2017 Annual Report to the School Community

School Name: Chatham Primary School

School Number: 4314

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Chatham Primary School is located in Surrey Hills in Melbourne's eastern suburbs with students drawn from a relatively small catchment area. With an enrolment of approximately 407 students in 2017 and a staff that included 2 Principal class members, 23 teachers and 6 Education Support staff, students were grouped into 19 classes with specialist teachers for Japanese, Art, Music and Physical Education.

At Chatham Primary School we foster a supportive and engaging learning environment with a vision to develop motivated students who exhibit positive attitudes to learning as global citizens, whilst also building optimism for a sustainable future. We acknowledge the unique abilities of every child and encourage an inquiry approach to learning to assist students to reach their academic, social, emotional and physical potential. Through the delivery of a child centred curriculum we foster individual, independent, collaborative and cooperative learning and acknowledge and celebrate the efforts and achievements of every student. Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and STEM (Science, Technology, Engineering and Mathematics) to help prepare our students for their global future. Our school values are Learning, Respect, Resilience, Partnership, Responsibility and Honesty.

While the role of education in the 21st century is still to develop life-long learners, our vision includes the development of learners who are creative, critical thinkers and problem solvers. Chatham is a place of inquiry and self-discovery. In our Junior School in Prep and Year 1, we operate a play-based Investigations program that is child centred and child directed. While the remainder of the school has continued in the journey, designing more authentic, engaging opportunities for deeper learning. This powerful learning model allows for the development and transference of skills; the wisdom to embrace and lean from mistakes and a determination to persevere and develop greater resilience.

Chatham Primary School is a learning community that fosters a shared partnership between children, staff, parents and the wider community. Our parent community is very active in the school through Parent's Club, School Council and its sub committees, class representatives and helpers, canteen, book club and working bees. A rich history of community spirit allows a connectedness to, and an appreciation of the past whilst building optimism for a sustainable future.

Framework for Improving Student Outcomes (FISO)

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

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

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

This work included a combined curriculum day for the three schools, with professional learning meetings held across our schools once per term.

Achievement

In 2017, teacher judgements against the Victorian Curriculum indicate that our students' results in both English and Mathematics are similar to like schools. Both of our Leading Teachers were released part-time to mentor teachers in curriculum delivery to ensure a more consistent approach to the teaching of adopted school-wide Literacy and Numeracy Programs. This was also reflected in the NAPLAN data where all areas of the Yr 3 NAPLAN data were similar to like schools and above state averages. For Yr 5 all but one area in the NAPLAN data were also similar to like schools and above the state average. Our results in reading were slightly lower than like schools, however still above the state average.

A strong focus for 2018 is in the development of a whole school instructional model for Reading. This follows directly from the success of work completed in the consolidation of a school wide student planning template for writing, which has seen a marked improvement in Writing outcomes during 2016. This is in line with both our school's Strategic Plan and the current Annual Implementation Plan. Throughout 2017, our teaching teams worked with a regional Education Improvement Leader who assisted us in the further development of curriculum mapping across English with the Victorian Curriculum. This has assisted our focus on point of need teaching as we gained further skills and knowledge of the newer curriculum and analysed our teaching and learning practices with a microscopic lens.

Student growth/learning gain in our Yr 3-5 NAPLAN data was strong in medium growth and particularly strong in high growth in Numeracy. Whilst other areas had 20% or higher in the high growth area, our work throughout 2018, in accordance with a focus on increasing growth in the top two bands for NAPLAN will strengthen these aims. In 2018 we will continue to have a greater focus on using data to inform teaching, planning for differentiation and intervention, and monitoring learning to ensure we are meeting student needs so our high expectation of students are realised. The school's Literacy and Numeracy Coordinators will continue to provide professional learning to staff to develop excellence in teacher practice.

In 2018 across the school we will further develop our identification of and planning for differentiated curriculum; implementing the Digitial Technologies, and embedding our inquiry concept approach to teaching and learning, as we continue to improve student learning outcomes.

Engagement

Student absence data indicates that we have fewer absences than the state average and have similar results to other government schools with a similar clientele to Chatham Primary School. "It's not OK to be away" is the DET catch phrase utilised in our school newsletters and at Parent Information sessions. Ongoing communication with parents reinforces the importance of attending school every day. Ongoing and regular student absenteeism is closely monitored by class teachers and the school's leadership team to ensure the school is proactive in active intervention for any school refusal issues that may arise. Overall student attendance is very good, the main reasons for non-atendance

Data from the 2017 Student Attitudes to School Survey indicates that students at Chatham Primary School are demonstrating a similar sense of connectedness to school as compared with other like schools. This is reflected also in the student's beliefs on the management of bullying; showing similar results to like schools. As this is a slight drop from the previous year, our current Annual Implementation Plan aims to develop curious and creative students who are highly engaged and connected to their learning. This will be addressed as students are challenged to become more involved in their own learning through the development of deeper thinking and setting personal learning goals in English and Maths. Teaching teams use a variety of assessment and planning strategies to teach at the point of need and utilise more inquiry based learning activities as per our involvement with New Pedagogies for Deeper Learning. Our FISO work with two of our local schools also enhances this, as does our new STEM room which is now in operation, added to our weekly timetable.

Circle Time was beginning to be used across the school throughout 2017 and is continuing into 2018. This assists in the development and maintenance of positive relationships with students, and between staff and students. Three way interviews between students, parents and teachers were also introduced into the senior school during 2017 to assist in both student ownership of their learning and continuing to build upon the learning partnerships and engagement of student, teacher and parents. These will continue to be developed during 2018. We also continue our commitment to student leadership by ensuring all Year 6 students have a realistic and meaningful leadership role. Activities and responsibilities related to these leadership roles are timetabled in the whole school weekly timetable.

Wellbeing

In 2018 we will continue to focus on 'Be Safe, Be Fair, Be Kind' with the aim of using a common language across the school to enhance our student wellbeing approach. 'Bounce Back' is utilised across the school and our Wellbeing AIP (Annual Implementation Plan) Team are leading the school through the Respectful Relationship program during 2018. A whole school approach to student wellbeing is also supported by a buddy programs with Prep and Year 5 students, plus Peer Support with the Year 6 Peer Support Leaders. In line with our Strategic Plan, the school continued to develop the use of a Restorative approach across the school through engaging with external experts.

Chatham has excellent transition programs in place that foster improved learning pathways in, out and across the school. Our well-established Prep Transition program continues to be successful for our students in preparing them for the transition from kindergarten to school, particularly for their first term of schooling. Investigations create opportunities for our early years students to explore, discover, negotiate, collaborate, problem solve, question and builds independence, values and responsibility in a play based program. Prep transition also involves future Prep students and their parents visiting the school during November to become familiar with and participate in a range of classroom and specialist programs, including meeting their Year 5 buddies.

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

As part of our Leadership Program, all of our Year 6 students hold leadership positions and take on a number of areas of responsibility as role models for the younger students in our school. Our Year 6 Peer Support Leaders undertake a leadership course at the start of the school year and each Peer Support Leader works with a small group of Year 3 students as their mentor each week. Many of our other student leaders attend leadership conferences and represent our school at a range of events, including Kids Teaching Kids initiative.

Our senior students will continue to work on real life, challenge-based projects that aim to help them see that through action, they can make a difference.

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

In 2018 we will continue with our excellent transition programs and further develop our links and communication with all areas of our school and wider community. In particular we will be looking at strengthening ties with local early childhood centres and kindergartens.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▇
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 407 students were enrolled at this school in 2017, 184 female and 223 male.

10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
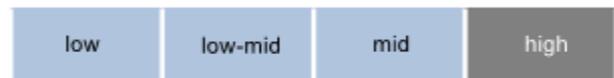
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━◆━━● 100 Results: Mathematics 0 ━━━━━━━━━━◆━━● 100	● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

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)	Similar Lower 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 19 % / 57 % / 23 % Low / Medium / High **Numeracy** 15 % / 53 % / 32 % Low / Medium / High **Writing** 32 % / 48 % / 20 % Low / Medium / High **Spelling** 20 % / 52 % / 27 % Low / Medium / High **Grammar and Punctuation** 32 % / 48 % / 20 % Low / Medium / High	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

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

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

🟢 Similar

🟢 Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 — 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 — 100	● Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
  - student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
  - student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
  - Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
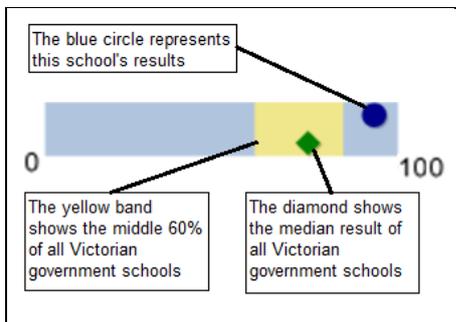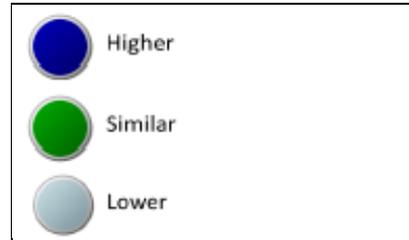

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

In 2017 the School Council Finance Committee monitored the financial position of the school very closely. Due to an enthusiastic Parents Club, the school was able to raise over $70,000 in fundraising for the year, which contributed for the purchase of much needed IT infrastructure, as well as the purchase of a new playground.

The school is supported with a generous parent community with over 95% contributing to the school through fees and contributions, including the school's Library and Building Trust Funds.

Due to changes in staffing and a supportive parent community the school was able to finish the year with a strong surplus.

The school has identified major works that is required in our junior building. The Department of Education, through the Emergency Maintenance Program has granted the school $358,509 in order to complete these necessary works. The school will finance its goals and initiatives into the future by continued responsible management of its resources and a strong partnership with School Council and the school community.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,688,736
Government Provided DET Grants	$321,205
Government Grants Commonwealth	$14,300
Revenue Other	$8,437
Locally Raised Funds	$876,693
Total Operating Revenue	**$3,909,371**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$2,762,430
Books & Publications	$4,630
Communication Costs	$7,170
Consumables	$73,993
Miscellaneous Expense[3]	$283,003
Professional Development	$9,405
Property and Equipment Services	$165,669
Salaries & Allowances	$213,569
Trading & Fundraising	$119,413
Travel & Subsistence	$298
Utilities	$27,241
Total Operating Expenditure	**$3,666,821**
Net Operating Surplus/-Deficit	**$242,551**
Asset Acquisitions	**$52,127**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$193,038
Official Account	$50,527
Other Accounts	$32,599
Total Funds Available	**$276,163**

Financial Commitments	
Operating Reserve	$102,306
Beneficiary/Memorial Accounts	$5,812
Cooperative Bank Account	$712
Revenue Receipted in Advance	$69,614
School Based Programs	$72,260
Provision Accounts	$17,881
Other recurrent expenditure	$7,578
Total Financial Commitments	**$276,163**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.