VICTORIA State Government | Education and Training

2015 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: 21st March '16

About Our School

School Context

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 differentiatied 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 2015 the school had 439 students and equivalent 32.5 full time staff which included: 2 Principal class, 26.5 teachers and 4.0 Education Support Staff and provided specialist programs in LOTE (Japanese), Library, Art, Music, Science 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.

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

2015 saw the school undertake a School Review and work with the school community to establish a new Strategic Plan.

Achievement

In 2015 Chatham students continued to achieve above the state mean in all areas of the curriculum.

Teacher Assessement agsinst AusVels indicates that our students' results in literacy and numeracy are higher than like schools on adjusted school performance.

NAPLAN data for Years 3 & 5 in 2015 places our student results as being similar to like schools in all areas except Year 5 Reading, which produced lower results in 2015.

Performance targets established for the last year of our Strategic Plan in Literacy and Numeracy have once again been met.

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 2015 we continued to have a strong focus on Literacy, especially in Reading and Writing. Having one of our Leading Teachers in the role as a coach and mentor for teachers has assisted in maintaining a more consistent approach to teaching and learning in Literacy.

The Literacy and Numeracy Coordinators have also been released to assist with team planning, moderation and assessment.

In 2016 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 & learning.

Engagement

The data from the 2015 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.Parents value the school's safe environment and the engagement of our students.

Regular articles in the school's newsletter reinfoce the improtance of attending school everyday and teachers and Leadership closely monitor ongoin absences including active intervention for any school refusal issues.

Through a Science and Mathematics intiative we have been able to release 2 teachers for 0.5 TF each to work with staff and students to strenghten knowledge and skills in Science over the last two years. This intiative has seen an increased engagement in the teaching and learning of Science for both students and staff.

In 2016 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.

As part of our new Strategic Plan, 2016 will also see the school's involvement in the New Pedegogies for Deeper Learning (NPDL) intiative with an aim of increasing student engagement in their own learning, providing a stronger student voice and a siginifcant shift in the teaching and learning approaches in our school.

Wellbeing

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

Prep enrolments have remained consistant 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.

The Students Attitude to School survey showed that our students' perception of safety was similar to like schools in 2015 and above the state average.

In 2016 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.

In line with our new Strategic Plan the school will introduce a new approach to student wellbeing and management through the introduction of a Restorative Approach across the school.

Productivity

Through targeted staffing appointments, placements and advancements we have continues to maintain a strong & harmonious work force in 2015. We have a range of experience, strengths and interests amongst the workforce that help produce a dedicated teaching staff that value the learning process for themselves and their students.

We have a strong culture of teamwork, sharing and supporting each other. At Chatham we have a group of professionals that embrace change with the aim of delivering best outcomes for students through a collaborative planning approach at each level.

We have a strong program in place to mentor and support new Graduate teachers as well as exemplary Specialist teachers and programs and dedicated support staff to assist students' needs.

Levels are provided with planning time each week as well as a full day at the end of each term. Literacy, Numeracy, Science and Curriculum Coordinators are given time to assist with level planning

After completing courses at Bastow, our Literacy and Numeracy Coordinators continue to deliver extensive professional development sessions for teachers. This aligned perfectly with the goals and targets of our Strategic Plan.

The Boroondara Network runs sessions in Terms 2 & 3 that allow teachers to visit other schools and to pursue professional learning in their areas of interest and need.

ICT has always had a strong focus for professional learning where we have attempted to keep teachers' skills and knowledge up to date through relevant and regular in-house professional learning sessions.

Over the last 12 months we have had a huge commitment from staff to undertake online learning courses around Inclusion and Dyslexia

A great deal of time and effort goes into the formation of classes each year taking into consideration requests and information from parents, student preferences, specialist teachers' input and class teachers' information.

Teacher placement has also been crucial in matching students' overall needs with the strengths and skills of teachers.

Over the last 2 years we have had an all-boys class. This was formed after consultation with parents and has been staffed with targetted teachers each year who we were confident could adapt their teaching and learning to the needs of boys education. This formulation was once again very successful in 2015.

Sustainability continues to be an important area in our school. In 2015 we decided to go through the process of being re-accredited as a 5 star sustainable school.

2015 saw 6 staff participate in a study tour to Japan in their June/ July holidays. This experience and exposure has seen many positive outcomes in the integration of Japanese language into classrooms and programs. As part of this tour, staff visited our sister schools, Fuzoku and Yoshimi Elementary Schools in Shiga Prefecture, Japan..

We are proud of the job that we do with our students on the P.S.D. program and those who have "special needs". This is done through regular SSG meetings, regular contact and communications with parents, SMART goals and Individual Learning Plans have been established as well using available support services and resources. We foster a learning environment of support, care and inclusion for these students that are based around high expectations and standards.and continue to have a group of professional and caring aides who really support all students.

In 2015 we continued to offer a wide range of extra-curricular programs, extension program and support programs for students at risk

In 2016 we will continue to manage staff placements, timetables and grade structures to ensure best learning outcomes for all students.

We hope to once again undertake our student Study Tour to Japan and will continue to make meaningful links with Asia through our sister school relationships, pen pals and hosting Japanese visitors to our school.

In 2016, we intend to continue to undertake the rigorous process to be re-accredited as a 5 star sustainable school.

We will also continue to provide the necessary support and financial planning to ensure that programs and initiatives that support the targets and goals of our new Strategic Plan and the priorities of the school.

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 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.

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

Enrolment Profile

A total of 439 students were enrolled at this school in 2015, 178 female and 261 male.
There were 7% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

low	low-mid	mid	mid-high	high

Parent Satisfaction Summary

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.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

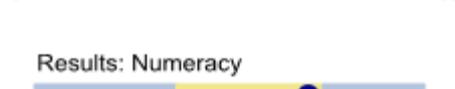Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

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.

Results: English
0 ... 100

Results: Mathematics
0 ... 100

● Higher

● Higher

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English
No Data Available

Mathematics
No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** Low 17 % Medium 62 % High 22 % **Numeracy** Low 21 % Medium 61 % High 18 % **Writing** Low 12 % Medium 55 % High 33 % **Spelling** Low 27 % Medium 42 % High 31 % **Grammar and Punctuation** Low 31 % Medium 46 % High 24 %	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Results: 2015

0 ————————— 50

Results: 2012 - 2015 (4-year average)

0 ————————— 50

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

Similar

Similar

Performance Summary

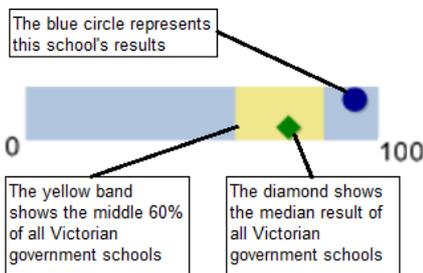| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 1 ▬▬▬▬▬▬▬▬ 5 Results: 2012 - 2015 (4-year average) 1 ▬▬▬▬▬▬▬▬ 5	● Higher ● Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2015 1 ▬▬▬▬▬▬▬▬ 5 Results: 2012 - 2015 (4-year average) 1 ▬▬▬▬▬▬▬▬ 5	● Similar ● Similar

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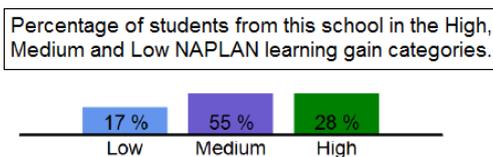
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

| 28 % | 46 % | 26 % |
| Below | At | Above |
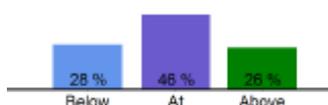
What is a *School Comparison*?

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.

Higher

Similar

Lower

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 - Operating Statement Summary for the year ending 31 December, 2015	

Revenue	Actual
Student Resource Package	$2,971,880
Government Provided DET Grants	$240,886
Government Grants Commonwealth	$9,967
Revenue Other	$18,415
Locally Raised Funds	$732,973
Total Operating Revenue	**$3,974,122**

Expenditure	
Student Resource Package	$2,962,895
Books & Publications	$5,448
Communication Costs	$6,503
Consumables	$88,928
Miscellaneous Expense	$270,019
Professional Development	$10,637
Property and Equipment Services	$202,643
Salaries & Allowances	$309,164
Trading & Fundraising	$107,664
Utilities	$25,768
Total Operating Expenditure	**$3,989,668**

Net Operating Surplus/-Deficit	**($15,546)**
Asset Acquisitions	**$8,750**

Financial Position as at 31 December, 2015	

Funds Available	Actual
High Yield Investment Account	$54,408
Official Account	$39,043
Other Accounts	$63,592
Total Funds Available	**$157,042**

Financial Commitments	
Operating Reserve	$38,282
Beneficiary/Memorial Accounts	$5,632
Cooperative Bank Account	$5,120
Revenue Receipted in Advance	$76,287
School Based Programs	$16,157
Provision Accounts	$10,057
Other recurrent expenditure	$5,507
Total Financial Commitments	**$157,042**

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

In 2015 the school monitored its financial situation very closely but due to some staffing issues found that we had operated with an operating deficit for the first time this year. Due to maintaining a sound financial position from other years, this deficit was manageable through an active Finance Committee. The school formed a co-operative in 2005 and reached its 9th year of a 10 year loan in 2015. 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 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 as we upgrade our hardware & digital technology resources through 3 leases. 2015 saw the school undertake its bi-annual School Fair which was very successful in bringing the whole school community together and also provided the schools with an outstanding fund raising result. The major project for the year was the refurbishment of the school oval with new grass. 2016 will see the end of the school's financial commitment to the Co-operative Loan. The school will finance its goals and initiatives in 2016 by continued responsible management of its resources.