

# 2018 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 2018 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 18 September 2019 at 10:20 AM by Christopher Cotching (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 20 September 2019 at 01:13 PM by Kristy McIlvenna (School Council President)

## About Our School

### School context

Chatham Primary School has an enrolment of 361 students at the 2019 census. The school is nestled amongst a green canopy and leafy surrounds that is common to the Surrey Hills precinct. It is a school rich in social connectedness and history.

The school's vision, values and purpose is reflected in the School Strategic Plan for Chatham Primary School 2015 - 2019. The school seeks to foster a supportive and engaging learning environment, which aims to develop motivated students who exhibit positive attitudes to learning as global citizens. The school acknowledges the unique abilities of every child and encourages an inquisitive approach to learning to assist students to reach their academic, social, emotional and physical potential. In order to assist with this realisation, the school has a focus upon the values of learning, respect, resilience, partnership, responsibility and honesty. The school comprises a diverse cohort of professionals that includes a Principal, Assistant Principal, 9.6 Teachers at Classroom Teacher 2; 9.6 Teachers at Classroom Teacher 1 and 5.05 Teaching Support staff. Teaching staff work in time fractions between 1.0 effective full time to 0.4 effective full time. Similarly Education Support staff work in time fractions between 0.26 effective full time to 1.00 effective full time. Currently the school comprises sixteen generalist classes and specialist programs in the areas of Music, Physical Education and Sport; Japanese and Visual Arts. The current Principal commenced on 4th February 2019.

### Framework for Improving Student Outcomes (FISO)

During 2018 the focus was upon excellence in teaching and learning and therein building practice excellence as a key improvement initiative. At the end of 2017 the school self evaluated as evolving with a move to embedding this initiative. Predominantly the school sought to engage in the following in moving from emerging to evolving:

- \* Professional learning that was focussed on student outcomes
- \* Professional learning that was collaborative and involved reflection and feedback
- \* Professional learning that was informed by the collection, analysis and evaluation of student data
- \* Professional learning that was evidence based and modelled on recognised best practice
- \* Professional learning that was ongoing, supported and fully integrated into the culture of the school

Throughout the period of 2018 teaching staff collaborated and shared professional experience and growth at Year Levels. The teaching staff also joined with two other schools in the local area to progress initiatives in relation to excellence in teaching and learning. There was however some contextual matters to the socio political fabric of the school, which did have a bearing on the progression and resourcing of such directions and focus. At this stage the school continues to evolve its practices in regard to this improvement initiative.

### Achievement

In 2018 the school continued to progress the goal of improving learning outcomes for students from Preparatory to Year 6 in Literacy and Numeracy, as reflected in the achievement goals of the School Strategic Plan 2015 - 2019. These were the following:

- \* All students to demonstrate a minimum of 12 months growth for the academic year according to teacher judgments against the Victorian Curriculum in English and Mathematics.  
Given the unavailable access to the school's 'Accelerus' platform the school is not able to confidently report on the status of this goal for 2018.
- \* An annual increase in the percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school.  
Given the unavailable access to the school's 'Accelerus' platform the school is not able to confidently report on the status of this goal for 2018.
- \* Year 3 & 5 NAPLAN matched cohort growth will match or exceed the Match School mean in the areas of

**Reading, Writing and Numeracy.**

This goal was achieved in the areas of Reading, Writing and Numeracy. In particular we exceeded the match school mean in the area of Numeracy.

\* The Year 3 to 5 NAPLAN matched cohort relative gain in growth will increase in the high band for Reading and Numeracy.

The data provides evidence that this goal was achieved in relation to Numeracy but within a common comparative range for Reading.

\* Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the national benchmark to zero.

At this stage we are advised by the Victorian Curriculum Assessment Authority that this information is not available yet, but may be accessible in late Term Two, 2019.

\* In line with the 'Education State Targets', increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in Reading, Writing and Numeracy by 25%, by 2019.

Consistent with intent this goal will be assessed at the end of 2019.

**Engagement**

In 2018 the school continued to progress the goal of developing curious and creative students who are highly engaged and connected to their learning. Primarily the twelve month target was to increase 'Attitudes to School Survey' results in the areas of 'stimulating learning' and 'teacher effectiveness', as compared to the 2017 results. In relation to the variable: stimulated learning, the overall result from 2017 to 2018 reflected an increase in the affirmative from 85% to 87%. In relation to the specific variable 'my teacher makes the work we do in class interesting', the overall response in 2018 was at 86% in the affirmative, up from 82% in 2017. By comparison the 2018 response to 'my teacher makes learning fun' slightly declined from 89% in the affirmative in 2017 to 88% in 2018. In terms of 'effective teaching practice for cognitive engagement' the results for the two years 2017 and 2018 were comparable. This was reflected in 'effective teaching time' at 89% and 88% for 2017 and 2018 respectively; 'differentiated learning challenge' similarly at 85% in the affirmative in 2017 whilst 84% likewise in 2018. There was however a positive increase in 'classroom behaviour' in the affirmative from 80% in 2017 to 83% in 2018.

**Wellbeing**

Whilst the 2018 Annual Implementation Plan did not focus upon the School Strategic Plan goal specifically in this area, key actions and success criteria continued to be realised during 2018. The goal of developing resilient students who demonstrate attitudes and behaviour consistent with our school values continued to be of focus. The focus upon 'Being Safe, Kind and Fair' continued to be promoted and assisted in inculcating the broader values of honesty, responsibility, partnership, resilience, learning and respect across the school. Additionally the AIP Wellbeing team continued to progress matters involving the school community in the Department of Education and Training, Respectful Relationships Program in 2018. A whole school approach to student wellbeing is also supported by a buddy program with Preparatory and Year 5 students in addition to the provision of Peer Support with Year 6 Peer Support Leaders. These Year 6 students work predominantly with students in Year 3.

Furthermore, the school continues to foster improved pathways in and out and across the school. Our well established Preparatory Transition continues to be successful in preparing students for the transition to school, particularly in the first year of schooling. Junior School investigations create opportunities for early years students to explore, discover, negotiate, collaborate, problem solve, question and build independence, adding values and responsibility in a play-based program. Preparatory transition also involves future Preparatory students and their parents visiting the school in November to acquaint themselves with the scope of class and specialist programs. Additionally, we have also involved our Year 6 students in a transition conference with personnel from government secondary schools to increasingly prepare students for their transition to Year 7.

### **Financial performance and position**

At the end of the financial period the school had a combined surplus in the Department of Education and Training accounts of \$165,403. This comprised a balance of \$120,716 in the High Yield Investment account; \$40,612 in the Official Account and \$4075 in other accounts. Significantly the Parents Club had accumulated holdings of \$93,591. Through the extraordinary efforts of the Parents Club \$44,700 was raised in 2018. Significantly this group also provided many opportunities for social connectedness and community building. These combined funds have been committed to support the School Grounds Masterplan for implementation in 2019. During 2018 the Finance Committee and School Council perused the DET CASES Financial Reports and monitored the payments accordingly.

Whilst the school reflects a modest operating surplus of \$32,152 clarity is being sought from the Department of Education and Training School Funding Unit. Specifically at the time of SRP reconciliation consultation in March 2019 the school sought to establish accurate financial liabilities for the 2018 year. During the financial period 89% of parents chose to contribute to the school through fees and contributions, including the school's building and library funds.

During 2018 the school continued to implement maintenance works at the control and direction of the Victorian School Building Authority. This was managed with some consultation by Katz Architecture and Bay Building Group. At the conclusion of 2018 approximately \$283,509 was expended on the initial grant of \$358,509 received in 2017.

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

# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 369 students were enrolled at this school in 2018, 176 female and 193 male.

12 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.0	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.6	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.9	90.1	82.6	95.3	Similar
Mathematics	99.2	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.9	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	89.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	80.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	77.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	84.2	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	82.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	74.9	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	74.5	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	18.2	63.6	18.2
Numeracy	14.5	50.9	34.5
Writing	22.2	57.4	20.4
Spelling	34.0	50.9	15.1
Grammar and Punctuation	17.0	52.8	30.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.5	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	93	92	94	94	93	92

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.9	81.7	73.8	88.7	Similar

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	79.0	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	77.1	81.8	73.7	89.7	Similar



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,608,145
Government Provided DET Grants	\$329,084
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$8,471
Locally Raised Funds	\$466,072
<b>Total Operating Revenue</b>	<b>\$3,411,772</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>	\$2,459,414
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$6,546
Consumables	\$62,251
Miscellaneous Expense <sup>3</sup>	\$282,254
Professional Development	\$3,461
Property and Equipment Services	\$140,112
Salaries & Allowances <sup>4</sup>	\$324,481
Trading & Fundraising	\$76,479
Travel & Subsistence	\$0
Utilities	\$24,622
<b>Total Operating Expenditure</b>	<b>\$3,379,620</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$32,152</b>
<b>Asset Acquisitions</b>	<b>\$41,203</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$120,716
Official Account	\$40,612
Other Accounts	\$4,075
<b>Total Funds Available</b>	<b>\$165,403</b>

Financial Commitments	Actual
Operating Reserve	\$146,262
Other Recurrent Expenditure	\$6,792
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$5,412
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$93,591
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$252,057</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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').