

**2014 Annual Report to
the School Community**



**Chatham
Primary
School**

**School
Number:
4314**



Name of School Principal:

Stephen ROTHWELL

Name of School Council President:

John DOYLE

Date of Endorsement: 23rd March '15

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Chatham Primary School fosters a supportive learning environment which aims to develop motivated students who exhibit positive attitudes to learning.

We acknowledge the unique abilities of every child and encourage an inquiring approach to learning to assist students to reach their academic, social, emotional and physical potential. We encourage individual, independent and cooperative learning and acknowledge and celebrate the efforts and achievements of every student.

Chatham Primary School is a learning community which fosters a shared partnership between children, staff, parents and the wider community. Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and technology to help prepare our students for the future.

A rich history of community spirit will continue to be fostered to build optimism for the future and allow a connectedness to and an appreciation of the past.

Our School Values are:

- **Learning** – developing critical, creative and reflective thinking skills and knowledge to maximise each child's potential as independent, motivated and ongoing learners.
- **Respect** – valuing the difference, beliefs and abilities of others by displaying tolerance, compassion and care. Having regard for oneself and others, as well as the community and our environment.
- **Self-Worth** – having a belief in yourself and your own unique abilities and recognising that you are valued by others. Developing resilience, flexibility, initiative and persistence.
- **Partnership** – acknowledging the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.
- **Responsibility** – being accountable for the decisions you make and the actions and words you use.
- **Honesty** – being dependable, truthful and fair, while being true to yourself and others.

Chatham Primary School is located in Surrey Hills in Melbourne's eastern suburbs with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey red brick building with a three-arched entry. The school opened with an enrolment of 212 students on the 1st of August 1927. Many students came from over-crowded surrounding schools. Surrey Hills was once the home of an older retired population, but more recently, the area has become attractive to young professional families. Enrolments have stayed constant with between 416 and 440 students attending the school over the past years. Indications are that enrolments will remain stable over the next few years.

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 focus on personalising education through a differentiated curriculum. 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 2014 the school peaked at 444 students and equivalent 31.37 full time staff which included: 2 Principal class, 25.6 teachers and 3.77 Education Support Staff and provided specialist programs in LOTE (Japanese), Library, Art, Music and Physical Education. Targeted specialist, enrichment 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.

The school operates a number of extra-curricular programs and having been accredited as a 5 star Sustainable School, has a number of practices and initiatives in place that involves the whole school community in maintaining this as a priority in our school. In 2014 we have been able to release 2 teachers at a 0.5 EFT each who have worked with teachers in classrooms around the delivery of Science.

At Chatham, we value the strong partnerships that exist between students, teachers, parents and the wider community.

Achievement

In 2014 Chatham students continued to achieve above the state mean in all areas of the curriculum. NAPLAN data and Teacher Assessment against AusVELS indicates that our students' results in literacy and numeracy are similar to like schools on adjusted school performance.

NAPLAN data for Years 3 & 5 in 2014 places our student results in the top 10% or 20% of schools, though this year's results in Year 5 Reading 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.

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.

In 2014 we continued to have a strong focus on Literacy, especially in Reading and Writing. Having one of our Leading Teachers undertake the Numeracy Coaching Course through the Bastow Institute has enabled us to also introduce and consolidate a number of new initiatives in this area.

In 2015 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 inquiry approach to teaching and learning.

Engagement

The data from the 2014 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.

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.

Our student absence data is below the state average and similar to other government schools. Extended family holidays continue to be the main area of concern. Strategies have been put into place to monitor late arrivals or ongoing absences. Parents value the school's safe environment and the engagement of our students.

In 2015 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.

In 2014 members of the school's Leadership Team undertook a course at the Bastow Institute, Leading Schools in the Digital Age with an aim of engaging our students further through innovative pedagogical practices through the use of digital technology devices and resources. The introduction of more notebooks and mobile devices through the introduction of a 1:1 program into the school will further enhance the teaching and learning programs for our students in 2015.

Wellbeing

Chatham has excellent transition programs in place that foster improved learning pathways in, out and across the school. 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.

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.

A whole school approach to Student Wellbeing is supported by programs such as "Bounce Back", student leadership, buddy programs and peer support.

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 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.

Each year we have also conducted a Year 6 Transition Conference with these students begin involved in activities to better prepare them for their move into secondary schools.

In 2015 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.

Productivity

A stronger focus on the teaching and learning of Science was supported by the appointment of two part time specialists who supported and mentored teachers and students in this curriculum area. This program is supported to the end of 2015 through allocated funding. In 2014 we have also been able to release a Leading Teacher to act as a mentor for class teachers in the area of Literacy. The Literacy, Numeracy, Science and Curriculum Coordinators are released to assist level teams in their planning. We continue to provide a number of extension activities as well as being able to release teachers to provide support for students at risk. These programs will continue on in 2015.

Chatham Primary, is proud of the way it supports, includes and cares for all students with Special Needs. Individual Learning Plans are in place for selected students and processes are in place, through reflections on data by each level team, to monitor all students' achievements.

In 2014 the school undertook its second Study Tour to Japan. This involved 20, Year 5 & 6 students and 3 staff members that were immersed in the Japanese history and culture and visited 2 schools and met their pen pals. In 2015, we are planning a Staff Study Tour to Japan.

Major projects that occurred over the year were the upgrade to our Out of School Hours facility through the funds of a maintenance grant. The Japanese classroom was also upgraded as part of this grant and the school community contributed to establishing a new Japanese garden and outside learning area around this building. In 2015, the school community will complete the garden area at the front of the Out of School Hours building and continue to maintain and develop the school's playground facilities.

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

Performance Summary

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.

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

School Profile

School Enrolments

A total of 427 students were enrolled at this school in 2014, 173 female and 254 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Similar</p>

Performance Summary

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

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>47%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>43%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	47%	22%	Numeracy	29%	50%	21%	Writing	24%	43%	33%	Spelling	26%	33%	41%	Grammar and Punctuation	28%	48%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	95 %	94 %	95 %	94 %	97 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	95 %	94 %	95 %	94 %	97 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

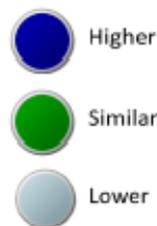
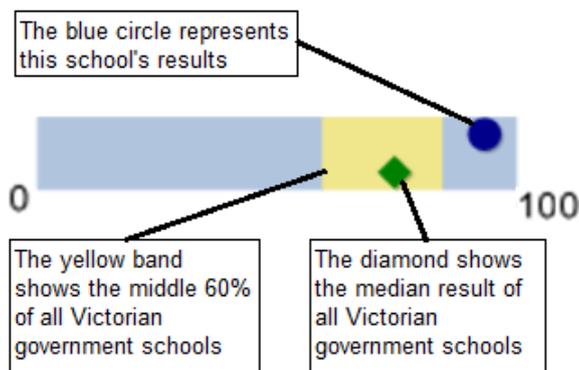
What are student outcomes?

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 colleges, 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.



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.

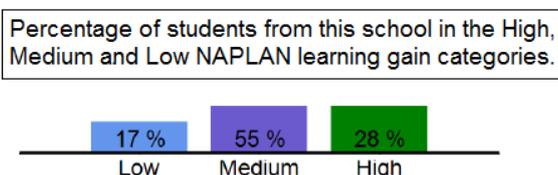
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,737,886	High Yield Investment Account	\$54,761
Government Provided DE&T Grants	\$367,244	Official Account	\$61,994
Government Grants State	\$13,000	Other Accounts	\$59,491
Revenue Other	\$14,844	Total Funds Available	\$176,246
Locally Raised Funds	\$696,156		
Total Operating Revenue	\$3,829,128		
Expenditure		Financial Commitments	
Student Resource Package	\$2,779,347	Operating Reserve	\$77,398
Books & Publications	\$5,381	Beneficiary/Memorial Accounts	\$5,518
Communication Costs	\$7,069	Cooperative Bank Account	\$4,690
Consumables	\$85,434	Revenue Received in Advance	\$79,640
Miscellaneous Expense	\$308,947	Region/Network/Cluster Funds	\$9,000
Professional Development	\$6,351	Total Financial Commitments	\$176,246
Property and Equipment Services	\$299,224		
Salaries & Allowances	\$198,133		
Trading & Fundraising	\$80,506		
Travel & Subsistence	\$302		
Utilities	\$21,773		
Total Operating Expenditure	\$3,792,466		
Net Operating Surplus/-Deficit	\$36,662		
Asset Acquisitions	\$7,677		

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.

Financial performance and position commentary

In 2014 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 school formed a co-operative in 2005 and reached its 9th year of a 10 year loan in 2014. This loan was for \$200,000 and the fund raising program through the efforts of an energetic Parent's Club raise the necessary funds to service this loan each year. The school is well supported by a very generous parent community with around 94% 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 as we upgrade our hardware & digital technology resources through 3 leases. A Maintenance Grant of \$124, 820 helped us upgrade our OSHC house and Japanese room. Lower than expected enrolments in 2013 saw the school operating with a Staffing deficit and the school has put strategies in place to manage this figure into 2014 and 2015. The school will finance its goals and initiatives in 2015 by continued responsible management of its resources.