

# 2024 Annual Report to the School Community

School Name: Caulfield Junior College (3820)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 07:14 AM by Chris Chant (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2025 at 07:15 AM by Chris Chant (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Caulfield Junior College (CJC) is situated in Caulfield North, in the southeast suburbs of Melbourne, with a total student enrolment of 548 students. The school has a bi-national program that is accredited to deliver both the Victorian and French Curriculum in accordance with the Victorian Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrolment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). Caulfield Junior College's vision is that all students are empowered to learn and achieve, experiencing high-quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. Caulfield Junior College has 25 classrooms, 6 specialist programs, a designated library and a well structured and supported enrichment and Inclusion program. A growing team of education support staff support funded and non - funded students to fully access the inclusive and diverse programs and opportunities at the College. An experienced team of teachers numbering 30 fulltime teachers, 4 part time staff and a developing group of early career teachers support to foster learning at CJC. A team of Learning specialists support and drive curriculum delivery at the school. We also have five administrative and one contracted maintenance staff in the office and three principal class staff. The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage. At Caulfield Junior College, we embrace diversity and are proud to provide a multi-lingual setting that enhances learning for everyone.

Supporting this vision are four core values (we call them HEROs): · Honesty · Empathy · Respect · Optimism .

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Caulfield Junior College continues to be extremely proud of our achievements in student learning outcomes. In 2024, the school achieved 'high' in both the learning and wellbeing performance indicators. In Reading, our NAPLAN data showed that 94% of our Year 5 students were achieving in the Strong or Exceeding categories. In Numeracy, 90% of our students demonstrated similar results. When analysing academic growth, our students continued to demonstrate high or medium growth in Year 3 and 5. This is demonstrated by 84% of students in Reading and 83% of students in Numeracy achieving this outcome. We have been working with Literacy and Numeracy Learning Specialists to support our teachers in enhancing the delivery of our teaching approaches. We have implemented the Orton Gillingham Approach in the junior years to target our spelling and reading results, while continuing to implement the Peter Sullivan Model to

improve our Numeracy results. We have continued to deliver an enrichment program at the school with a focus on advancing the knowledge of students operating 'above' the expected level. These students have weekly sessions with teachers to engage in a range of problem-solving lessons to extend and apply their knowledge. Our school is proud of the significant investment in our staff to ensure our teaching practices are evidence-based and the positive results of our students are receiving.

## Wellbeing

Wellbeing continues to be a strong focus at our school. We continue to have a Inclusion Coordinator and two Support Officers and an inclusion team. These staff support classroom teachers to develop plans to cater for students individual learning and wellbeing needs. We continue to be engaged in the 'Dogs Connect' program, with Luna taking on the role as our wellbeing dog. We continue to be involved in the School Wide Positive Behaviour program, this will be our third year. We have consistent expectations and documentation for addressing behaviour at our school and this continues to be refined each year. We have a Peer-Mediator program at our school, students were active in this space and contributed significantly to support students when dealing with friendship or behavioural issues. When analysing our Wellbeing measures, 90% of our Year 4 - 6 students positively endorsed a sense of having school connectedness. Similarly, 87% of Year 4-6 students found our learning environment stimulating. we are proud of these results and reflect the impact of the priority and investment that we have for wellbeing.

## Engagement

Attendance continued to be priority throughout our school in 2024. Attendance data was regularly monitored by leadership and processes were refined to ensure that all staff felt a sense of ownership to promote school attendance. We used Compass and our school's newsletter to educate our community regarding the importance of students attending school regularly. We also engaged with our school council and sub-committee to ensure policies and processes reflected our commitment to strong attendance. 92% of our students attended school 80% or more, 26% of those had a 95% attendance rate. Given that we do deliver a bi-national program and that many of our families are expats, we do expect a portion of our community to head overseas during the school year, to visit their home country and families. Our attendance remains relatively strong considering this. The school has continued to focus on student transitions to support student engagement in 2024, both from primary to secondary and kindergarten into Prep. The CJC school transition program supported students as they made the transition into secondary school. We also enhanced our Prep Transition program to provide more comprehensive information to our families and a greater sense of connectedness.

## Other highlights from the school year

Our Parent Committee remains very active and committed to supporting the school in achieving its objectives. They have raised significant funds that have improved infrastructure pieces and playground spaces across the school. We continue to be proud and celebrate the diversity of our school by acknowledge important cultural celebrations, such as Bastille Day, Diwali, Hannukah and Christmas. Our French Binational Program continues to flourish and the opportunities our students receive through this program are greatly beneficial to them, one such example was the debate competition. The Bring Your Own Designated Device (BYODD) program continued to be a success, it is a tool that students can utilise to support their learning, without replacing the fundamental development of traditional learning skills and activities. Our Year 3 - 6 Camp program continues to be a highlight for our students and they are an integral component of our academic calendar.

In 2025 we will commence the refurbishment of the Infant School building. This work will improve the overall quality of and access to these rooms and will also see significant drainage and related works undertaken to better manage the environmental issues in this area of the school. This work will cause some disruptions however planning is well underway to mitigate the impact to learning and our students.

## Financial performance

Caulfield Junior College continues to demonstrate a strong and efficient financial staffing and budget planning system, carefully designed to meet the complex demands of operating a dual curriculum school. This system ensures compliance with both the Department of Education and Training (DET) requirements and the French Ministry of Education standards.

The school's Strategic Plan serves as a critical framework, guiding the allocation of funds by the School Council to effectively support the school's programs and priorities. In line with this strategic approach, equity funding has been allocated to enhance wellbeing programs and resourcing, ensuring that the needs of all students are met. The school will undergo an independent financial audit in the early part of the 2025 school year.

A key strength of the school's financial management is the close oversight provided by the School Council. The Council has diligently monitored all financial commitments, ensuring that the funds are directed towards initiatives that support educational excellence. This includes a consistent focus on Occupational Health and Safety (OH&S), maintenance, and facility redevelopment, resulting in several notable improvements across the campus.

Significant upgrades have been made to enhance accessibility, including the installation of upgraded bathrooms, ramps, and decking. Additionally, critical OH&S improvements have been carried out in the Student Learning Centre (SLC) and facility access areas. These upgrades have contributed to a safer and more inclusive learning environment.

The school has also managed to create a new classroom and intervention space, optimising the use of available resources to support targeted educational programs. Furthermore, a single-purpose entry and shade sail were constructed for Team Kids, providing a more functional and protective space for the school's extended care program.

All funds received from the Department or raised by the school have been either expended or committed to future years. This ensures that the school's financial resources are utilised effectively to support the achievement of educational outcomes and meet operational needs. The allocation of funds remains in strict alignment with Department policies, School Council approvals, and the original intent for which the funding was provided or raised.

**For more detailed information regarding our school please visit our website at  
<https://www.caulfieldjc.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 555 students were enrolled at this school in 2024, 281 female and 273 male.

42 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

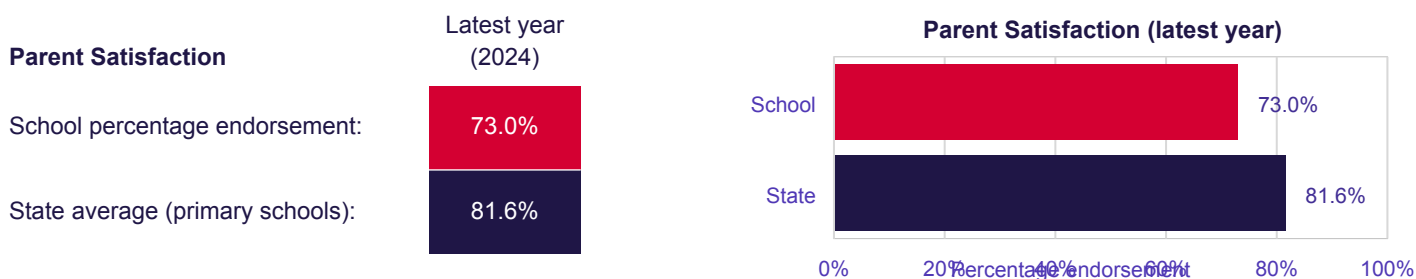
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

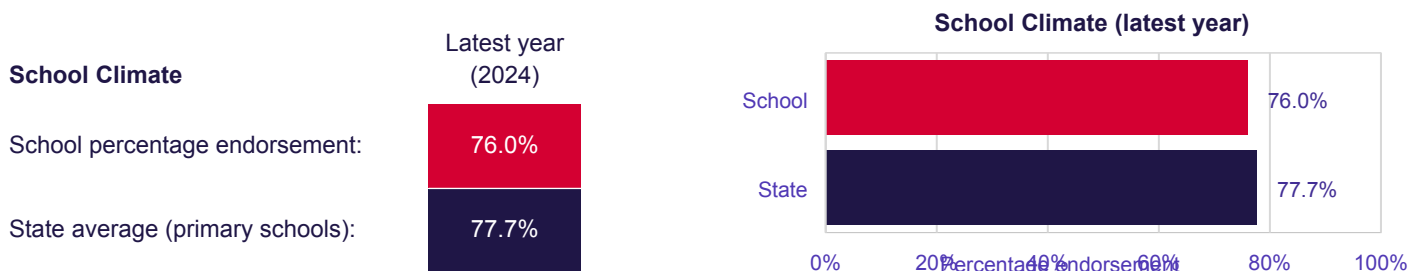


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

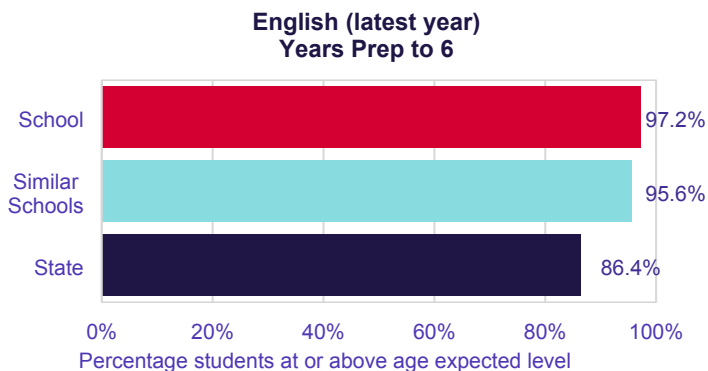
97.2%

Similar Schools average:

95.6%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

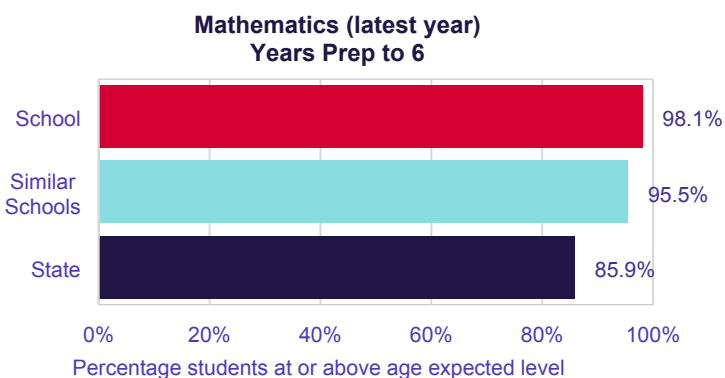
98.1%

Similar Schools average:

95.5%

State average:

85.9%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

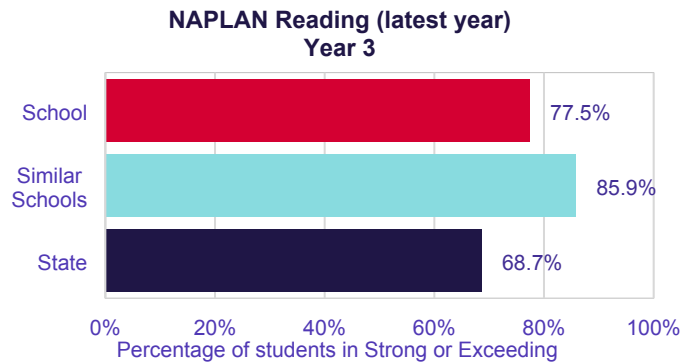
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

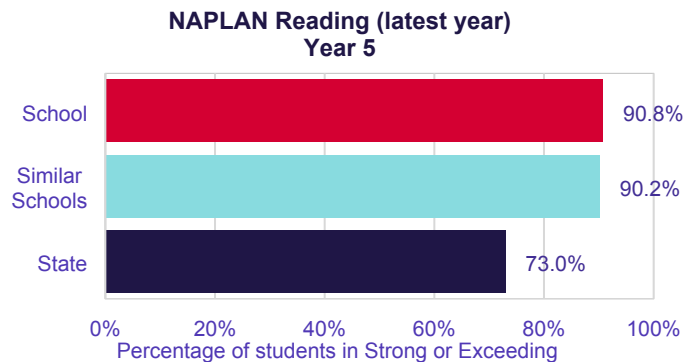
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.5%	77.1%
Similar Schools average:	85.9%	87.1%
State average:	68.7%	69.2%



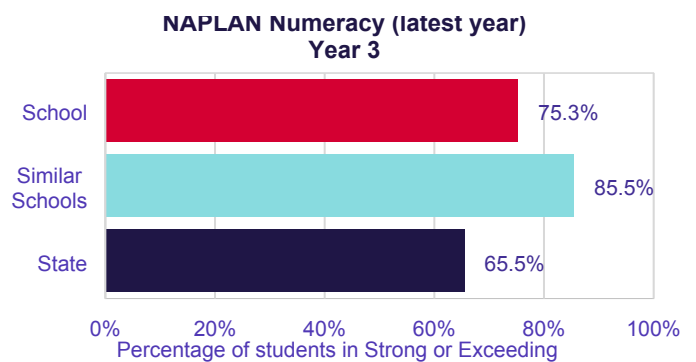
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.8%	92.6%
Similar Schools average:	90.2%	90.8%
State average:	73.0%	75.0%



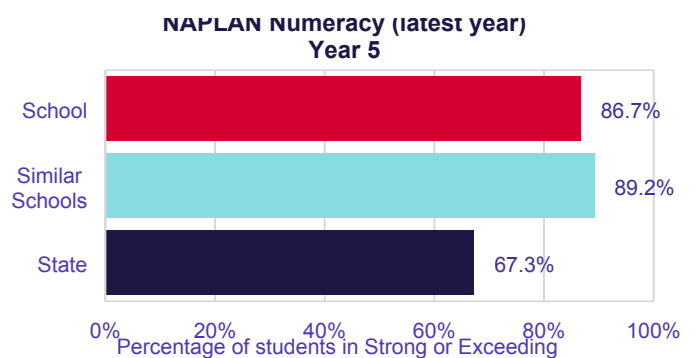
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.3%	77.8%
Similar Schools average:	85.5%	86.7%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	87.2%
Similar Schools average:	89.2%	89.6%
State average:	67.3%	67.6%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

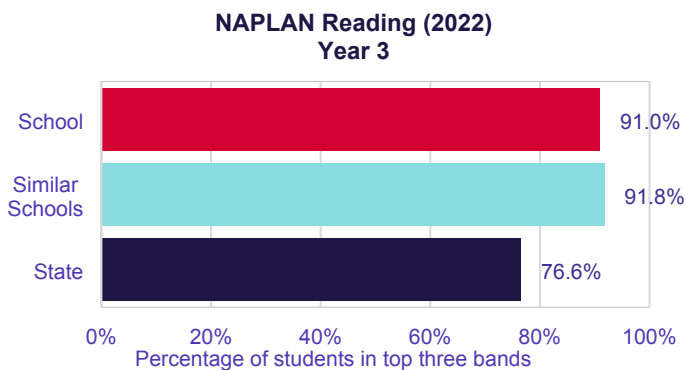
91.0%

Similar Schools average:

91.8%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

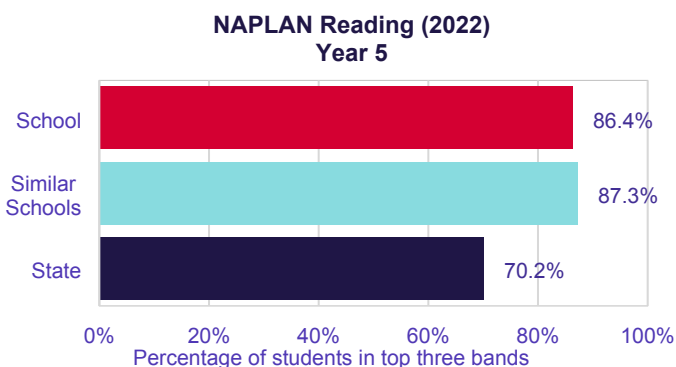
86.4%

Similar Schools average:

87.3%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

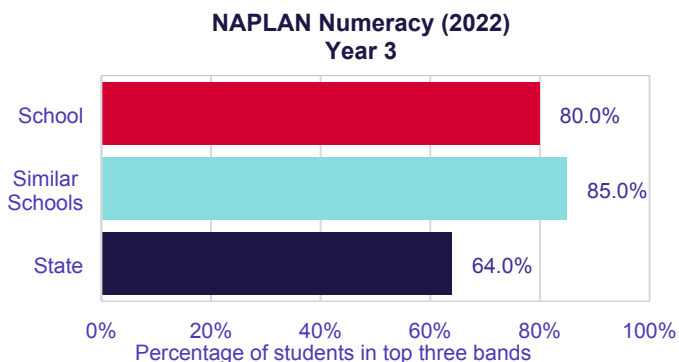
80.0%

Similar Schools average:

85.0%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

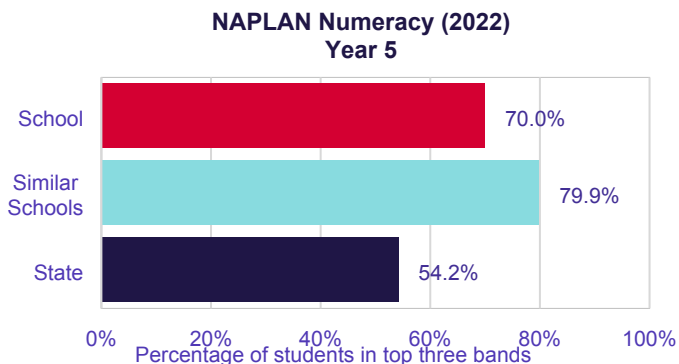
70.0%

Similar Schools average:

79.9%

State average:

54.2%



## WELLBEING

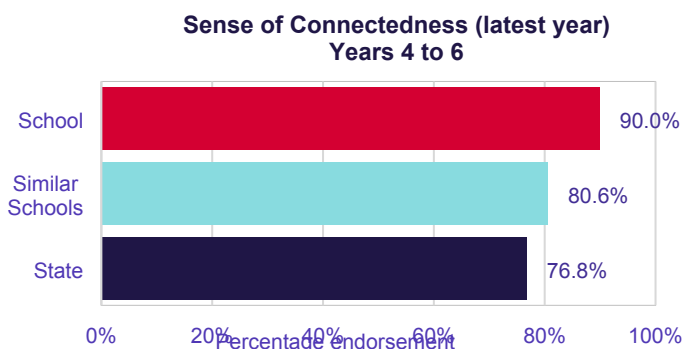
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	90.0%	81.3%
Similar Schools average:	80.6%	81.3%
State average:	76.8%	77.9%

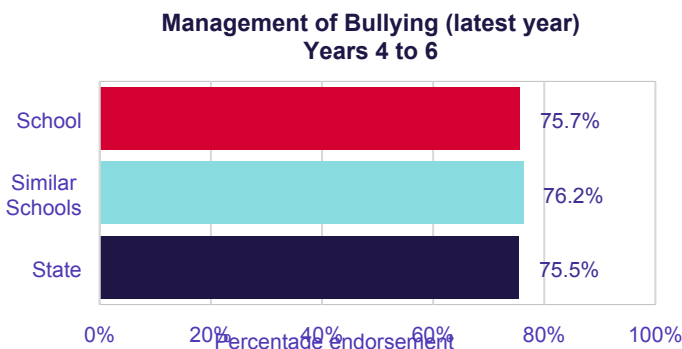


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	75.7%	75.0%
Similar Schools average:	76.2%	77.1%
State average:	75.5%	76.3%



## ENGAGEMENT

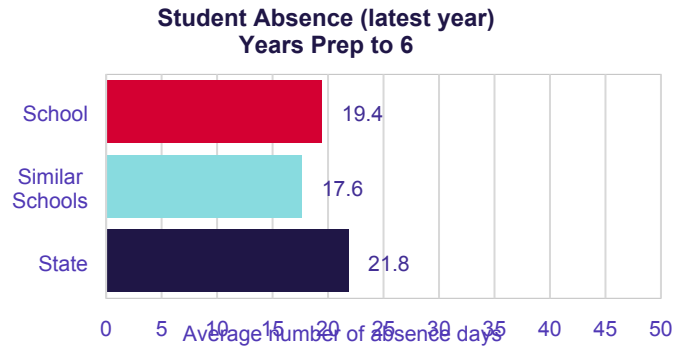
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.4	18.0
Similar Schools average:	17.6	15.6
State average:	21.8	20.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	90%	91%	90%	89%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,256,921
Government Provided DET Grants	\$277,691
Government Grants Commonwealth	\$16,900
Government Grants State	\$0
Revenue Other	\$156,845
Locally Raised Funds	\$1,866,692
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,575,048</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,020,177
Adjustments	\$0
Books & Publications	\$9,604
Camps/Excursions/Activities	\$261,271
Communication Costs	\$5,112
Consumables	\$128,777
Miscellaneous Expense <sup>3</sup>	\$126,023
Professional Development	\$118,133
Equipment/Maintenance/Hire	\$216,304
Property Services	\$134,088
Salaries & Allowances <sup>4</sup>	\$379,134
Support Services	\$142,834
Trading & Fundraising	\$57,086
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$14,144
Utilities	\$65,043
<b>Total Operating Expenditure</b>	<b>\$7,677,729</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$102,681)</b>
<b>Asset Acquisitions</b>	<b>\$195,435</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,468,805
Official Account	\$316,142
Other Accounts	\$27,166
<b>Total Funds Available</b>	<b>\$2,812,113</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$278,376
Other Recurrent Expenditure	\$2,521
Provision Accounts	\$0
Funds Received in Advance	\$1,122,385
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$770,476
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$140,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$800,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,113,758</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*