

2022 Annual Report to the School Community

School Name: Caulfield Junior College (3820)



CAULFIELD
JUNIOR COLLEGE

ÉCOLE FRANCO-AUSTRALIENNE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 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

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 516 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). Our staff consists of over 25 teachers and seven educational support (ES) staff. We also have five administrative and one contracted maintenance staff and three principal class staff.

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. 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

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.

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 2022, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy.

Throughout the year, the learning specialist teachers worked with staff to develop a consistent and best practice, whole school approach to the teaching of literacy. 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. The strategic employment of experienced tutors, via the Tutor Learning Initiative, as well as having a full intervention team were also key strategies. The implementation of a whole school numeracy approach to strengthen teacher instructional practice in this area particularly was also a focus. Despite moving in and out of remote learning in 2022, 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 (95%) remained high. The percentage of student in the top three bands for Reading also remained high in both Year 3 at 91% and Year 5 at 86.4%

Wellbeing

The importance of wellbeing at our school continued to be a strong focus. We have a Wellbeing Coordinator that supports staff with the Individual Education Plans, Student Support Groups and other wellbeing issues. Our wellbeing coordinator also worked closely with our ES team to support them in their role.

During 2022 we went from have three ES to a team of seven. This was due to the increase 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.

2022 was also our first full year of having Luna as our wellbeing dog through Dogs Connect. She has had a considerable impact on our students, especially those with high needs. By the end of Term 2 2023, all of our staff will be trained with Dogs Connect, this will ensure Luna can be utilised across the school.

In 2022, we joined the School-wide Positive Behaviour Initiative. We are excited to engage in this initiative and have put a wellbeing team together to drive the work in 2023. We have also made plans in 2022 to move to a larger wellbeing space in the school to

cater for our diverse needs of students. Lastly, the school values (HEROs) were reignited through the wellbeing team to have them more largely exposed to our student community. We had a whole school launch of our values and had specialised resources made to support them.

Engagement

The importance of school attendance in 2022 was promoted at Caulfield Junior College by utilising a whole school approach. 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. Whilst Caulfield Junior College did record slightly higher absences in 2022 than the state mean, this data is due to many of our international families travelling back to their home countries to visit with families after an extended period of time unable to.

Caulfield Junior College continued to focus on student transitions to support student engagement in 2022, 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 after a long period of disconnect.

In 2022, 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, however, these strategies did not reflect as well in the Students' Attitudes to School Survey. This will need to be an area of focus for 2023.

Other highlights from the school year

As a school we are proud that we were able to run both of our school camps last year. This was the first time in two years. Parents, students and staff were elated and they certainly contributed to a stronger sense of community. The school also supported the Parent Committee to run and end of year event. It was the first event in several years that welcomed back all parents on-site. We also celebrated Bastille day as part of our French Binational Program. We had outside providers put on activities for our students to enjoy. A special part of this event was that we did it in partnership with Fitzroy Primary School and their students had the opportunity to come to our school and celebrate this important day with a different cohort of students.

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 during national competitions.

In 2022, Caulfield Junior College received its AEFÉ accreditation for Year 6, meaning the school now has a fully-accredited program.

Since the creation of the French school of Melbourne, Grade 6 has been an integral part of the program. In Australia, Grade 6 is included in primary school. Since our AEFÉ accreditation of the Prep to Grade 5 classes, the Grade 6 classes have profited from the same organisational structure.

- Grade 6 curriculum in accordance with the French Curriculum
- School Strategic Plan includes Grade 6
- Team leaders meeting include Grade 6 classes
- Grade 6 teachers participate in AEFÉ professional learning
- Grade 6 teachers recruited with French or Australian diplomas
- Grade 6 is an integral part of the school community

To allow our students from the French Binational Program to continue their studies in a French secondary school in Melbourne uninterrupted, the Grade 6 classes at CJC had to gain accreditation.

This AEFÉ accreditation of our Grade 6 classes allows a more coherent, cohesive educational path, in accordance, recognised and supported by the French Education, from Prep to Grade 6.

Students who received their education through an AEFÉ accredited school in Grade 6 do not need to pass an aptitude test in French, which eases the transition process for both students and their families.

We are extremely proud of this important milestone for CJC's French Binational Program.

This year also saw our first full year with our Bring Your Own Device occurring across years 3 - 6, ensuring all of 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.

Finally, we are proud sponsors of Alliance Francaise and as part of this sponsorship we had the opportunity for our students to attend the French Film Festival and learn more about the culture that plays such a significant part in our school.

Financial performance

Caulfield Junior College has a robust and complex financial staffing and budget planning system in place. Our school's Strategic Plan has provided a framework for school council allocations of funds to support school programs and priorities. 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. 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 refurbishment of the Library and the Balaclava Road frontage of the school. We continue with our extensive ICT project, working with external consultants and expanding our BYODD program.

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