching and Learning. Our major focus this year is on Numeracy, as our school has spent many years improving our Literacy approach.</p>
<p>Intent, rationale and focus</p>	<p>To optimise the learning growth of every student in Numeracy. As a school, we are focusing a significant amount of time and resources to improve the outcomes of our students. We have engaged the services of Mr Peter Sullivan to support staff in improving their teaching practice in numeracy. He is widely regarded as an expert in the mathematical field and he will be utilised to support our staff within the classroom.</p> <p>We have also altered our instructional approach to change the way students approach a mathematical problem. We are following a cyclical process that ensures students review their thinking and have multiple exposures of the same technique.</p> <p>Furthermore, we are sending some of our staff who work with extension students to conduct further PD to upskill them with supporting students that may experience Math difficulties.</p> <p>To optimise the learning growth of every student in Literacy. This has been our focus for the previous two years and as a school we have made significant improvements. Moving forward we are focusing more heavily on reading conferences and upskilling staff on identifying the individual needs of students. We are also doing further work to improve staffs understanding of the difference between guided, reciprocal and literature circle reading.</p> <p>We have also made the choice to introduce Little Learners Love Literacy to teach phonics to our P-2 students. This focus on best practice will ensure our students have a solid foundation to build the rest of their learning upon.</p>

We also have an intervention team that are working with our identified students to bridge the gaps they have in their learning.

To develop healthy and resilient students who are actively engaged in their own learning.

We have made great improvements as a school to improve the wellbeing of our students'. We began with hiring our wellbeing dog, Luna. She spends time with many of our students and is considered as another member of staff. We have also been successful in being chosen to participate in the School Wide Positive Behaviour initiative. This three to five year program will ensure the school has a consistent approach to behaviour and wellbeing at our school.

Through our teaching, we are looking for ways that students can actively have a say in their learning. Commonly this comes through goal setting by completing individual conferences.

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Goal 1	To optimise the learning growth of every student in Numeracy
Target 1.1	Increase the percentage of Year 5 students achieving above benchmark growth for NAPLAN Numeracy from 28% in 2021 to 38% by 2026
Target 1.2	Increase the percentage of Year 5 students in the top two bands for NAPLAN Numeracy from 32% in 2022 to 53% by 2026
Target 1.3	Increase positive endorsement rate to the Instructional Leadership factor in the School Staff Survey from 50% in 2022 to 75% by 2026
Key Improvement Strategy 1.ay The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a new instructional model for Numeracy
Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity in Numeracy through PLCs
Key Improvement Strategy 1.cy Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement a consistent approach to assessment for learning in Numeracy
Goal 2	To optimise the learning growth of every student in Literacy
Target 2.1	Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Reading from 42% in 2021 to 50% by 2026
Target 2.2	Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing from an average of 34.8% across 2018-2021 to an average of 41% across 2023-2026
Target 2.3	Increase the percentage of Year 6 Bi-national candidates achieving Level B1 in the DELF French Language proficiency junior assessment from 87.5% in 2021 to 90% by 2026
Key Improvement Strategy 2.ay	Enhance teacher practice in Reading and Writing through PLCs

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.by Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement a consistent approach to assessment for learning in Literacy
Goal 3	To develop healthy and resilient students who are actively engaged in their own learning.
Target 3.1	Increase positive endorsement of the Student Agency and Voice factor in the Attitude to School Survey from 58% in 2022 to 68% by 2026
Target 3.2	Increase positive endorsement of the Student Agency and Voice factor in the Parent Opinion survey from 69% in 2021 to 80% by 2026
Target 3.3	Increase positive endorsement of the Differentiated Learning Challenge in the Attitude to School Survey from 77% in 2022 to 86% by 2026
Key Improvement Strategy 3.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher capacity to foster student agency in learning and wellbeing
Key Improvement Strategy 3.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen school practices that promote positive behaviours, resilience and a safe environment