2012 Annual Report to the School Community
Chatham Primary School
School Number 4314
Chatham Primary School

Chatham Primary School prides itself on providing a friendly and supportive learning community with a strong focus on high quality teaching and learning, student well being and the fostering of positive relationships. As a school community, we are proud of the high achievements of our student learning across all curriculum areas, especially in the areas of literacy and numeracy.

The staff at Chatham Primary School are characterised by enthusiasm, collegiate support and dedication to professional growth. Our approach to teaching and learning ensures every student experiences success through a broad curriculum and a variety of learning styles. This enables students to work independently and collaboratively whilst developing their skills, confidence and the ability to define values, express ideas, formulate opinions and enjoy a love of learning.

In 2012 the school had equivalent 31.4 full time staff which included: 2 Principal class, 25.2 teachers and 4.2 Education Support Staff and provided specialist programs in LOTE (Japanese), Library, Art, Music and Physical Education.

Targeted specialist and support programs cater for the individual needs and interests of our students, ensuring that each child is catered for as an individual and attains their full potential. The school values underpin all decisions made in the school and form the framework for our student management and welfare programs.

At Chatham, we value the strong partnership that exists between students, teachers, parents and the wider community.
<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatham students continue to perform above the state mean in all areas of the curriculum.</td>
<td>The data from the 2012 Student Attitudes to School Survey indicates that students at Chatham Primary School are very engaged, have high morale, a sense of belonging as well as a strong connectedness to school and their peers.</td>
<td>Chatham has excellent transition programs in place that foster improved learning pathways in, out and across the school.</td>
</tr>
<tr>
<td>Our students continue to achieve at or above the expected level in English and Mathematics. NAPLAN data indicates that our student’s results in literacy and numeracy are generally similar to like schools on adjusted school performance.</td>
<td>Teachers have a focus on catering for individuals and their unique learning styles. Students are challenged to become more involved in their own learning through the development of deeper thinking, setting their own learning goals, using a variety of planning strategies &amp; tools, reflecting on their work efforts and undertaking self &amp; peer assessments.</td>
<td>Prep enrolments have remained consistent at about 60 students each year. Our well established Prep transition program involves prospective Prep students and their parents visiting the school as they participate in a range of classroom and specialist programs, including meeting their Year 5 buddies.</td>
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<tr>
<td>NAPLAN data for Years 3 &amp; 5 in 2012 places our students results in the top 10% or 20% of schools, though this year’s results in Year 3 writing have been identified as an area for strategic planning and improvement after lower than predicted results in this area. Performance targets established in our Strategic Plan in Literacy and Numeracy have once again been met this year.</td>
<td>A whole school approach to Student Wellbeing is supported by programs such as “Bounce Back”, student leadership, buddy programs and peer support.</td>
<td>During the year, Parent Liaison Coordinators are used in our school to meet and greet new families to ensure that their transition into the school is also a smooth experience.</td>
</tr>
<tr>
<td>Coordinated and strategic team planning, increased moderation and improved assessment strategies have helped to deliver a more rigorous and relevant curriculum that is supported by a wide range of extension and intervention programs.</td>
<td>Our student absence data is below the state average and similar to other government schools. Parents value the school's safe environment and the engagement of our students.</td>
<td>All of our Year 6 students hold leadership positions &amp; take on a number of areas of responsibility as role models for the younger students in our school. Our Year 6 leaders undertake a leadership course at the start of the school year and each Peer Support Leader works with a small group of Year 3 students as their mentor. Our Year 6 students move onto a range of local government &amp; private schools.</td>
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<tr>
<td>In 2012 we continued to have a strong focus on Literacy, especially in Reading and Writing. Having one of our Leading Teachers undertake the Literacy Coaching Course through the Bastow Institute has enabled us to introduce and consolidate a number of new initiatives in this area.</td>
<td>A highlight of the school year was a study tour to Japan. Sixteen Year 5 &amp; 6 students visited our sister school and spent the day with their Pen Pal buddies.</td>
<td>In 2013 we will continue with our excellent transition programs and further develop our links and communication with all areas of our school and wider community. Our senior students will continue to work on real life projects based around the learning of citizenship in a globalised world.</td>
</tr>
<tr>
<td>In 2013 we will continue to strengthen our focus on Literacy and Numeracy to ensure that our high expectations of students are realised. We will further develop our differentiated curriculum, ICT delivery, and thinking orientated curriculum.</td>
<td>In 2013 we will continue to provide a learning environment that is relevant, stimulating, engaging and one where students are given a variety of opportunities to experience success.</td>
<td>For more detailed information regarding our school please visit our website at <a href="http://www.chathamps.vic.edu.au/">www.chathamps.vic.edu.au/</a> or view our 2012 Annual Report online at <a href="http://www.vrqa.vic.gov.au/SReg">http://www.vrqa.vic.gov.au/SReg</a></td>
</tr>
</tbody>
</table>
Chatham Primary School

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.

The bottom of this page contains this school’s profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

School Profile

- 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.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
  - Low
  - Low-mid
  - Mid
  - Mid-high
  - High
  - Based on the school’s Student Family Occupation index which takes into account parents’ occupations.
- Proportion of students with English as a second language
  - Low
  - Low-mid
  - Mid
  - Mid-high
  - High
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

434 students (192 female, 242 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrq.a.vic.gov.au/sreg
## How this school compares to all Victorian government schools

### Student Learning

1. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**
   - Percentage of students in Years Prep to 6 with a grade of C or above in:
     - English and Mathematics
     - All other subjects
   - The grades are the same as those used in your child’s end of year report.
   - A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

<table>
<thead>
<tr>
<th>Results</th>
<th>2011</th>
<th>2008 - 2011 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Mathematics</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>All other subjects 2011</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>All other subjects 2008 - 2011 (4-year average)</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

### School Comparison

- Lower
- Similar
- Higher

#### NAPLAN Year 3
- Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
- Year 3 assessments are reported on a scale from Bands 1-6.
- Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### NAPLAN Year 5
- Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
- Year 5 assessments are reported on a scale from Bands 3-8.
- Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

**Average 2011 attendance rate by year level:**

<table>
<thead>
<tr>
<th>Prep</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
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<tr>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Student Outcomes

- **Results: 2011**
  - 0
  - Median: 100
- **Results: 2008 - 2011 (4-year average)**
  - 0
  - Median: 100

### School Comparison

- **Results: 2012**
  - Lower
  - Similar: 5
  - Higher

- **Results: 2009 - 2012 (4-year average)**
  - Lower
  - Similar: 5
  - Higher

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*Chatham Primary School*

*How this school compares to all Victorian government schools*

<table>
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<tr>
<th>Student Engagement and Wellbeing</th>
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<tr>
<td>4. Student attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average attendance rate of all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students in the school. Common</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reasons for non-attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>include illness and extended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>family holidays.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- Range of results for the middle 60% of Victorian government schools.
- Result for this school: [ ]
- Median of all Victorian government schools: [ ]
How to read the
Government School
Performance Summary 2012

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.

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.

School Comparison

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.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

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.

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 ‘What our school is doing’ statement provides a summary of this school’s improvement plan.