

2016 Annual Report to the School Community



School Name: Chatham Primary School

School Number: 4314

Name of School Principal:	Stephen Rothwell
Name of School Council President:	John Doyle
Date of Endorsement:	22 May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Chatham Primary School is nestled in the leafy suburb of Surrey Hills. A school moderate in size, we pride ourselves on our community feel and spirit and the care that we provide all of our families. With an enrolment of around 428 in 2016 and a staff which includes 2 Principal class, 26 teachers and 6 Education Support Staff, grades are grouped into year levels.

Chatham prides itself on the partnership that exists between students, parents, teachers and the wider community to achieve common and shared goals. 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. We believe in recognising and catering for the differences that make each student unique through the provision of a differentiated curriculum, as well as providing students with opportunities to experience a broad curriculum which includes learning Japanese as an additional language, specialist classes in Music and Visual Arts, as well as an extensive Physical Education program.

We also have a vision - to develop and prepare our students as global citizens whilst building optimism for a sustainable future. While the role of education in the 21st century is still to develop life-long learners, it is equally about developing learners who are creative, critical thinkers and problem solvers. Chatham is a place of inquiry and self-discovery. In our Junior School in Prep and Year 1, we operate a play-based Investigations program that is child centred and child directed. While the remainder of the school, has begun a journey to design more authentic, engaging opportunities for deeper learning. This more powerful learning model allows for the development and transference of skills; the wisdom to embrace and learn from mistakes and a determination to persevere and develop resilience.

Our parent community is very active in the school through Parents' Club, School Council, sub-committees, Class Coordinators, classroom helpers, canteen, Book Club and working bees.

Framework for Improving Student Outcomes (FISO)

The focus of our FISO work is excellence in teaching and learning, incorporating building practice excellence and curriculum planning and assessment.

In partnership with two other schools in the local area, our aim is for leaders, teachers and students across our network to challenge, support, innovate and learn from one another in ways that measurably improve student outcomes. While brought together through a shared pedagogical approach to teaching and learning in all three schools, we are focusing specifically on the Critical and Creative Thinking Capabilities as delivered through Science, Technology, Engineering and Maths (STEM), with reference to the Victorian Curriculum.

This exciting work facilitates collaboration, and exchange of ideas across schools and many opportunities for professional dialogue and professional learning for staff. In turn, it is starting to impact on program delivery, with teachers becoming more and more familiar with both the STEM curriculum and developing the vital, future-proofing skills of critical and creative thinking for students.

Achievement

In 2016 teacher judgements against AusVELS, indicates that our students' results in both English and Mathematics are higher than like schools. Both of our Leading Teachers were released part-time to mentor teachers in curriculum delivery to ensure a more consistent approach to the teaching of adopted school-wide Literacy and Numeracy Programs.

A strong focus of the Literacy Program was also the consolidation of a school wide student planning template for writing, which has seen a marked improvement in Writing outcomes, that is also reflected in student growth/learning gain in our Yr 3-5 NAPLAN data. Furthermore, our 2016 Yr 5 NAPLAN data shows our student results in the top three bands as being similar to like schools in Reading and Numeracy. Although our Year 3 data shows our students are not achieving similarly, in 2017 there will be a greater focus on using data to inform teaching, planning for differentiation and intervention, and monitoring learning to ensure we are meeting student needs so our high expectations of students are realised. The school's Literacy and Numeracy Coordinators will continue to provide professional learning to staff and be released to assist with term planning and moderation to develop excellence in teacher practice.

In 2017 across the school we will further develop our identification of and planning for differentiated curriculum; implementing the Digital Technologies, and embedding our inquiry concept approach to teaching and learning, as we introduce the Victorian Curriculum.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Data from the 2016 Yr 5-6 Student Attitudes to School Survey indicates that students at Chatham Primary School have a very strong connectedness to their peers and are engaged in learning. Our Parent Opinion Survey reflects similarly in regards to connectedness to peers and school, student motivation and social skills.

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 & tools, reflecting on their work efforts and undertaking self & peer assessments. In 2016 Our Year 5 team also successfully introduced 3-way conferences as part of the students' learning program and reporting requirements.

As part of our Strategic Plan, 2016 saw the school's involvement in the New Pedagogies for Deeper Learning (NPDL) initiative with an aim of increasing student engagement in their own learning, providing a stronger student voice and a significant shift in teaching and learning approaches in our school. The successful introduction of the New Pedagogies for Deeper Learning was supported by a school-based NPDL and Digital Technologies team and appointed Co-ordinator who was released part-time to oversee its implementation and provide guidance to teachers. Our Year 5 & 6 teaching teams, in particular, provided opportunities for students to more actively pursue their own learning inquiries. Our school was invited to show case the students' action research projects for an authentic audience as part of our involvement in a Young Minds of the Future Expo with two other schools.

In addition, our prior involvement in a Department Science and Mathematics initiative has continued to see an increased engagement in the teaching and learning of Science for both students and staff, as reflected in student outcomes and student attitudes and reflections towards Science.

Our student absence data continues to be below the state average and similar to other like government schools. Regular articles in the school's newsletter, year level newsletters, Parent Information Forums and ongoing communication and contact with parents, reinforce the importance of attending school everyday. Teachers and Leadership closely monitor ongoing absences, including active intervention for any school refusal issues.

Wellbeing

Chatham has excellent transition programs in place that foster improved learning pathways in, out and across the school. While Prep enrolments have remained consistent at about 60 students each year, in 2016 Prep numbers were slightly less. Our well established Prep transition program involves future Prep students and their parents visiting the school during November to become familiar with and participate in a range of classroom and specialist programs, including meeting their Year 5 buddies.

Great effort is made to ensure new families are made welcome and feel connected to the Chatham community. Parent Classroom Co-ordinators are assigned to every grade to support teachers and classroom programs, as well as to provide communication and engage current and new families in both social and fundraising events throughout the year.

As part of our Leadership Program, all of our Year 6 students hold leadership positions and take on a number of areas of responsibility as role models for the younger students in our school. Our Year 6 Peer Support 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 each week. Many of our other student leaders attend leadership conferences and represent our school at a range of events, including Kids Teaching Kids initiative.

We are very proud of the strong school connectedness our Year 5-6 students continue to display in the 2016 Attitudes to School survey data, that shows our results are higher than like government schools. Our senior students will continue to work on real life, challenge-based projects that aim to help them see that through action, they can make a difference.

In the 2016 Yr 5-6 Student Attitudes Survey our students' perception of safety was again similar to like schools and student morale was high. A whole school approach to Student Wellbeing is supported by programs such as 'Bounce Back,' Buddy programs and Peer Support. In line with our Strategic Plan, in 2016 the school introduced a new approach to student wellbeing and management through trialling a Restorative approach across the school. In 2017 we will continue to develop a whole school approach to student management through engaging with external experts.

At the end of Year 6, our students move onto a range of local government and private schools. Each year our Yr 6 students (and parents) participate in a school-based Transition Conference and extra-curricula activities designed to prepare students for the transition to high school.

In 2017 we will continue with our excellent transition programs and further develop our links and communication with all areas of our school and wider community. In particular we will be looking at strengthening ties with local early childhood centres and kindergartens.

For more detailed information regarding our school please visit our website at
www.chathamps.vic.edu.au



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 424 students were enrolled at this school in 2016, 177 female and 247 male. There were 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>43%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>48%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>53%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	43%	27%	Numeracy	20%	51%	29%	Writing	8%	48%	44%	Spelling	22%	65%	12%	Grammar and Punctuation	24%	53%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	93 %	93 %	95 %	94 %	95 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	93 %	93 %	95 %	94 %	95 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

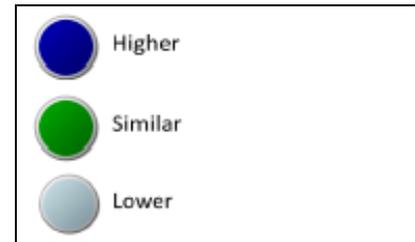
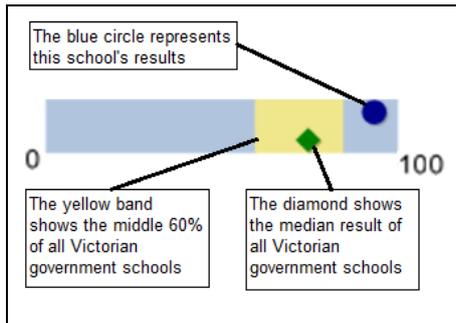
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

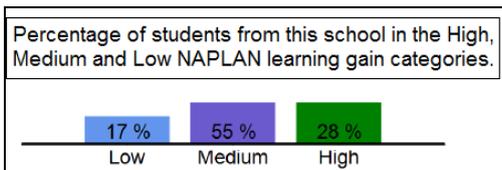
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 Aboriginal 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.

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.

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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

In 2016 the school monitored its financial situation very closely but, due to some staffing issues, incurred an operating deficit. An active Finance sub-committee is supporting the school in monitoring this closely in 2017. To refurbish the school's hall (a very well-used resource), the school formed a co-operative in 2005. This reached its 10th year and final year in 2016. An energetic Parent's Club have raised the necessary funds to service the cooperative loan each year, as well as fundraising for a range of additional causes, including classroom equipment and grounds improvements. The school is well supported by a very generous parent community with over 95% contributing to the school through fees and contributions, including the school's Library and Building Trust Funds. The school has committed a significant amount of money towards supporting ICT in the school, and is ready to upgrade our hardware & digital technology resources next year. The school will finance its goals and initiatives into the future by continued responsible management of its resources and a strong partnership with School Council and the school community.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,788,336
Government Provided DET Grants	\$321,244
Government Grants Commonwealth	\$17,593
Revenue Other	\$8,964
Locally Raised Funds	\$775,810
Total Operating Revenue	\$3,911,947

Expenditure	
Student Resource Package	\$2,872,800
Books & Publications	\$15,486
Communication Costs	\$7,578
Consumables	\$87,671
Miscellaneous Expense	\$367,294
Professional Development	\$7,271
Property and Equipment Services	\$173,490
Salaries & Allowances	\$281,323
Trading & Fundraising	\$80,624
Travel & Subsistence	\$324
Utilities	\$33,287
Total Operating Expenditure	\$3,927,148

Net Operating Surplus/-Deficit	(\$15,202)
Asset Acquisitions	\$27,104

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$12,950
Official Account	\$11,070
Other Accounts	\$79,557
Total Funds Available	\$103,576

Financial Commitments	
Operating Reserve	\$55,040
Beneficiary/Memorial Accounts	\$5,728
Cooperative Bank Account	\$711
Revenue Received in Advance	\$19,370
Provision Accounts	\$12,114
Other recurrent expenditure	\$10,613
Total Financial Commitments	\$103,576

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.