

2023 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 26 April 2024 at 11:58 AM by Chris Chant (Principal)

- This 2023 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 26 April 2024 at 02:15 PM by Joseph Chang (School Council President)

How to read the Annual Report

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 564 children. 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 Intervention and extension 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 2023, the school developed a new strategic plan with work continuing to focus on improving achievement levels and learning growth across the curriculum, with a particular focus on numeracy. We engaged an external consultant, Peter Sullivan, from Monash University to support our school in developing the teaching and assessment of numeracy. Throughout the year, the learning specialist teachers worked with staff to develop a consistent and best practice, whole school approach to the teaching of numeracy. By building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation.

Delivery of the 'Little Learners Love Literacy' program, based on a synthetic-phonics approach, across the junior school has been a targeted initiative to develop teacher capacity and support student's literacy development. Students have continued to perform well above state averages in Naplan Literacy and Numeracy at year 3 and year 5.

The strategic employment of experienced tutors, via the Tutor Learning Initiative, as well as having a full intervention team were also key strategies implemented to support student learning at the College. The intervention team has enhanced their screening practices to ensure all students are supported at their point of need.

Work has continued on the refinement of a whole school approach for teaching and learning. Student learning data reflected the effectiveness of the strategies and initiatives implemented. Teacher judgement of students in years Prep – 6 working at or above age expected standard in Reading (97%) remained high. The At or Above expectation for students in Mathematics improved and averages in the high 90 percentile.

Wellbeing

The importance of wellbeing at our school continued to be a strong focus.

We have a Wellbeing Coordinator, Wellbeing Support Officer and a Wellbeing team that supports staff with the development and implementation of Individual Education Plans, Student Support Group meetings and consultations and the management of other wellbeing issues. Our wellbeing coordinator also worked closely with our Education Support team to facilitate and resource them in their role. During 2023, we went from having six ES to a team of seven. This was due to the increase in the number of students attending our school with neuro-diverse or behavioural needs. Our Wellbeing Coordinator followed the new DIP process effectively to ensure our students received the support they require.

Our Dogs Connect Program continued. She has had a considerable impact on our students, especially those with high needs. Ongoing professional development occurs for all of our staff, this will ensure Luna can be utilised across the school.

Our participation in the school-wide Positive Behaviour Initiative continues. Professional learning and curriculum resources have ensured this program has been successfully implemented over the course of 2023. Students were trained in the Peer-Mediator Program and we have received full accreditation for this program.

Engagement

The importance of school attendance in 2023 was promoted at Caulfield Junior College by utilising a whole school approach to student management and attendance.

Attendance data was regularly monitored by the leadership team for early identification of at-risk students. The school's leadership team, home group teachers and year-level learning leaders are responsible for following up with parents when an explanation for an absence is not provided. School attendance strategies and implementation are overseen by the leadership team. Caulfield Junior College student attendance improved significantly. attendance improved across the school by 4%. Student absence levels have improved at Caulfield Junior College over the 2023 reporting period by two full days per student.

The College has continued to focus on student transitions to support student engagement in 2023, both from primary to secondary and kindergarten to 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.

In 2023, to further promote student engagement, we prioritised the continuation of our student support groups of Peaceful Kids and social support. At a school level we witnessed improvement in all areas of engagement. Students continue to show a high level of connectedness to our school, supported by the data. This work will continue throughout all year levels. Lastly, we have continued to open our doors to the community on a regular basis to allow parents/carers to understand our approach to teaching and learning. CJC has continued to effectively mobilise available all resources to support students' wellbeing and mental health during the period of this report.

Other highlights from the school year

The school supported the Parent Committee to run a highly successful end of year event. We also celebrated Bastille Day as part of our French Binational Program. CJC also acknowledges and celebrates other cultural and religious festivals across the course of the year. This reflects the diverse cultural make-up of the school.

Academically, we were able to run an extension program across the school that allowed multiple students to continue to be extended and supported. As part of this, we had students represent our school at regional events. We are extremely proud of the French Binational Program at Caulfield Junior College and we have received broad acknowledgement both nationally and internationally.

The Bring Your Own Device program continues across years 3 - 6, ensuring all our students had 1-1 devices to use to support their learning. This has enabled greater differentiation opportunities, as well as students having greater agency over their learning. The school has continued to undertake a targeted program of capital works improvements across all areas of the school. All aspects of this work has been funded by the school. Playground redevelopment has continued, creation of additional consultation spaces completed, refurbishment of classroom spaces and offices, a whole school painting program and furniture procurement have all contributed to rejuvenation of the College infrastructure.

Year 3/4 and 5/6 Camps were again an integral part of the senior school program.

Our senior school production of Matilda at the National Theatre was a highlight. The whole school Arts Festival open night highlighted the quality of our arts program and positively engaged our community at this well attended event.

Financial performance

Caulfield Junior College has a robust and complex financial staffing and budget planning system in place. This structured approach reflects the complexity of operating a dual curriculum school and meeting the requirements of DET and the French Ministry of Education.

Our school's Strategic Plan has provided a framework for school council allocations of funds to support school programs and priorities.

Equity funding was used to support wellbeing programs and resourcing.

The school's commitments were closely monitored by the School Council. Our ongoing commitment to OH&S, maintenance and facility redevelopment has seen many areas of the school undergo significant change, particularly with the enhancements to the playground. We continue with our extensive ICT project, working with external consultants and expanding our BYODD program. All funds received from the Department, 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.

**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 557 students were enrolled at this school in 2023, 277 female and 280 male.

41 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).

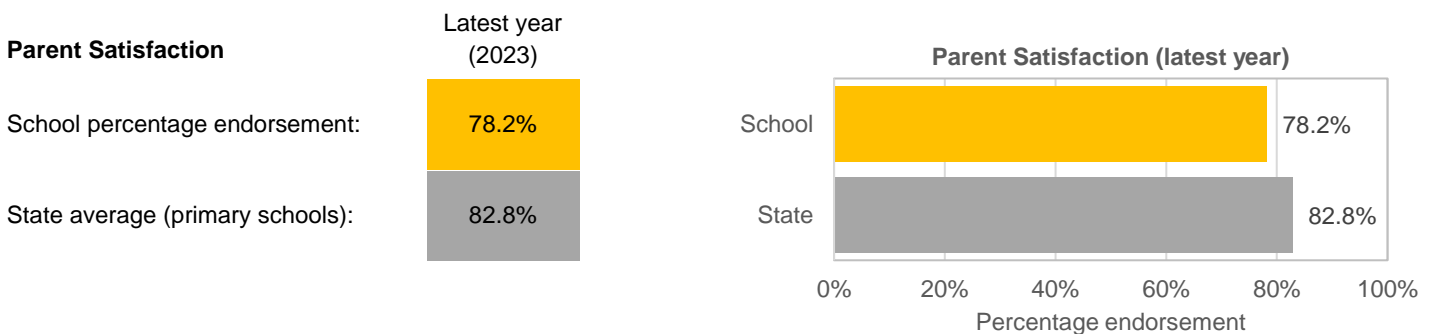
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

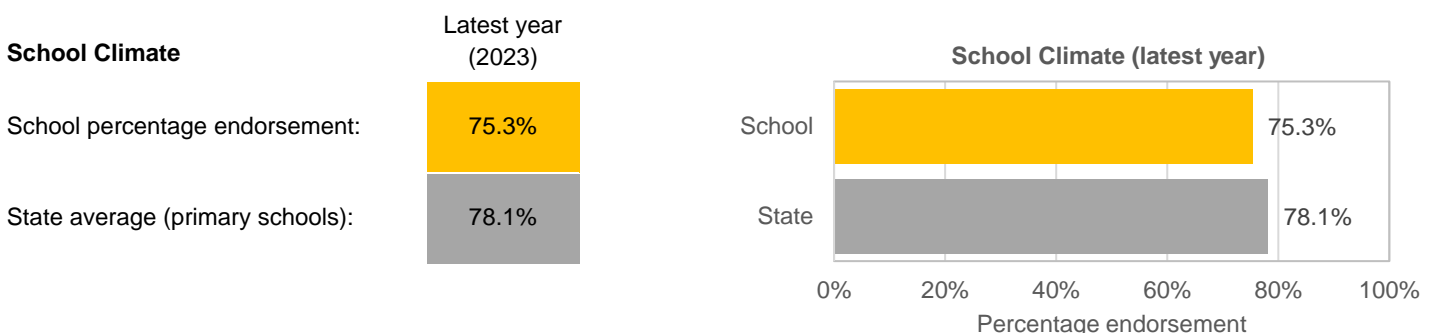


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

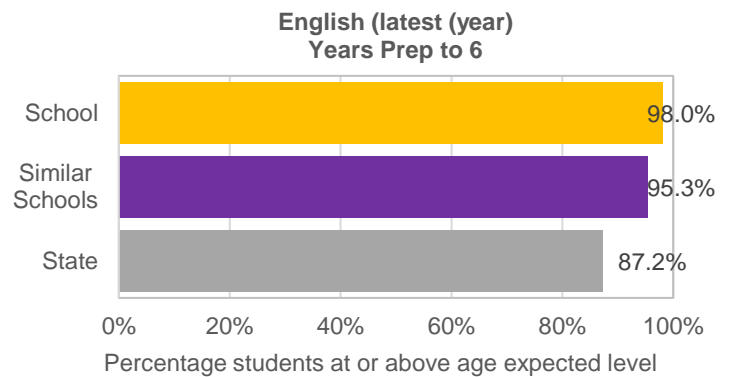
98.0%

Similar Schools average:

95.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

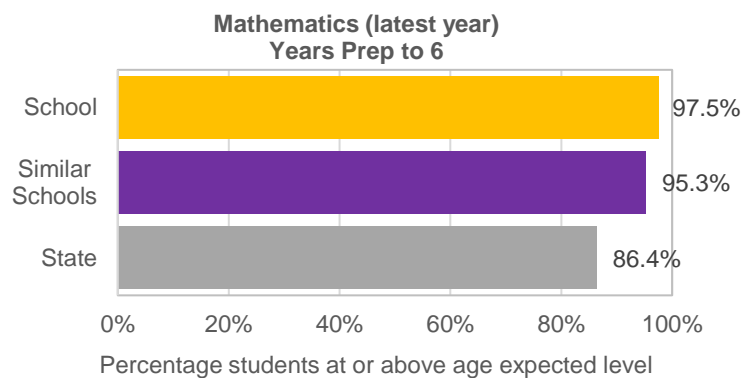
97.5%

Similar Schools average:

95.3%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.6%

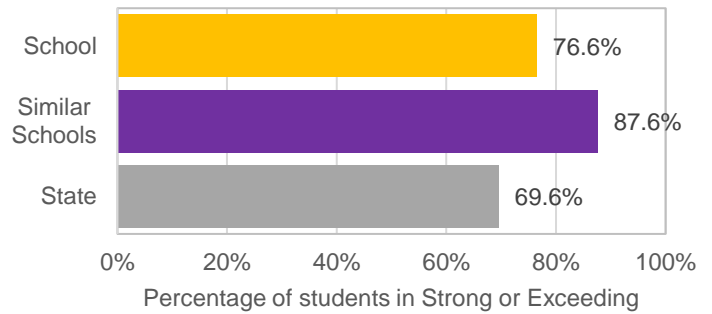
Similar Schools average:

87.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.5%

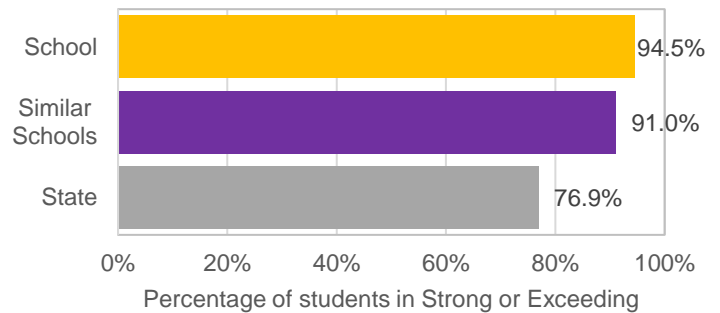
Similar Schools average:

91.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.5%

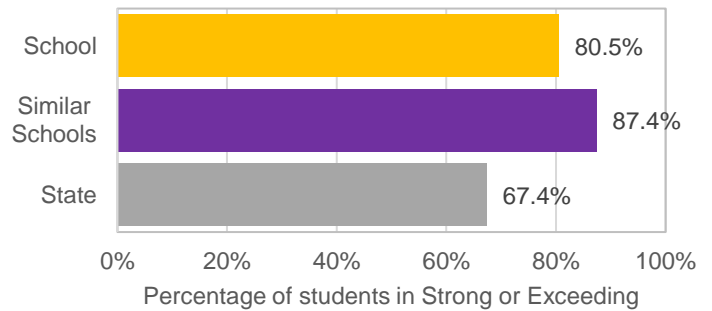
Similar Schools average:

87.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.7%

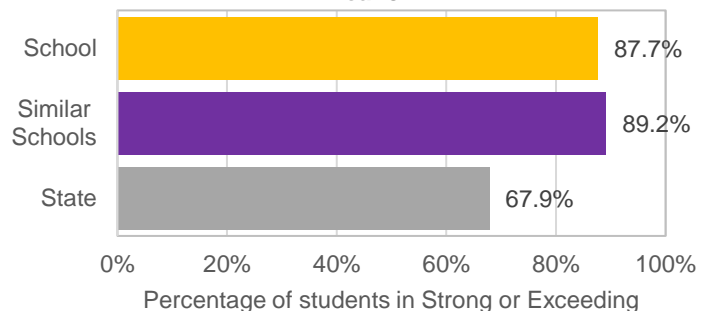
Similar Schools average:

89.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

91.0%

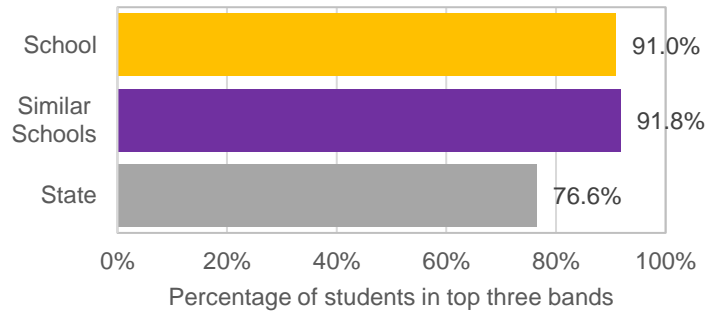
Similar Schools average:

91.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.4%

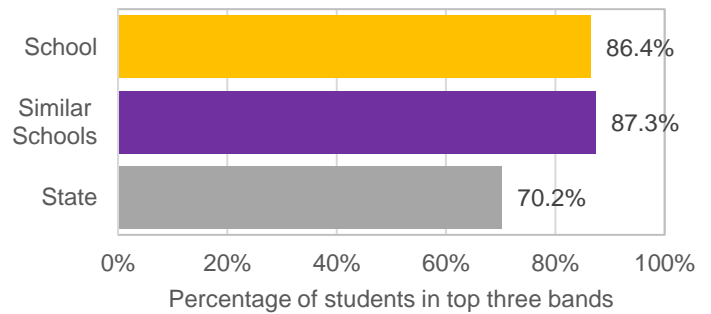
Similar Schools average:

87.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.0%

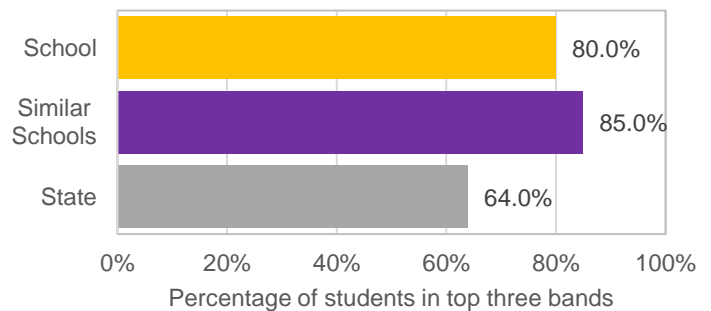
Similar Schools average:

85.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

70.0%

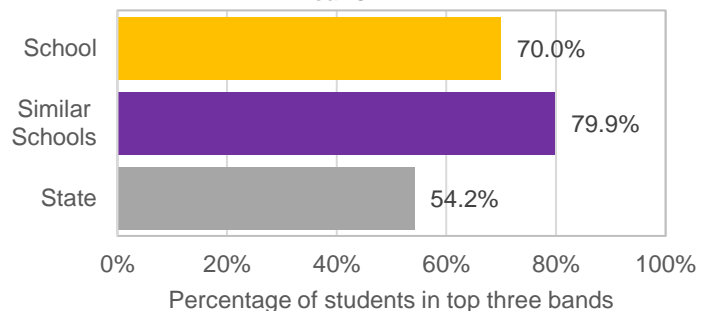
Similar Schools average:

79.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

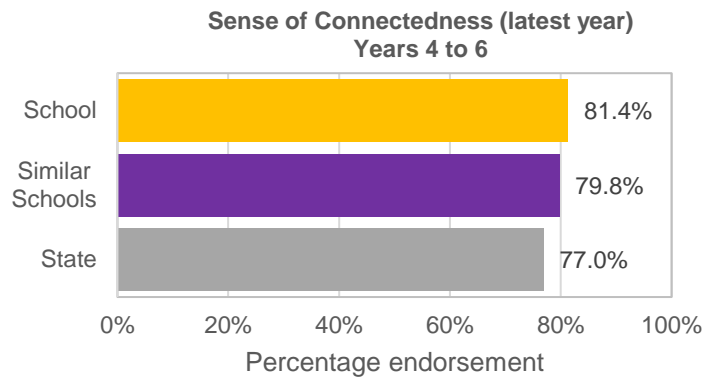
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	81.4%	78.9%
Similar Schools average:	79.8%	81.0%
State average:	77.0%	78.5%

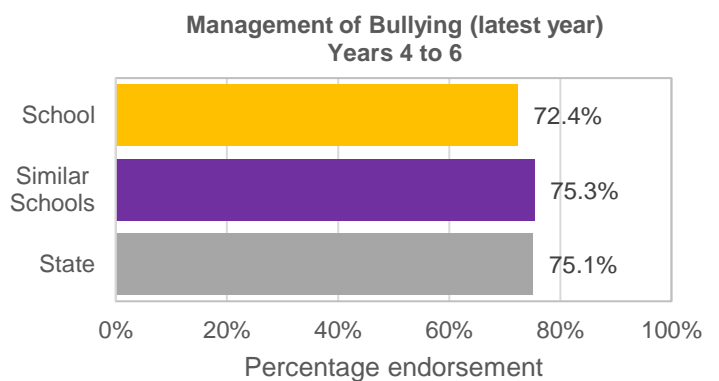


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	72.4%	76.5%
Similar Schools average:	75.3%	77.1%
State average:	75.1%	76.9%



ENGAGEMENT

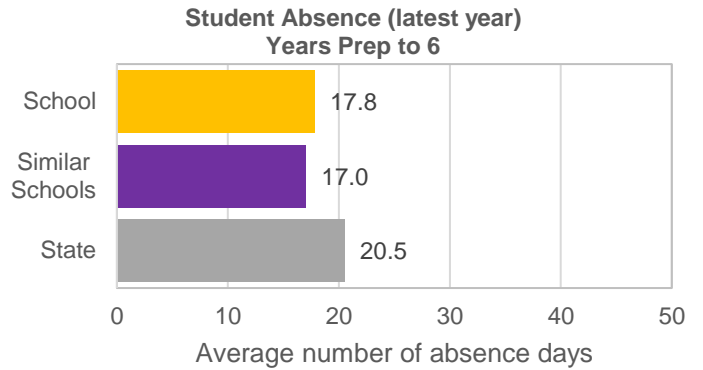
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.8	15.9
Similar Schools average:	17.0	13.9
State average:	20.5	18.1



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 (2023):	92%	92%	91%	91%	91%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,029,844
Government Provided DET Grants	\$304,724
Government Grants Commonwealth	\$11,174
Government Grants State	\$10,895
Revenue Other	\$136,726
Locally Raised Funds	\$1,712,264
Capital Grants	\$0
Total Operating Revenue	\$7,205,627

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,499,862
Adjustments	\$0
Books & Publications	\$13,199
Camps/Excursions/Activities	\$195,442
Communication Costs	\$28,421
Consumables	\$220,534
Miscellaneous Expense ³	\$473,793
Professional Development	\$52,309
Equipment/Maintenance/Hire	\$251,374
Property Services	\$192,803
Salaries & Allowances ⁴	\$207,272
Support Services	\$301,008
Trading & Fundraising	\$66,263
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$56,096
Utilities	\$42,841
Total Operating Expenditure	\$7,601,217
Net Operating Surplus/-Deficit	(\$395,589)
Asset Acquisitions	\$231,603

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$2,145,719
Official Account	\$50,317
Other Accounts	\$19,355
Total Funds Available	\$2,215,392

Financial Commitments	Actual
Operating Reserve	\$323,289
Other Recurrent Expenditure	\$7,271
Provision Accounts	\$0
Funds Received in Advance	\$150,240
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,726
Repayable to the Department	\$810,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$400,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$966,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,685,526

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.