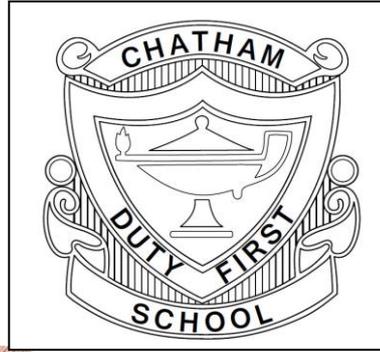


2013 Annual Report to the School Community

Chatham Primary School

School Number: 4314



Name of School Principal:

S. Rothwell

Name of School Council President:

N. Monday

Date of Endorsement:

19/5/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our 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 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 2013 the school had 414 students and equivalent 31.4 full time staff which included: 2 Principal class, 25.2 teachers and 4.2 Education Support Staff and provided specialist programs in LOTE (Japanese), Library, Art, Music and Physical Education. Targeted specialist, 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.

Achievement	Engagement	Wellbeing
<p>In 2013 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.</p> <p>NAPLAN data for Years 3 & 5 in 2013 places our student results in the top 10% or 20% of schools, though this year's results in Year 3 writing have been identified as an area for strategic planning and improvement after lower than predicted results in this area. Performance targets established in our Strategic Plan in Literacy and Numeracy have once again been met this year.</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>In 2013 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 introduce and consolidate a number of new initiatives in this area.</p> <p>In 2014 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.</p>	<p>The data from the 2013 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>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 2014 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 and mobile devices into the school will enhance the teaching and learning programs for our students in 2014. Members of the school's Leadership Team will be undertaking a Bastow course with an aim of engaging our students further through innovative pedagogical practices through the use of digital technology devices and resources. A stronger focus on the teaching and learning of Science will be supported by the appointment of two part time specialists who will support and mentor teachers and students in this curriculum area.</p>	<p>Chatham has excellent transition programs in place that foster improved learning pathways in, out and across the school.</p> <p>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.</p> <p>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.</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>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 2014 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>

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 414 students were enrolled at this school in 2013, 179 female and 235 male.

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.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

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> Similar</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 Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>51%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>64%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>47%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	45%	31%	Numeracy	16%	51%	33%	Writing	8%	64%	28%	Spelling	14%	47%	39%	Grammar and Punctuation	24%	51%	24%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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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 attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	93 %	96 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	93 %	96 %	94 %										

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>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

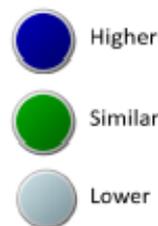
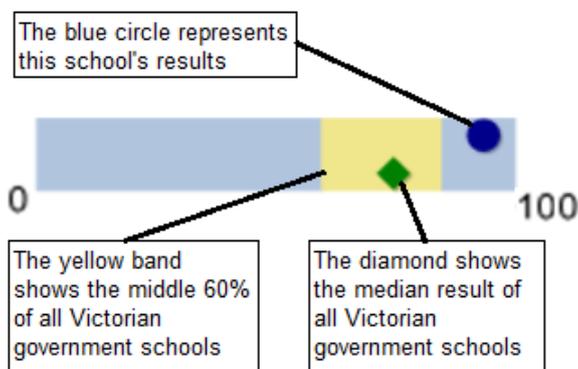
What are student outcomes?

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.

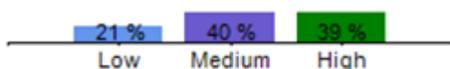
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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 relative growth 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 growth 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 relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$298,279	High Yield Investment Account	\$59,602
Government Grants State	\$15,876	Official Account	\$8,087
Revenue Other	\$7,403	Other Accounts	\$68,439
Locally Raised Funds	\$587,069	Total Funds Available	\$136,128
Total Operating Revenue	\$908,627		
Expenditure		Financial Commitments	
Books & Publications	\$4,022	Operating Reserve	\$64,304
Communication Costs	\$7,663	Beneficiary/Memorial Accounts	\$5,382
Consumables	\$88,500	Cooperative Bank Account	\$2,719
Miscellaneous Expense	\$200,826	Revenue Received in Advance	\$55,488
Professional Development	\$13,441	School Based Programs	\$235
Property Maintenance	\$202,858	Region/Network/Cluster Funds	\$8,000
Salaries & Allowances	\$226,082	Total Financial Commitments	\$136,128
Trading & Fundraising	\$113,618		
Utilities	\$18,531		
Total Operating Expenditure	\$875,541		
Net Operating Surplus/-Deficit	\$33,086		
Asset Acquisitions	\$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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

In 2013 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 7th year of a 10 year loan in 2013. 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. Lower than expected enrolments in 2013 saw the school operating with a Staffing deficit for the first time and has put strategies in place to manage this figure into 2014. The school will finance its goals and initiatives in 2014 by continued responsible management of its resources.