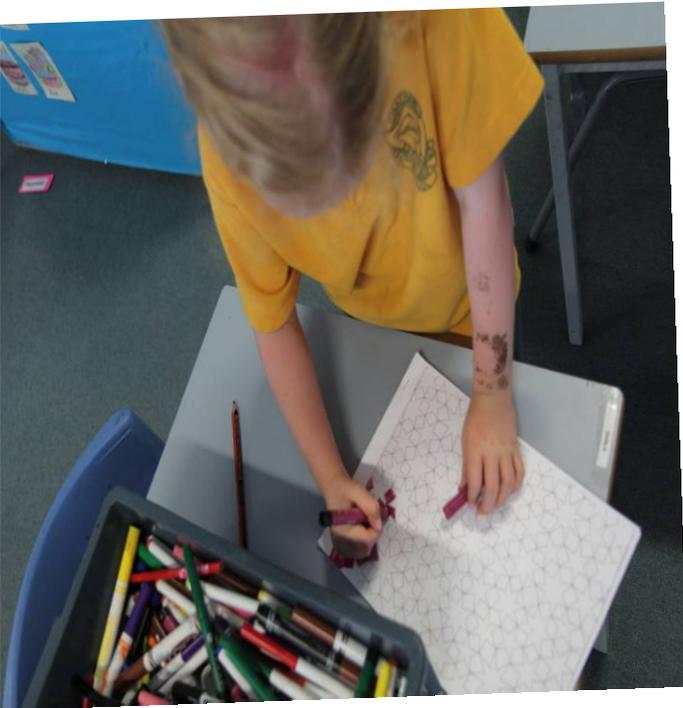




Department of Education and
Early Childhood Development

2011 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 2011 the school had equivalent 30.4 full time staff which included: 2 Principal class, 24.1 teachers and 4.3 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.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Chatham students continue to perform above the state mean in all areas of the curriculum.</p> <p>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, though the results in Year 5 writing have been identified as an area for strategic planning and improvement. Performance targets established in our Strategic Plan in Literacy and Numeracy have once again been exceeded this year.</p> <p>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.</p> <p>A new Prep to Year 2 Learning Centre completed in 2011 has enhanced the already wonderful teaching and learning environment of our school.</p> <p>In 2012 we will 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.</p>	<p>The data from the 2011 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.</p> <p>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.</p> <p>A whole school approach to Student Wellbeing is supported by programs such as "Bounce Back", student leadership, buddy programs and peer support.</p> <p>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.</p> <p>In 2012 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.</p> <p>The introduction of more notebooks for Year 4, 5 & 6 students and the use of mobile devices will enhance the teaching and learning programs for our students in 2012.</p>	<p>At Chatham we have excellent transition programs in place that foster improved learning pathways in, out and across the school.</p> <p>Prep enrolments have remained consistent at over 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.</p> <p>During the year a Parent Liaison Coordinator is used in our school to meet and greet new families to ensure that their transition into the school is also a smooth experience.</p> <p>All of our Year 6 students hold leadership positions & 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 & private schools.</p> <p>In 2012 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.</p>

For more detailed information regarding our school please visit our website at

www.chathamps.vic.edu.au/

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Chatham Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

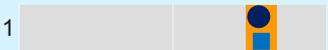
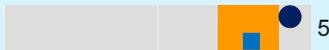
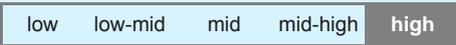
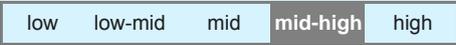


2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



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  Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 435 students (190 female, 245 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. 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

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

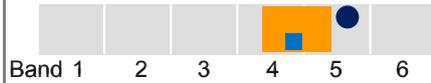
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

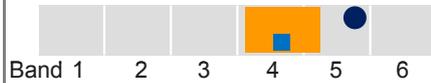
Results: Reading 2011



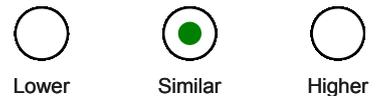
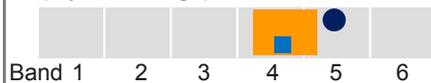
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



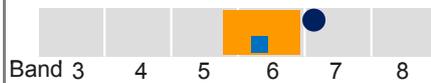
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

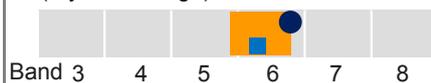
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

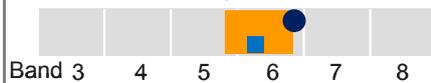
Results: Reading 2011



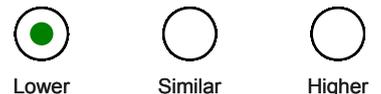
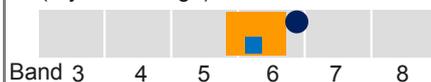
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Engagement and Wellbeing

Student Outcomes

School Comparison

6. Student attendance

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

Results: 2010



Results: 2007 - 2010 (4-year average)



Average 2010 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	93%	95%	94%	94%	95%	96%



Lower



Similar



Higher



Lower



Similar



Higher

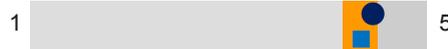
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2011

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

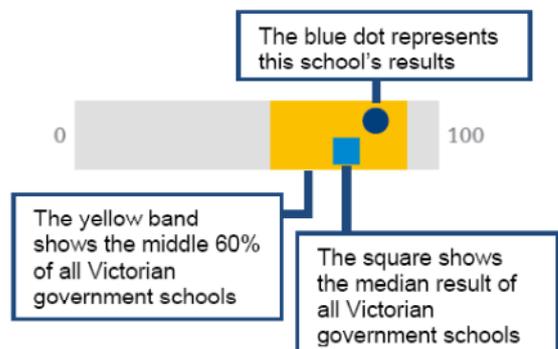
What are student outcomes?

Student outcomes describe 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.



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.

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: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

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.

Financial Performance and Position

Chatham Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$344,191
Commonwealth Government Grants	\$18,563
State Government Grants	\$0
Other	\$18,194
Locally Raised Funds	\$573,926
Total Operating Revenue	\$954,874

Expenditure

Salaries and Allowances	\$179,234
Bank Charges	\$949
Consumables	\$83,535
Books and Publications	\$794
Communication Costs	\$6,192
Furniture and Equipment	\$87,230
Utilities	\$17,840
Property Services	\$115,547
Travel and Subsistence	\$200
Motor Vehicle Expenses	\$0
Administration	\$17,978
Health and Personal Development	\$1,221
Professional Development	\$9,575
Trading and Fundraising	\$163,889
Support/Service	\$56,052
Miscellaneous	\$122,114
Total Operating Expenditure	\$862,350

Net Operating Surplus/-Deficit **\$92,524**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$109,229
Official Account	\$9,097
Other Bank Accounts(listed individually)	
Building Fund	\$18,481
Library Fund	\$5,247
School Community Association	\$41,956
Cooperative Account	\$5,678
Total Funds Available	\$189,688

Financial Commitments

2011 Actual	
School Operating Reserve	\$136,458
Assets or Equipment Replacement <12 months	\$0
Capital – Building/Grounds including SMS < 12 months	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$1,287
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$5,677
Revenue Receipted in Advance	\$46,266
School based programs	\$0
Region/Network/Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$0
Total Financial Commitments	\$189,688

Financial performance and position commentary

In 2011 the school monitored its financial situation very closely to ensure that the cash flow was consistent across the year which helped to provide us with this surplus figure. The Net Operating Surplus figure (\$92,524) includes committed revenue. This surplus reflects monies that have been received in the form of grants, fundraising and student materials and contributions for 2012 which were funds that were committed but not spent at the end of the year. In 2011, the school completed a new Early Years Centre thanks to the Building Education Revolution funding which saw the construction of 8 new classrooms. 2011 also saw the school's best result for our fund raising efforts thanks to a very successful fair in November. The school formed a co-operative in 2006 and reached the 1/2 way mark of a 10 year loan in 2011. The loan was for \$200,000. This commitment requires an energetic fund raising program through the efforts of Parent's Club to raise the necessary funds to service this loan each year.