

# 2021 Annual Report to The School Community



**School Name: Chatham Primary School (4314)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 April 2022 at 05:01 PM by Christopher Cotching (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 02:46 PM by Daniel Heath (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

## About Our School

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### School context

Despite the impact of the COVID pandemic Chatham Primary School has continued to create and foster a supportive and engaging learning environment which seeks to develop motivated students who exhibit positive attitudes to learning as global citizens. We acknowledge the unique and valued abilities of every student as they progress through their educational journey. Through the demonstration and modelling of strong and enduring values we strive to enable students to reach their academic, social, emotional and physical potential. This is contextualised through the application and engagement of all students with the Victorian Curriculum and the ongoing standards specified and mandated by the Victorian Regulations and Qualifications Authority for Victorian Schools. At this stage we do not provide programs for international students.

Chatham Primary School is a dynamic and continuously developing community which fosters and values a shared partnership and sense of purpose in the interactions between students, staff and parents, and more broadly, the wider community. The School embodies a rich and compelling history of community spirit and inclusion that fosters a connectedness to, and an appreciation and regard of the past, whilst building a sense of optimism and foreboding about preferred futures. In November 2020 the school was allocated a 5.4 million dollar upgrade by the Victorian Government. This announcement has put into action high levels of community engagement to explore, synthesize and confirm the priorities of the community as they exist presently, but also how they are forecast for the exciting times ahead. The implementation of a parent survey in December 2020 and January 2021 provided the insights and directions to assist future thinking in the forward planning and master planning of the school buildings and programs for the times ahead. This was reflected through the creation of a significant document: Asset Management Plan - Phase 1, that encapsulated school community priorities and provided directions for the Principal Design Consultants appointed by the Victorian School Building Authority (VSBA).

At the core of Chatham Primary School life and interactions are the ever predispositions by students, staff and parents, to the notion, at all levels, of engendering a safe, fair and kind environment. This is further delineated by the presence of six enduring and guiding values for interactions, behaviours and orientations. We value:

**Learning:** Developing critical, creative, and reflective thinking skills and knowledge to maximise each child's potential as independent, motivated and life long learners in a global context.

**Respect:** Valuing the difference, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment.

**Resilience:** Having a belief in yourself and your own unique abilities and recognizing that you are valued by others, developing self worth, flexibility, initiative and persistence.

**Partnership:** Embracing the development of a cooperative, inclusive, and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.

**Responsibility:** Displaying self discipline, being accountable for the decisions you make, and the actions and words you use.

**Honesty:** Being reliable, truthful and fair, while being true to yourself and others

Chatham Primary School is located in Surrey Hills in Melbourne's inner eastern suburbs, with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey heritage red brick building with a three arched entry. Additionally, through the provision of the Federal Government's Building the Education Revolution (BER in 2009), an imposing double storey building was built towards the rear of the school. This building comprises eight general purpose classrooms and in recent years has comprised classes from Preparatory to Year 2. Furthermore, a modular five building exists to provide for our music provision. With the announcement of a 5.4 million dollar Capital Upgrade in November 2020 the school proceeded through 2021 with the important phases of Masterplanning, Schematic Design and Design Development, which was led and supported through the engagement of Williamboag consultants and the Victorian School Building Authority.

The school has an enduring history and has established an alumni of past students, staff and parents who take an ongoing interest in the school. The school opened with an enrolment of 212 students on 1st August 1927 and many

pictures, artefacts and materials continue to grace the entrance hall and areas surrounding the school office, from that time and thereafter. Rituals and practices established many years ago continue to be embraced and followed with great interest and commitment despite changing cohorts of students, staff and parents.

The level of student enrolment has changed over the last five years, reflecting somewhat the notion of established families seeking to remain in the area and enjoying a rich and engaging community that evolved from the Chatham Primary School experience.

Since the beginning of 2019 there has been increased stability in both the Principal leadership and governance provided by the School Council and its associated Committees of School Council. Each year the positions on the Chatham Primary School Council are keenly sought through an election process. Currently the school enjoys an effective, dedicated and focused School Council comprising the Principal as Executive Officer; four Department of Education and Training employees; eight parent members and two co-opted community members. The School Council throughout 2021 continued to be supported by the work of six committees of School Council, comprising Buildings and Grounds; Communication and School Development, Education, Finance, Fundraising and Services. Nevertheless the work and direction of the School Council and Committees of School Council was altered considerably during 2021 given the affect of the changing COVID - 19 restrictions in Victoria. Whilst this resulted in scheduled meetings being conducted as planned, the work of Committees of School Council became impractical. Regardless of these challenges the Finance Committee of School Council continued to meet on a regular basis throughout the period and thereby ensure appropriate monitoring of budgets and payments throughout the duration of the restrictions.

Throughout the period the the school staff arrangements remained stable and fortunately no staff member experienced the COVID - 19 virus. Programs continued to be provided remotely with regular and increasingly complex electronic packages being made available to students and an increasing connectivity to students through the use of regular webex sessions with teachers and their students. Additionally, instructional clips were produced and the increased use of such platforms as Seesaw became evident. The school was led by the Principal and supported by an Assistant Principal and four key leaders in the area of Mathematics, English, Wellbeing and ICT and Assessment, together with Team Leaders. Together with the Business Manager this group comprised the Leadership and Consultative Team. Throughout the period of the pandemic this team interpreted and problem solved regarding the challenging circumstances created by changing COVID -19 restrictions and arrangements for schools. Throughout the period the staff cohort comprised the Principal, Assistant Principal, 14.0 effective full time teaching staff and a total of 3.89 effective Education Support Staff with classifications spanning Level 1-1 to 1-4. It is noted that the cohort did not include any Aboriginal and Torres Strait Islander staff.

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## Framework for Improving Student Outcomes (FISO)

Despite the continuing management and impact of the COVID pandemic on school functionality and operation at all level we continued to progress the Annual Implementation Plan through the dimensions of the Framework for Improving Student Outcomes. Additionally, the Leadership Team together with the four School Improvement Teams closely monitored the progress being made through structured monitoring of the Annual Implementation Plan each Term. This was also comprehensively monitored and supported by the Senior Education Improvement Leader (SEIL) and intervention and engagement with the Education Improvement Leader (EIL) from the North East Region, Victoria. This careful and timely management of the Annual Implementation Plan resulted in considerable Professional Learning experiences over the course of the year. Specifically the 2021 priority goals we progressed through the a number of high impact improvement initiatives including Curriculum Planning and Assessment and Building Communities. Targets associated with the goal of Learning catch-up and extension were supported through a focus upon the key improvement strategy of Curriculum Planning and Assessment. Similarly the goals of fostering Happy, active and healthy students as a priority were supported through the FISO dimension of Health and Wellbeing. Again the FISO Continua of Practice provided additional support and guidance as our targets regarding achieving happy, active and and healthy students were realised. The high impact FISO dimension of Building Communities was also instrumental in the important realisation of targets and strategies relating to Connecting Schools.

It was clear that throughout the COVID experience teachers were keen to endeavour to keep the drive and focus of the four School Improvement Teams: Mathematics, English, IT and Assessment and Wellbeing. Despite COVID every effort was made to schedule regular SIT meetings over the course of each Term and these meetings and the

accompanying actions enabled the effective application of the FISO in realising the three goals associated with Learning Catch up and extension; Happy, Active and Healthy students and Connecting Schools.

Whilst the school demonstrated inordinate progress across all sixteen dimensions of the Framework for Student Outcomes the School Leadership and Leadership and Consultative Team noted the need to progress and maintain the focus established across the entire school with the FISO Essential Elements for school Improvement. These continue to be of focus through the work and deliberations of the four School Improvement Teams in the areas of Literacy, Numeracy, Wellbeing and Information Technology and Assessment. These elements continue to be messaged and communicated and comprise the following:

- 1/ Documented curriculum plan, assessment and shared pedagogical approaches.
- 2/ School -based professional learning program developed and implemented that supports the school's identified improvement strategies.
- 3/ School Improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
- 4/ Student voice, leadership and agency in own learning so that students have a positive school experience and can act as partners in school improvement.
- 5/ Whole school approach to health, wellbeing, inclusion and engagement.
- 6/ Moderation of common assessment tasks.
- 7/ Data collection, analysis and evaluation of student learning growth over time.
- 8/ Explicit use of evidence - based school improvement strategies and teacher professional practice activities.

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## Achievement

The persistence of the COVID pandemic over the 2021 year after the experience of 2020 was of enormous impact upon the student, staff and parent community. Over the period of Remote Learning; a series of lockdowns and together with a considerable drain on resources, tested the resilience of all cohorts. Despite these challenges and the inordinate mental, physical and emotional strains we are delighted to advise that school progressed towards its goals and through its key improvement strategies. At the forefront was the objective that in 2021 all students would make at least twelve months growth in English and Mathematics, as indicated by teacher judgments against the Victorian Curriculum. In reality, it is difficult to establish the extent to which this goal was realised. Whilst we developed and reviewed a comprehensive approach to assessment from Preparatory to Year 6 in the areas of Mathematics and English the impact of COVID reduced our capacity to fully assess our students across all areas as planned. Importantly, with the assistance of our NEVR Education Improvement leaders we provided a detailed and expansive review of our professional knowledge of assessment and thereafter reviewed not only the instruments and tools to use across the school, but also scheduling of relative approaches over the duration of the year. Together with moderation practices this provided a rich and reliable opportunity to accurately assess all students, particularly in literacy and numeracy. The Performance Summary nevertheless provided some valuable insights into the performance of our students in Preparatory to Year 6. In relation to English 95.5% of our students demonstrated that they were working at or above the age expected standards. This was comparable to 'similar schools' at 95% and well above the State average at 86.2%. In the area of Mathematics 92.8% of our students demonstrated that they were working at or above the age expected standards. Whilst this is significantly above the state average of 84.9% it is slightly below that of 'similar schools' at 95%. The results of NAPLAN data is interesting and perhaps is more reflective of a weaker cohort at Year 5 in 2021. Additionally, we are very aware that for these particular students the challenges of completing NAPLAN in 2021 were considerable. At Year 3 Reading the percentage of students in the top three bands was 84.4% which was significantly above the state wide average of 76.9%. In the area of Year 3 Numeracy the result of 87.9% was significantly above the state average of 67.6% and the 'similar schools' result of 84.3%. Additionally, the Year 5 Reading data at 78.4% was significantly above the state average of 70.4%, as was the numeracy data at 64.9% for the school and 61.6% for the state wide average. Of significant interest further was the NAPLAN learning gain from Years 3 to Year 5. In the area of Reading 35% of students achieved a high gain as compared to 29% such gain in 'similar schools'. Moreover, in the areas of Numeracy 56% of students achieved medium or high gain; in writing 79% achieved medium or high gain; in spelling 53% achieved likewise and in grammar and punctuation 70% of students also achieved medium or high gain in the period from Year 3 to Year 5. Furthermore, the high gain of 26% for grammar and punctuation was comparable to 'similar schools' at 27% for the period.

Importantly, in the period going forward we look forward to applying our revised Chatham Primary School Assessment Schedule to further inform us on student achievement from the rich data provided. This will invariably used to identify



and establish Individual Education Plans for specific students in Literacy and numeracy and those students who will be recipients of the Department of Education and Training Tutor initiative.

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## Engagement

The goal of happy, active and healthy students was supported through application of the Health and Wellbeing dimension of the Framework for Improving Student Outcomes. Additionally, the FISO dimensions of empowering students and building school pride and setting expectations and promoting inclusion also supported our goals in this area. The engagement of our students as reflected in student attendance data was extremely positive. In the area of Preparatory to Year 6 in 2021 only 7.9 days of absence was experienced on average. This is nearly half of the state wide average of 14.7 days and significantly less than that of 'similar schools' with an average of 10.1 days on average per year. Importantly, this is a magnificent improvement of the four year average of 12.2 days per year for the school, against an average of 11.6 days for 'similar schools' and 15 days for the state wide average. Reflected another way in 2021, the attendance rate was at 95% for Year 6, 96% for Preparatory, Year 1, Year 2 and Year 3 with 97% achieved for Years 4 & 5.

Somewhat ironically the intermittent period of remote learning and the school's approach to COVID only acted to increase engagement - at the very time when it might be expected to see it decreased. This was due in a large part to the way in which our teaching and support staff supported our students through the various lockdowns and periods of remote learning. The provision of up to three webex sessions per day per class over the instructional period raised expectations about students being present. Through this approach teachers could then follow up directly with the student's parents if indeed a student did not attend the first session. Additionally teachers often provided one to one webex sessions for students on a rotating basis and could follow up swiftly and directly if a student's work had not been submitted. Thirdly, the remoteness of remote learning also encouraged students and their parents to check in regularly and again feel part of the social group of a class. Fourthly, the quality of the remote program being provided to our students at all Year levels engaged our students and urged them to be present. Together with a range of novel social opportunities the choice for students to attend and be involved became increasingly stronger with each lockdown and / or changes to restrictions. Fifthly, the engagement of our specialist teachers in the areas of Physical Education, Japanese, Music and Visual Arts with interactive and live experiences further added to the dimension of what was being offered. Parents and students reported that they enjoyed and became highly present when our specialist staff provided exciting and engaging lessons. This changed the breadth of the experience with the application of varied approaches and the use of diversity in delivery and approach. Lastly, but not definitively, the use of such platforms as Seesaw where students could load their work and have it corrected and assessed in a timely manner, also assisted with this level of engagement. Additionally, the provision of on site learning ensured that our vulnerable students and those of essential workers attended school. Again the diversity and flexibility in approach provided here assisted to engage these students and ensure that they remained at school. Importantly their involvement in classroom experience similar to those of their classroom peers and their access to webex sessions assisted with level of engagement.

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## Wellbeing

Again the goal of creating happy, active and healthy students was pivotal to our Annual Implementation Plan in 2021. Whilst there exist a range of indicators that reflect our progress in relation to this goal it was noted that there were relevant targets in the positives achieved in the Student Attitudes to School Survey. These comprised the following:

Student voice and agency from 63% in 2019 to 67% in 2021

Classroom behaviour from 76% in 2019 to 78% in 2021

Stimulating Learning from 75% in 2019 to 77% in 2021

Student connectedness from 77% in 2019 to 80% in 2021.

The complexity of the COVID experience is without comparison or peer in the functionality of a school. It is therefore somewhat misleading to assess the school's focus on well being against these measures. Throughout the various stages of lockdowns three to six it became very apparent that the capacity of students and families to cope with the learning and instructional demands varied widely across the school community. Whilst some families had the confidence and resources to support students others were overwhelmed by the demands and challenges not only in

managing the educational focus of their children, but also managing the work and social commitments of their own lives. This created inordinate challenges for teaching staff as they gauged carefully and considered what was collectively possible as they considered on one hand what was required in the implementation of the Victorian Curriculum at their Year Level, but on the other hand, recognising that such demands placed inordinate distress on families, particularly those with a number of children and limited IT facility. Throughout the period and at different cycles of demand the Principal actively assured parents to ensure no child was left distressed or overwhelmed by the experience. In many cases teachers provided considerable one to one contact with students to ameliorate anxieties or unhappiness. At other times the Principal actively engaged with some parents over an extended period to reduce their concerns.

Whilst there are many indicators to reflect our goal of creating happy, active and healthy students the Students to School Survey with a focus upon students at Years 4-6 does reflect the perceptions of our older students at this time. In relation to a sense of connectedness 78.4% of students reported positively. Interestingly this is slightly above the 'similar school' average of 77.3% but slightly below the state wide average of 79.5%. Whilst not meeting our proposed target of 80% the result, despite the circumstances reflects an improvement from 77% in 2019. In relation to the management of bullying 77% of students registered a positive response which was slightly above the 'similar schools' average of 76.9% but below the state wide average of 78.4%. Of enormous interest in this area is the impact of social media and more recent reports in late 2021 that platforms such as Instagram and other Chat room venues had evidenced inappropriate posts and comments. Importantly, this has been dealt with swiftly with attention being drawn to School Student Acceptable Use IT Agreements and the prompt follow up with parents and teachers regarding the students involved. Again it is expected that the school's commitment to the philosophy of Respectful Relationships; our focus on eSafety standards and accreditation; together with the launch of the Resilience Project in 2022 will assist in this regard.

It should be noted that the structure of the Student Attitudes to School Survey in 2021 included dimensions that had changes and did not specifically address the targets previously established. Nevertheless there were a range of responses to students over the period which further supported our goals and focus in this area.

Throughout 2021 scheduled Professional Learning in the areas of Wellbeing was planned and adapted to suit the needs of students and staff during Remote Learning and Teaching. A workshop run by the Wellbeing Leader and supported by the School Improvement Team, allowed all staff to collaborate, ask questions and plan strategies to support the mental health and wellbeing of students during Remote Learning. The SIT created a Remote Learning Wellbeing Survey, to collect data about how students were coping during lockdown and to guide our future webex sessions. A unique survey link was sent to all classes. Timetables from Preparatory to Year 6 reflected this priority, with a minimum of three webex sessions a week, involving not only explicit teaching and instruction but also bonding activities, Circle Time and a focus upon wellbeing and gratitude.

A number of days, experiences and activities were planned to support the emotional needs and mental health of students and to promote connection during extended lockdowns. These included Wellbeing Wednesday; themed days; RUOK Day; and related whole school activities. Footy Day and a Senior School 'Camp' experience in lieu of camps being cancelled this year due to COVID 19. These were all key strategies in assisting to keep students happy, healthy and connected during Remote Learning and through the experience of transitioning back to school.

Ongoing discussion as a SIT, networking and research into our whole school approach to wellbeing, allowed us to come to the decision to proceed with the 'Resilience Project' in 2022. This whole school approach will include student workshops and workbooks; Staff Professional Learning and parent sessions to support mental health in the classroom, staffroom and family home. This important focus will play a significant role in assisting students through the three key areas of 'GEM' ( Gratitude, Empathy and Mindfulness) in 2022, after the extended lockdowns of 2020 and 2021. The continuing focus of this area of wellbeing for 2022 is recognised. Importantly, with the support of the School Council we will be effectively mobilising available resources to support students' wellbeing and mental health. As we move from the pandemic we are highly focussed upon the need for order, predictability, security, and the wide but important expressions of our School motto, 'Being Kind, Being Safe and Being Fair. At the outset we look forward to revising our usual mores, procedures and expectations in this regard. Again the focus upon our values of responsibility, respect, learning, honesty, partnership and resilience will provide the foundation for our important work in this area.

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## Finance performance and position

It is instructive to provide a context for the deficit that is reflected in the Annual Report for 20231. Broadly there are two dimensions that are important in this analysis. In relation to the management of the Student Resource Package the



school appears to have achieved a modest deficit of \$14,929.00. This in effect is incorrect or at least misleading given the operational realities of the school in meeting its industrial obligations under the Victorian Government Schools Agreement 2017 and the potential movement of funds possible between the Student Resource Package and those within the School Official CASES accounts. During 2021 consistent with Department of Education and Training Human Resources Policy the Canteen Manager continued as an ongoing member of the Teaching Service. Whilst it is not expected that the SRP will fund a Canteen Manager in a primary school, it was anticipated that through the trading operations of the Canteen, sufficient funds would be transferred to the credit line of the SRP to accommodate the salary of this officer. Whilst this indeed could have been done, the School Council and /or the Executive Officer saw no fiscal purpose at that stage to make such a transfer. It is worth noting that the Canteen made a decreased profit in 2021 of \$17,085.68. This decline in profit was due wholly to the effects of COVID restrictions in 2021 and the inability to provide a Canteen service during that time. Nonetheless if indeed this transfer of the Canteen Manager's salary had been expedited the true position of the SRP for 2021 would be a surplus of approximately \$18,478.00. I am pleased to advise that the fiscal nuances and complexities of such deliberations were not lost on the Finance Committee of School Council or indeed the 2021 Chatham School Council.

There are a myriad of explanations for the deficit amount of \$151,782 which in the main can be explained through the effects of remote learning; COVID restrictions; changes to Department of Education and Training Parent Payment policy; implementation of outstanding projects and other factors including, significant demands upon staffing. The impact of revised DET Parent Payment policy was significant and debilitating upon macro finances. Under the classification of Locally Raised Funds the differential was \$133,434 reflecting an amount of \$394,414 in 2020 and a figure of \$260,980 in 2021. This reduction was also due in part to the inability to conduct expansive fund raising activities during the period because of COVID restrictions. It is further worth noting that the school was in receipt of both Commonwealth and State Grants for a number of projects in 2020. These projects could not be brought into fruition in 2020 because of COVID restrictions and the inability of contractors to be available throughout 2020. During 2020 the school received a total of \$50,130 from Federal or State Grants. In 2021 these funds were expended on approved projects, together with additional funds provided by the Parents Club and approved by the School Council. This was reflected by the expenditure in Property and Equipment Services which in 2021 amounted to \$191,801 against an expenditure in 2020 of \$135,479. Secondly, the impact of COVID restrictions and remote learning on staffing demands was profound. Through the extensive periods of remote learning and lockdowns the school provided continuous on site learning for vulnerable students and those of essential workers. This necessitated the increased employment of Casual Education Support personnel to support vulnerable students and those deemed as recipients of the Program for Students with a Disability. The employment of such personnel was pivotal in ensuring a high level of inclusion and equity. Unfortunately the school only attracted a meagre sum of \$5000 to alleviate equity matters and this clearly was insignificant in addressing such important social justice obligations. This was reflected by the expenditure of Integration staffing at the figure of \$24,579 in 2020 and the amount of \$61,796 in 2021. This amounts to a needed increase of \$37,217 in 2021. Thirdly it is noted that the impact of COVID affected revenue in relation to external providers such as Out of School Hours Care contractors who were in no position to meet contributory obligations.

Despite the clearly non sustainable deficit achieved in 2021 there are clearly extenuating circumstances that are not expected to be reflected into 2022 and beyond. In late 2021 the school achieved a contractual undertaking with Team Kids, as an Out of School Hours Care Provider. Obligations in relation to revenue are expected to be in order of \$80,000 per annum. This compares significantly against the amount of \$20,026 achieved in 2021 with Camp Australia. Additionally, as COVID restrictions and impacts decrease we expect an increase in profitable fund raising activities. Similarly we also expect higher and more sustained profits from our trading operations, including the Uniform Shop and the School Canteen. Additionally, we also note that as at the 31st March 2022, despite changes to Department of Education and Training Parent Payment policy 93% of parents have already paid the Essential Items contribution. We also note that as of 1st April we have received \$105,150 for voluntary payments. This augurs well given that this is increasingly closer to the total figure achieved by December 2021, with forty one less students. Again as COVID decreases and normality is achieved we anticipate a recalibration of our enrolments born in part by the sheer optimism and gratitude achieved through the demonstration and expedition of a 5.1 million dollar building program and others associated projects. This uplifting phenomena will imbue a confidence and resolve to further embrace and develop our school for the future. The impact upon our fiscal status will be profound and self perpetuating.

**For more detailed information regarding our school please visit our website at**  
**[www.chathamps.vic.edu.au](http://www.chathamps.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 311 students were enrolled at this school in 2021, 160 female and 151 male.

10 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

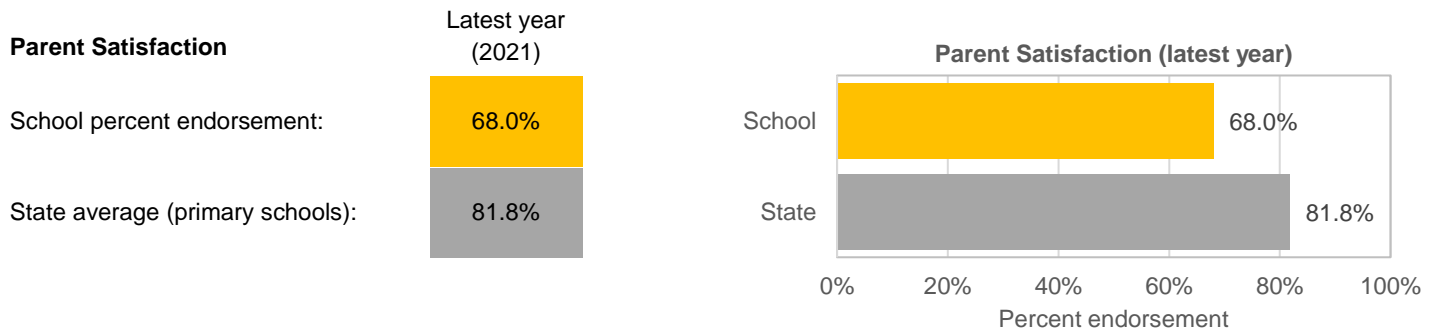
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

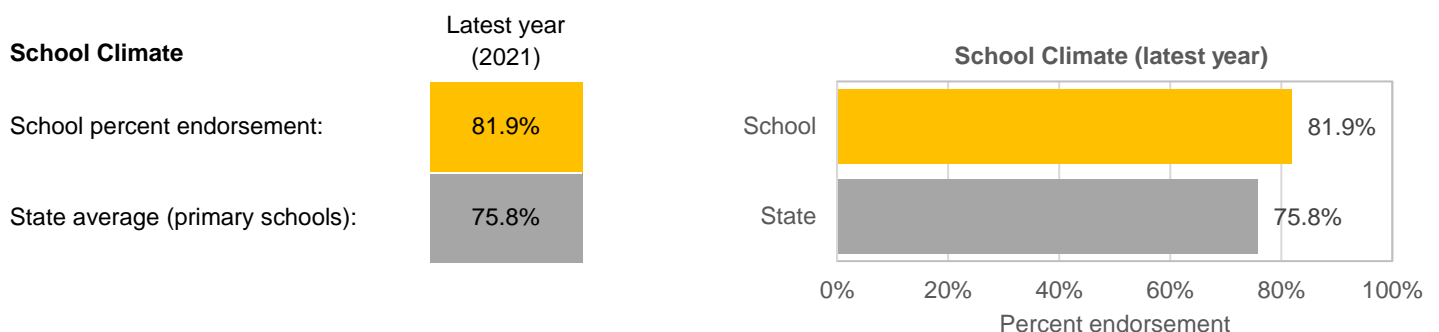


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

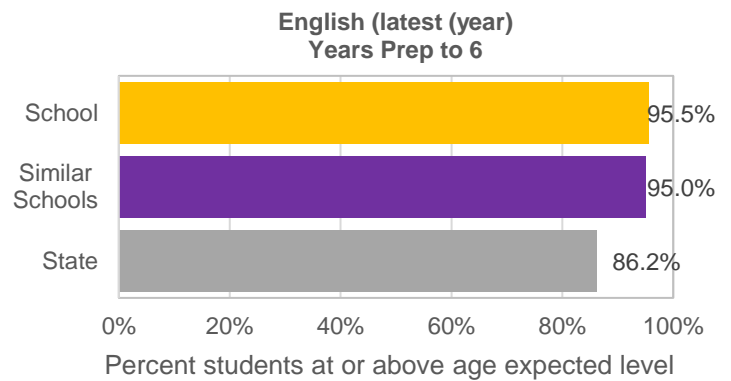
95.5%

Similar Schools average:

95.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

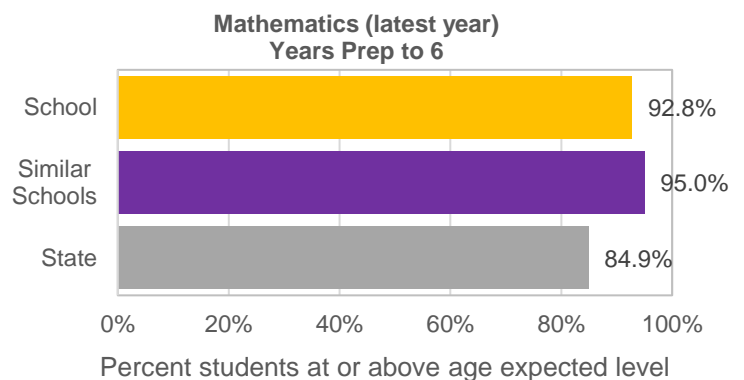
92.8%

Similar Schools average:

95.0%

State average:

84.9%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

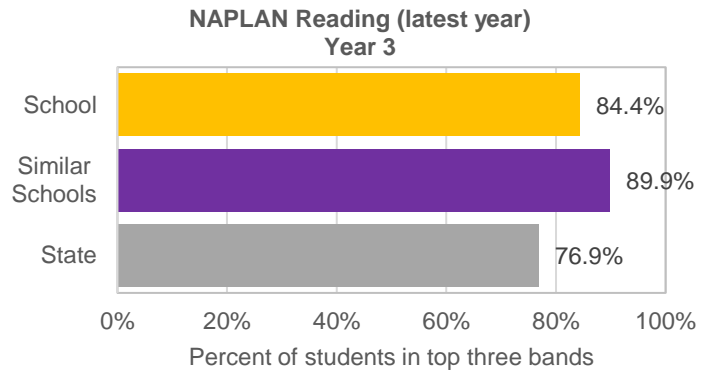
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

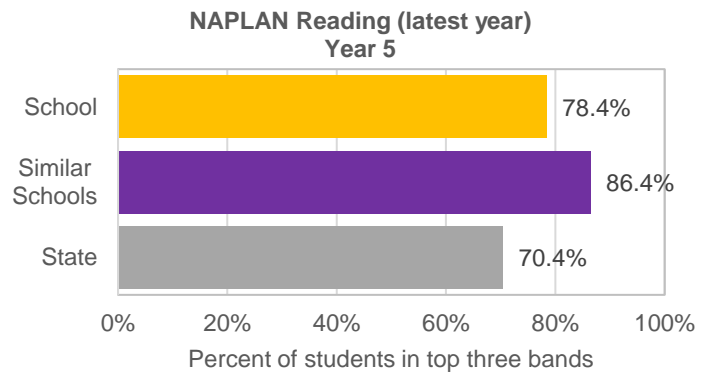
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.4%	81.5%
Similar Schools average:	89.9%	89.5%
State average:	76.9%	76.5%



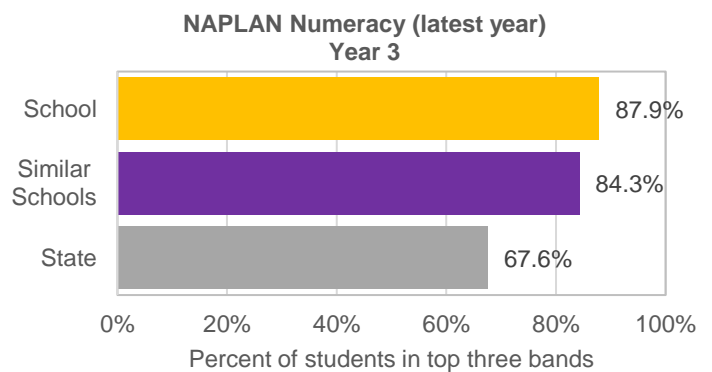
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.4%	80.0%
Similar Schools average:	86.4%	84.5%
State average:	70.4%	67.7%



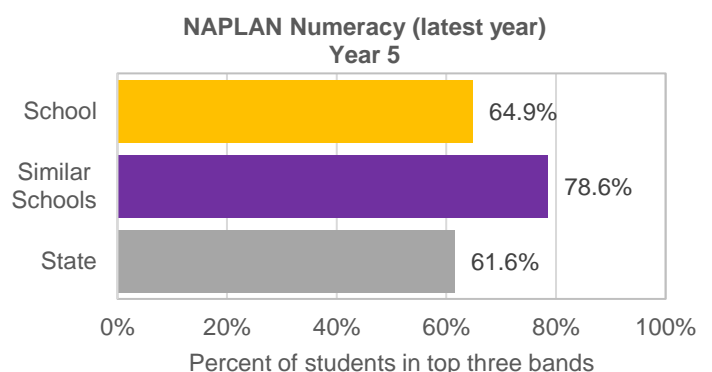
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.9%	83.1%
Similar Schools average:	84.3%	85.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.9%	75.5%
Similar Schools average:	78.6%	78.1%
State average:	61.6%	60.0%



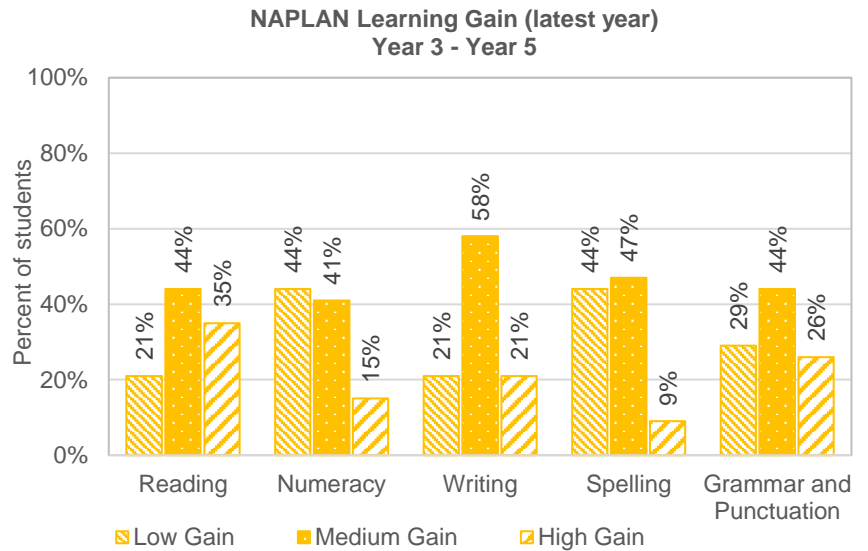
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	44%	35%	29%
Numeracy:	44%	41%	15%	27%
Writing:	21%	58%	21%	32%
Spelling:	44%	47%	9%	29%
Grammar and Punctuation:	29%	44%	26%	27%





## ENGAGEMENT

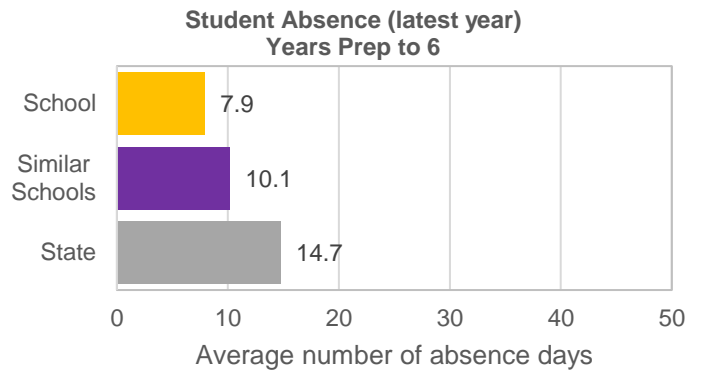
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	7.9	12.2
Similar Schools average:	10.1	11.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	96%	96%	96%	97%	97%	95%

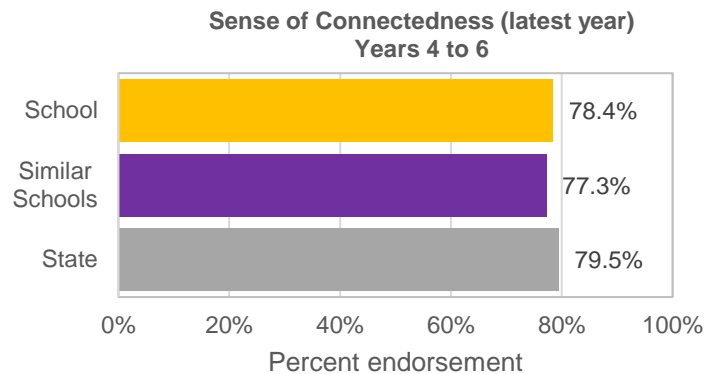
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.4%	78.7%
Similar Schools average:	77.3%	78.5%
State average:	79.5%	80.4%

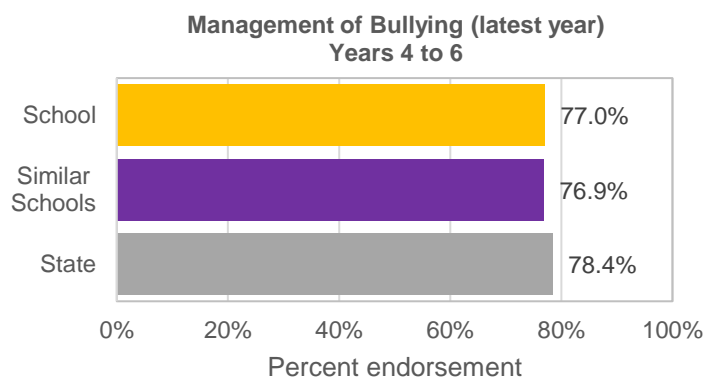


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.0%	78.0%
Similar Schools average:	76.9%	78.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,578,112
Government Provided DET Grants	\$207,480
Government Grants Commonwealth	\$6,200
Government Grants State	\$0
Revenue Other	\$11,267
Locally Raised Funds	\$260,980
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,064,040</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,593,041
Adjustments	\$0
Books & Publications	\$2,371
Camps/Excursions/Activities	\$49,589
Communication Costs	\$4,821
Consumables	\$80,627
Miscellaneous Expense <sup>3</sup>	\$11,906
Professional Development	\$4,438
Equipment/Maintenance/Hire	\$62,497
Property Services	\$124,177
Salaries & Allowances <sup>4</sup>	\$200,626
Support Services	\$16,891
Trading & Fundraising	\$35,876
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,962
<b>Total Operating Expenditure</b>	<b>\$3,215,821</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$151,782)</b>
<b>Asset Acquisitions</b>	<b>\$11,975</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$203,222
Official Account	\$30,653
Other Accounts	\$74,071
<b>Total Funds Available</b>	<b>\$307,946</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,129
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$71,043
School Based Programs	\$66,733
Beneficiary/Memorial Accounts	\$4,212
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,495
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$28,752
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$315,363</b>

*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.*