Our school at a glance

Students
Chatham Public School has a student population of 315 students. Our community has a range of socio-economic and cultural backgrounds. Students pride themselves on wearing the school uniform.

Many of our students participate in a range of sporting and cultural activities both at home and school.

Staff
Chatham Public School has employed a number of above entitlement staff during the last four years through National Partnerships Low Socio Economics, Empowering Local Schools, Transitional Funding and involvement in the P47 Trial.

In 2014 the school loses National Partnerships Low Socio Economics funding which is equivalent to approximately $330000 per annum. This will impact significantly on our current staffing levels. The principal of nine years will be retiring half way through 2014 and an Assistant Principal of many years will be retiring in July 2014.

Out of twelve classroom positions and the Multi Category class, ten are New Scheme Teachers. They bring an enthusiasm and passion for the challenging roles they face at Chatham Public School.

Mrs Jodie Ivers was appointed as the permanent School Administration Manager and her appointment is welcomed.

Significant programs and initiatives

Empowering Local School’s National Partnerships
The SAM was given dedicated days on a weekly basis to attend professional training to develop the skills required to implement LMBR procedures as well as train other SASS staff in the day to day implementation of LMBR.

The school was able to set aside a dedicated office for the SAM to concentrate solely on the processes and professional learning required to implement the LMBR system.

The school has budgeted for further SASS release in 2014 to ensure the LMBR process is implemented effectively. This will require employing additional SASS staff to allow existing staff to continue professional learning in managing the LMBR System. The school has set aside the balance of $22,609.07 for professional learning and purchase of resources and equipment which may be required in 2014 as the system becomes more established.

Our school has been recognised for the effectiveness of our processes in adapting to the new system.

Literacy Review
The school was selected to receive additional funding to conduct a review of either literacy or numeracy and then develop programs that would bring about improved student outcomes. Students in Years One to Six were assessed on a number of literacy skills and then placed on the Literacy Continuum according to their ability. This gave the school results that were consistent across the grades and stages.

Students who were not performing at grade level received explicit and systematic learning in identified areas of weakness.

The school also continued with L3 and Focus on Reading in 2013 and these programs will continue to be focus areas in 2014.

Two major capital programs during the year were the installation of a kitchen ($10000) and extensions to the COLA ($42000).

These additions have provided better learning opportunities for the students.

Student achievement in 2013
Year 5 boys have improved by 82 scale points in the test aspect of Writing.

Year 5 boys are 18 scale points above the state average in the test aspect of Reading.

Year 5 boys are 35 scale points above state average growth in the test aspect of Reading

Messages

Principal’s message
Our school received significant levels of funding over the last four years.

National Partnerships funding ended at the end of 2013, however the new funding formulae based on
the Family Occupation and Education Index (FOEI) will ensure that our funding levels are in line with the identified needs of our school and community.

The school has been able to provide extensive professional learning to all staff and the majority of programs we have in place will continue to operate in 2014.

In 2013 our student numbers declined marginally and we had to disband one class. We are currently running twelve classrooms and the trend indicates we may stay at this level.

The school/community partnership has flourished over the past two years and many new initiatives have been successfully implemented to provide opportunities for our students including end of year disco- mini fete, mothers’ day stall, a local preschool and the Kids Kitchen.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Marshall Callow

Principal

P & C message

Active membership of the P&C remained high this year. P&C sub-committees were formed for both fundraising and the canteen. During the year there were a number of fundraising events organised in consultation with the school executive and the community. These included Easter guessing competitions, Mother’s Day and Father’s Day stalls and a Christmas mini fete.

The canteen also held several fundraising activities including sausages sizzles, donut days, a novelty stall at the Easter disco, pluto pup days and a pie drive with the money raised put back into the canteen to help with ongoing costs. The Breakfast Club operated from the canteen twice a week during term one and term two. At the beginning of Term 3, Breakfast Club moved to the new Kid’s Kitchen and now provides students with free toast for breakfast 5 days per week.

The P&C conducted a uniform survey during the first half of the year after a proposal was put forward to change the sports shirt. Results of the survey showed overwhelming support for the change and as such the new shirt was introduced. The P&C manages the uniform shop which sells new and used school clothing for students. A review was conducted of uniform prices and after consultation with the Principal prices on all uniform items were reduced in order to improve affordability for families.

Kristy Hay – P&C President

Student representative’s message

During the year of being school captains we’ve participated in a lot of school activities like Monday assemblies, presentations and much more. Every second Wednesday Kaleb and I have been going across the road to 2RE with Mrs Morse to talk to Anthony about what’s going on in Chatham Public School. Anthony would ask us questions and we would always have a little laugh. Everyone has been having fun with our new kitchen which is located in the old hall. Students have learned how to cook and how to clean up after themselves and thanks to the new kitchen we have been having breakfast club every morning. It’s a great way for kids to have a good breakfast before class.

In term 1 we changed our Monday morning assembly. Now all teachers can give out a green award and also we now give out one green award to each stage. Now parents and carers can see their children get a green award.

In term 2 we participated in a leadership conference at Forster. We met many other captains from other schools and made many new friends. In term 3 we held a Superhero and Villain day in which students dressed as their favourite hero or villain. But most just went out of school uniform. In term 4 the year six students had social day where we got to go to the aquatic centre for a while then we had McDonald’s and then went back to school and watched a movie. We are all proud of William Sawyer who participated in the local spelling bee which he won and then competed in another spelling bee where he competed very well. He was also ranked 5th in the Hunter Permanent Mathematics competition with a score of 99.75%!!

During our time of being a captain we have done many things and had many good times.
School context

Chatham Public School has a current enrolment of 315 students which includes 75 Aboriginal students. The school was on the National Partnerships Low SES Funding Program until the end of 2013.

Positive Behaviour for Learning, Teacher Quality, Literacy, Numeracy and Technology continue to be focus areas.

Mr McCleary and Mrs Gray took all classes for PE every week. They also worked with the teachers to help develop consistency in the delivery of literacy and numeracy lessons. The Kids’ Kitchen was instrumental in ensuring every student had the opportunity to have some food before lessons and a healthy lunch every day, regardless of what conditions may have been prevailing at home.

The school Family Occupation and Education Index ranked us at 173. The average school index is 100, indicating that Chatham has a significantly higher socio economic disadvantage than 94% of all schools in NSW.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

The school enrolment this year was slightly reduced as our kindergarten numbers were slightly down from 2012 and we went from thirteen to twelve classes. It is possible that our numbers may stay around this level.

Our indigenous student population continues to hover around seventy students every year.

Student attendance profile

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<th>Year</th>
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<th>2010</th>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</table>

Attendance patterns remain within the expected range. The school works closely with the community to ensure students are at school every day.

Management of non-attendance

If a student has attendance patterns which cause concern the school has a number of strategies to bring about a change in their attendance. This includes: phone calls, letters with pamphlets outlining why children should be at school and what can happen if they do not attend, Home School Liaison intervention or at the extreme: legal action.

However the school is very aware of the personal circumstances of any family whose children may be falling within the “concerning” attendance rate and works closely with the family to provide as much
support as possible rather than taking punitive action.

Class sizes
Class sizes do fluctuate during the year as families leave the district and new families move into the Chatham community. Unfortunately the school went from thirteen to twelve classes as a result of a decline in kindergarten numbers.

In March 2003 the government announced its’ commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Structure of classes
The school has traditionally had a mix of composite and single grade classes for many years. This year there were three composite classes and nine single grade classes. The school also has a Multi Category class for students who require extra support with learning and behavior.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Boys</th>
<th>Girls</th>
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<td>8</td>
<td>18</td>
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<tr>
<td>KW</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>K/1T</td>
<td>8</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>9</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>2S</td>
<td>18</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>2/3F</td>
<td>10</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>13</td>
<td>12</td>
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</tr>
<tr>
<td>4H</td>
<td>16</td>
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<tr>
<td>4/5A</td>
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<td>17</td>
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<td>13</td>
<td>14</td>
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<td>6Gray</td>
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<td>13</td>
<td>24</td>
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<tr>
<td>MC</td>
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<td>7</td>
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Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The figures below are the school’s staffing entitlements according to our enrolments. Our continued involvement on the National Partnerships program has allowed us to have a non teaching Assistant Principal and another teacher acting as an Assistant Principal.

We have ten New Scheme Teachers on class.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

An Indigenous teacher was employed temporarily through flexible staffing entitlements on a Year One class.

The school continued to employ an Aboriginal Community Liaison Officer one day a week which was funded through a P47 trial initiative. This person also works the remainder of the week through DEC funding as an Aboriginal Support Officer.

The school employs two Indigenous School Learning Support Officers each day. One is funded through the DEC’s Every School Every Student initiative and the other through the National Partnerships program.

Staff retention
During 2013 two teachers remained on extended long service leave or leave without pay. There were no other changes to permanent staffing.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

A number of New Scheme Teachers gained their Teacher’s Certificate and continued on pursuing accreditation through the Institute of Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<th>Date of financial summary:</th>
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<tr>
<td>Tied funds</td>
<td>268574.97</td>
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<tr>
<td>School &amp; community sources</td>
<td>37887.24</td>
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<tr>
<td>Interest</td>
<td>10521.78</td>
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<tr>
<td>Trust receipts</td>
<td>7723.80</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>816223.61</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
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<tr>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 annual financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

This year Chatham Public School entered seven items in the Taree and District Eisteddfod. Our Ensemble Recorder Group was the first group of students to play and they gained a highly commended playing ‘Turn, Turn, Turn’ and ‘Silent Night’. Competing in the same section was our Year 3 Percussion group, which performed “Hey Good Morning” and “Radetzky’s March”. Our two kindergarten classes entered an item in the percussion section and achieved outstanding results with first place. This year we entered a dance item which consisted of students from Year 2 to Year 6. The Dance Group performed with great enthusiasm to achieve a Highly Commended. The Junior Choir (Years 3 and 4) performed "Donkey" and "Marvelous Toy" and received very pleasing and encouraging comments from the adjudicator. We had a small Senior Choir (Year 5 and 6) who sang "I'm Late" and "Lest We Forget" and they were awarded a Highly Commended for their efforts. Our biggest choir this year was the Primary Choir (Years 3-6) which competed in the Singing and Movement section of the Eisteddfod. They sang and danced to four songs from "The Little Mermaid" and they were awarded a Highly Commended for their efforts. At the end of the choir section, we were awarded an Encouragement Award which came with a $100 voucher to spend at Bass ‘n’ Blue to add to our music resources.

The school choir continues to perform at special events throughout the year, including whole school assemblies and Presentation Day Assembly. A
Outstanding individual sport achievements in 2013 include the selection of two girls into the Hunter Region Girls Hockey Team that participated at the State PSSA Championships in Grafton.

Numerous students have been selected in the Manning Zone PSSA teams to compete at regional level this year including Swimming (1), Cross Country (3), Athletics (7), Touch football (1), Soccer (3) and Hockey (2).

We have also participated in the State Primary School’s Sports Association (PSSA) knockout competitions in Soccer, Touch Football, Rugby League, Netball and Cricket.

At a local level we have involvement in Gala Day’s in Rugby League, Soccer, Netball, League Tag and Touch Football which have developed social skills and sportsmanship.

The primary section continued its involvement in the Premier’s Sporting Challenge and all students received individual certificates for their efforts. The school also received a Gold Award for our achievement in the NSW Premier’s Sporting Challenge. A large number of staff participated in the challenge this year too.

During the latter part of the year a focus was placed on Sip and Crunch, where students are encouraged to participate in physical activity, have a drink of water and eat a piece of fruit or vegetable.

Environmental

A major achievement in this section was our success in winning the Greater Taree City Council “TIDY UP TAREE YOUTH CHALLENGE”. All students in the school took part in cleaning up various areas of the Chatham community as well as the school. They
also placed a particular focus on recycling plastic zip lunch bags.

As well as winning, the school received $1000 first prize.

Chatham continues to have a commitment to teaching environmental education to our students. During the year they were involved in:

- Planting vegetables in our school vegetable gardens. These produce a variety of vegetables that are used by the canteen, staff, community and students;
- Class visits to the local plant nursery to purchase seedlings and observe what happens in a nursery;
- participating in lessons where they learnt how to grow plants, the importance of a healthy diet and care of the environment;
- teachers regularly supervise student breaks to ensure there is as little wastage of food as possible and students are encouraged to recycle plastic “zip top” bags,
- collecting scraps for both the worm farm and compost bins each day and using waste from the worm farms to fertilize our vegetable gardens;
- participation in the Waste Watchers program on worm farms;
- participation in the Mid North Coast annual water competition with pleasing results; and
- collecting aluminium cans for recycling.

The owner of the plant nursery adjacent to the school regularly comments on how attractive and tidy the school grounds and gardens are kept and what a fabulous “vege” garden we have.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

NAPLAN DATA

Highlights

- Year 5 (Boys-22 students) have improved by 82 scale scores from the 2012 data in the test aspect of Writing.
- Year 5 (Boys-22 students) are 18 scale scores above the state average in the test aspect of Reading.
- Year 5 (Boys-22 students) are 35 scale scores above the state average growth in the test aspect of Reading.

Areas for investigation

- Year 3 (Aboriginal-11 students) have shown a decrease of 37 scale scores from the 2012 data in the test aspect of Spelling.
- Year 3 (Girls-26 students) are 79 scale scores below the state average in the test aspect of Reading.
- Year 5 (Girls-28 students) are 16 scale scores below the state average growth in the test aspect of Numeracy.

Numeracy – NAPLAN Year 5

- In numeracy 7.8% of our students were in Band 8 compared to 5.4% of the School Education Group and 2.8% for the Similar School Group.
- In data, measurement, space and geometry 7.8% of our students were in Band 8 compared to 6.3% for the School Education Group and 2.9% for the Similar School Group.
- In number, patterns and algebra 5.9% of our students were in Band 8 compared to 5.6% of the School Education Group and 2.9% for the Similar School Group.
In numeracy 3.9% of our students were in Band 3 compared to 5.9% of the School Education Group and 18.1% for the Similar School Group.

Numeracy – NAPLAN Year 3

- In numeracy none of our students were in Band 6 compared to 4.5% of the School Education Group and 2.3% for the Similar School Group.

- In data, measurement, space and geometry 15.2% of our students were in Band 5 compared to 19.2% for the School Education Group and 13.2% for the Similar School Group.

- In number, patterns and algebra 6.5% of our students were in Band 5 compared to 12.1% of the School Education Group and 6.9% for the Similar School Group.

- In numeracy 37% of our students were in Band 3 compared to 29.1% of the School Education Group and 33.1% for the Similar School Group.

Literacy – NAPLAN Year 3

- In the reading section 20.8% of our students were in the top two bands compared to 19.4% for the Similar School Group;

- In the spelling section 17.8% of our students were in the top two bands compared to 24.7% for the Similar School Group;

- In the writing section 12.8% of our students were in the top two bands compared to 21.5% for the Similar School Group;

- In the grammar and punctuation section 24.5% of our students were in the top two bands compared to 24.5% for the Similar School Group; and

- In reading the school had 35.4% of students in the bottom two bands compared to 33.7% for the Same School Group and 12.5% for the state.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
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<td>Percentage in Bands</td>
<td>1.6</td>
<td>20.8</td>
<td>28.5</td>
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</table>

Analysis of the results revealed that:

- In the reading section 20.8% of our students were in the top two bands compared to 19.4% for the Similar School Group;
Literacy – NAPLAN Year 5

- In the reading section 24% of our students were in the top two bands compared to 12.1% for the Similar School Group;

- In the reading section 12% of our students were in the bottom two bands compared to 31.2% for the Similar School Group;

- In the writing section 26% of our students were in bands 6 and 7 compared to 22.3% for the Similar School Group;

- In the spelling section 16% of our students were in the top two bands compared to 12.8% for the Similar School Group;

- In the spelling section only 12% of our students were in the bottom two bands compared to 38.1% for the Similar School Group;

- In the grammar and punctuation section 26% of our students were in the top two bands compared to 14% for the Similar School Group and 25.5% for the School Education Group; and

- In the Grammar and language section 24% of our students were in the bottom two bands compared to 40.5% for the Similar School Group
During the year the school provided many programs and learning opportunities for our Aboriginal students and staff including:

- The Personalised Learning Plan (PLP) process was moved onto Sentral (computer program) to improve accessibility and ensure updates occur regularly;
- A full day Cultural immersion program in which staff participated in professional development activities that focused on local Aboriginal culture and history (Term 3 Staff Development Day);
- Using the Yarning Circle program to assist in the development of social skills of Stage 3 students;
- Celebrating NAIDOC Week with a Stage 3 excursion to Saltwater National Park. During this excursion students participated in cultural activities including Aboriginal art, Traditional Indigenous Games and an introduction to Gathang – the traditional language of the Biripi people;
- The installation of a fully functional kitchen and implementation of the “Koori’s in the Kitchen” health and wellbeing program. A $5000 funding grant was received from Hunter New England Health’s Aboriginal Health Promotions Program to assist with the implementation of the kitchen program.
Involvement of the Aboriginal Education Support Officer in the “Big School for Little Kids” Transition to Kindergarten program;
Hearing screenings and follow up consultations were conducted on-site by the Hearing Health Worker from Biripi AMS;
Representation at Monthly local Aboriginal Education Consultative Group (AECG) meetings;
Representation at Manning Aboriginal Community Working Party meetings;
Assisting families in accessing medical and support services provided by Biripi AMS, Hunter New England Health and other service providers;
Regular contact with parents / caregivers of Aboriginal students to encourage greater involvement in school life;
Regular liaison with community organisations and service providers to ensure ongoing support for Aboriginal children and their families;
Participation of Aboriginal Education Support Officer in professional learning opportunities at Aboriginal Education Collegial meetings;
Participation by a classroom teacher and the Aboriginal Education Support Officer in Aboriginal Language Collegial meetings;
Participation of a classroom teacher and the Aboriginal Education Support Officer in facilitator training for the SistaSpeak program;
Employment of an Aboriginal Teacher in Training student from Chatham High School one day per week; and
Participation in a Dare to Lead Collegial School Snapshot. Staff, students and community members were interviewed by the Dare to Lead team with recommendations from the resulting snapshot report used to guide future directions for Aboriginal Education.

Multicultural Education
Chatham Public School provides opportunities that allow all students to achieve equitable education and social outcomes.

Today’s society is culturally diverse and our students, most of whom have an English speaking background, need to be aware that both the national and global societies differ markedly from their own.

School policies and practices promote community harmony and counter racism and intolerance, while developing understanding of cultural, linguistic and religious differences. We continue to ensure that multicultural perspectives are incorporated into all aspects of the school curriculum.

Stage Three students study the Holocaust, giving them an insight into the persecution of various cultures and drawing parallels with people from other countries whom have experienced similar persecution. The students gain further knowledge and insight through an extensive list of resources including films, readings and photographic evidence.

Through the study of different countries around the world, the students are able to recognise and value the backgrounds and cultures of others and develop a tolerant attitude towards various cultures, religions and world views.

Through quality teaching and learning programs, the school enables all students to identify as Australians within a democratic and multicultural society and to develop the values, skills and knowledge for participation as active citizens.

A number of staff have visited overseas countries and this has added to their ability to communicate to our students the vast differences that exist in the opportunities offered to people all over the world.
We are very fortunate at Chatham Public School to have students, staff and community members who come from various overseas countries. They add a wonderful and diverse perspective to our school as we live and learn together in our school community.

**National Partnership Programs**

In late 2009 Chatham Public School was included in the Commonwealth Government’s National Partnerships program.

This program, which finished at the end of 2013, provided additional funding to the school of approximately $1.2 million dollars.

The school placed a major focus on maintaining the QuickSmart and MultiLit room.

In 2013 two groups of students completed QuickSmart Maths. The first group started in June 2012 and carried-over into 2013. The second group started in March 2013 and will finish in December 2013. These groups represent the 4th and 5th intake of students into the QuickSmart program at Chatham PS;

In 2013 thirsty-six students in total completed the QuickSmart program with three students partially completing the program before they left the school.

This has now been operating during the four years of our involvement on the National Partnerships program and the school will now fund its continuation through our Resource Allocation Model.

**Progress on 2013 targets**

**Target 1**

*Increase the percentage of Year 3 students achieving at the National Minimum Standard or above in NAPLAN Reading from 85.7% in 2012 to 88% in 2013.*

*Increase the percentage of Year 5 students achieving at the National Minimum Standard or above in NAPLAN Reading from 79% in 2012 to 88% in 2013.*

Our achievements include:

- 87.5% of our Year 3 students were at or above the National Minimum Standard;
- 94.2% of our Year 5 students were at or above the National Minimum Standard;
- 90% of kinder students working at or above expected level;
- Ongoing staff training in Focus on Reading – Module 1- Comprehension;
- Focus on Reading strategies implemented in classroom and evidenced within classroom programs;
- Year 1 and 2 teachers engaging in professional learning to use Best Start Data to drive learning programs catering for specific student and school weaknesses;
- L3 implemented daily in kinder classroom practice to develop the constrained skills;
- The MultiLit program being extended to accommodate more students throughout the year;
- The majority of students in the MultiLit Program achieved an improvement in their oral reading of at least 15 to 20 Reading Recovery Levels (RRL);
- Since 2010 approximately 28 students a year have completed the program with most attaining an independent reading level; and
- One hundred students received a Silver Award, thirteen received a Gold Award and seven received the Award of Excellence.
Target 2
Reduce the percentage of Yr 3 students achieving at National Minimum Standard or below in NAPLAN Literacy from 35% in 2012 to 20% in 2013 and Numeracy from 47% in 2012 to 27% in 2013.
Reduce the percentage of Yr5 students achieving at National Minimum Standard or below in NAPLAN Literacy from 48% in 2012 to 33% in 2013 and Numeracy from 35% in 2012 to 15% in 2013.

Our achievements include:
- 87% of year three students achieved at the National Minimum Standard or above in Naplan numeracy;
- 94.2% of year five students achieved at the National Minimum Standard or above in Naplan numeracy; and
- The school reduced the number of suspensions from 38 in 2012 to 16 in 2013.

Target 3
Increase number of Aboriginal students in Year 5 meeting expected growth levels from 71% in 2012 to 80% in 2013 in Literacy and from 57% in 2012 to 80% in 2013 in Numeracy.

Our achievements include:
In numeracy 85% of our Aboriginal students were in band 4 and 15% were in band 6;
In Reading 71.4% of our Aboriginal students were in band 4 and 14.3% were in band 7;
In Writing 71.4% of our Aboriginal students were in band 5 and 28.6% were in band 4;
In Spelling 42.9% of our Aboriginal students were in band 5 and 28.6% were in band 4, and
In Grammar and Punctuation 57% of our Aboriginal students were in band 5 and 14% were in band 6.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Leadership and Numeracy.

Educational and management practice
On a cyclical evaluation matrix of educational and management practices, Executive Structures and Staff Support was the focus area for 2013.

All staff took part in a random confidential survey on various aspects of Executive Support and the culture of the school.

Background
There is a high percentage of New Scheme Teachers working within the school as well as a number of experienced older teachers. These older staff members have witnessed firsthand a number of whole department structural changes as well as major advancements in the use of technology in all aspects of school business.

The Chatham Community is complex and challenging and teachers need to know they are able to call on executive support whenever needed as well as knowing that their executive are continually meeting the challenges head on to nurture a safe and happy working environment.

If students are to be engaged in quality learning experiences that bring about improved student outcomes and school targets being met, the executive structure must ensure that all staff receives the appropriate day to day support to assist them in their work.

Findings and conclusions
Of all respondents to a teacher based survey covering executive support and other issues about working at CPS the findings were:
- 100% of staff believe the executive encourage them to engage in appropriate professional learning;
- 100% of staff believe they get support from executive when needed;
• Every teacher believes they have high expectations for their students;
• 100% of staff believe they are able to raise issues and/or address issues in stage and communication meetings free of criticism/ridicule; and
• 85% of staff feel CPS is a safe place for students to learn

What are the positive things about working at this school?
Friendly staff and executive;
Supportive executive and principal;
Wonderful programs implemented across the school;
Supportive team;
Good support from executive and other staff;
The eclectic mix of staff who bring a range of talents and interests;
Approachable executives, support when needed with students, executive always on duty, flexibility when required eg family issues;
It is professionally challenging;
staff support at teacher and executive level; and
great staff and supportive executive.

Future directions
The current executive structure has been developed over a period of time, based on a core leadership team which is highly experienced and complemented by a group of aspiring young ladies who bring enthusiasm, visionary thinking and the ability to work collaboratively with a staff of predominantly younger New Scheme female teachers.

In 2014 the principal will retire mid year and the most experienced Assistant Principal will retire at the end of the year.

It is important that the younger Assistant Principals continue to be given opportunities to develop their Leadership and Management skills through participation in School Leader professional learning and acting in higher duties.

The school will also need to give leadership roles to other young staff as the opportunities arise.

All staff need to be involved in setting long term goals and decisions made around major resource acquisitions so they can see their input is valued and sought after.

Curriculum
Numeracy was the KLA reviewed in 2013.

Background
All staff was surveyed to determine their confidence and competency in teaching numeracy.

Findings and conclusions
Of all staff respondents:
• 87% use NAPLAN data to assist in developing the learning program;
• 90% believe ES1/S1 teachers should be familiar with NAPLAN assessments and be guided by school trends to drive their learning programs;
• 95% use a structured numeracy timetable every day;
• 90% use flash cards to reinforce quick recall of basic number facts regularly;
• 90% consider it important to set out number work books in a strategic manner that is regularly monitored;
• 87% said number homework activities are linked to the current numeracy focus area for that class; and
• 90% model problem solving regularly.

School data indicates:
• the average score for Yr 5 students in Data, Measurement, Space and Geometry in 2013 was 462.8 compared to 453.1 in 2012;
• the average score for Yr 5 students in Numeracy in 2013 was 461 compared to 445.8 in 2012;
• the average score for Yr 5 students in Number, Patterns and Algebra in 2013 was 459 compared to 436.5 in 2012;
• 90% of ES1 (kinder) students are working at or above grade level;
• In Year 3 13% of students were below national minimum standard while there were only 6% in Year 5;
• In Year 3 there were sixteen schools in our School Education Group who performed lower than our school; and
• A group of practicing teachers conducted a whole school assessment activity on place
value and plotted the students on the numeracy continuum.

Future directions
The school will:

- Continue using NAPLAN and class assessment data to drive individual and group learning programs;
- Develop a whole school assessment program in term two to plot all students on aspects 3, 4 and 5 on the numeracy continuum;
- Review the numeracy session to ensure all students are being taught numeracy during the designated period and showing stage progression as per the numeracy continuum;
- Ensure all staff become familiar with the new mathematics curriculum;
- Review the manner in which teachers use work books and text books to ensure there is a sequential progression through the grades in content and setting out;
- Use the school’s increased Learning and Support Teacher allocation (1.00FTE to 1.4 FTE) to provide more appropriate and sustained support for students who struggle with their learning;
- Continue to provide professional learning opportunities for all teachers to ensure they know how to assess and interpret students work; and
- Manage the school’s budget allocation effectively to ensure learning programs are resourced equitably to give every student the support they require.

Parent, student, and teacher satisfaction
The following statements were captured from parents and students during a Dare To Lead Snapshot of the school during September 2013.

Yes, this is a good school; it’s the best school I’ve ever been to.
Like sport; facilities; technology and new kitchen.
The kids are treated fairly.
PBL teaches us a new skill each week.
Some kids have special needs and need to have a bit of extra help when needed.
It’s okay to give extra if they need extra but not because they are Aboriginal
Teachers are good – they’re 10 star.
Good teachers - They reward us; they can be silly sometimes; they give us sport; they can teach us things so that we know that we learn.
Teachers help when you are stuck and don’t just say work it out for yourself.
Good Principal - Mr Callow drops into class and treats us like a friend.
Principals should run the school so that it’s not too easy.
Mr Callow has good ideas such as super heroes’ day.
I wouldn’t change anything.
I’d get some pets e.g. chickens.
Some more equipment for stage 3.
More excursions for stage 3.
Have more fun stuff.
All parents and grandparents felt the school was good for their kids.
My kids like sport but I also would like to see more about Aboriginal studies.

I feel that schools should be about getting ready for work – the important thing is they need to learn and not just socialise.

Life skills should also be taught.

Kids are active and they need to have breaks so that they don’t get bored.

Students are happy at school and the school is meeting our children’s needs.

As community members we are proud of our school, we discern no difference between Aboriginal and non Aboriginal kids. They all mix well.

We get a good feeling, the teachers are nice.

We want the school to be safe and to provide help specific to our children’s need.

This has greatly improved in the recent past.

The school doesn’t just identify kids as naughty - the school looks beyond the behaviour and really helps the kids.

We see that the school treats its students fairly and we see how some kids have more needs than others.

Some parents don’t understand the differences and the needs that need to be addressed.

The school has a good reputation and the teachers listen to our concerns and are helpful.

The school takes into allowance that students have different needs.

Kristy does a lot for Aboriginal kids and this is her job.

A good teacher is encouraging, give a friendly ear and give a helping hand.

It makes a difference when the child likes the teacher and the teacher likes the child.

A teacher must be approachable, know the child and can communicate, our teachers are like this.

The young teachers are enthusiastic but older teachers can be more consistent in managing kids.

The principal must be visible, compassionate, child centred, decisive and strong.

In a separate student survey 100% of students:

Thought Chatham PS is a safe place to learn;

Felt that teachers wanted them to do their best in class;

Think CPS provides them with lots of learning opportunities;

Think CPS has fair rules;

95% of students like coming to school; and

85% of students think CPS is clean and tidy.

Professional learning

The school receives a budget to allow staff to participate in professional learning throughout the year. Professional Learning is driven by the Management Plan and areas identified by individual staff.

During 2013:

- All staff continued to participate in the required mandatory training in identified areas as per DEC guidelines;
- All staff were involved in setting future directions in Positive Behaviour for Learning;
- New Scheme Teachers continued to be involved in ongoing professional development as they go through the process of accreditation;
- All staff continued to maintain a strong focus on Literacy and numeracy throughout the year including Best Start Professional Learning (Early Stage 1 and Stage 1); Focus on Reading (Stage 2 and Stage 3); plotting students on the Literacy and Numeracy Continuums; and Language, Literacy and Learning (Early Stage 1);
- All staff participated in regular professional learning in introducing the New English Curriculum in 2014;
- All staff was involved in discussing community issues and the impact on their personal wellbeing and ways to support each other to adjust to the increasing social challenges of the Chatham community;
The librarian provided hands on learning for staff in incorporating technology learning in the classroom;

Mrs Kristy Hay (Aboriginal Support Officer) was engaged in ongoing study to become a qualified school teacher; and

A number of staff was given the opportunity to act in higher duties throughout the year. In these roles they attended district and regional meetings with other principals and consultants.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

The school’s Management Plan for 2012 – 2014 is readily available on the school’s website. This gives a clear picture of the school’s key focus areas, funding allocations and major staffing decisions.

The school’s website can easily be located by simply typing in Chatham Public School in Google.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

Students achieving at or above the National Bench Marks in Literacy and Numeracy through the integration of connected technology and quality teaching.

2014 Targets to achieve this outcome include:

• To increase the percentage of students achieving proficiency in Year Five Reading from 25% to 30%.

School priority 2 – Student Engagement and Attainment

Outcome for 2012–2014

• To improve teacher practice in catering for learner diversity and implementation of Positive Behaviour for Learning.

2014 Targets to achieve this outcome include:

• To increase the percentage of students achieving proficiency in Year Three Numeracy from 9% to 15%.

• To have no Aboriginal students in Band One for Year Three and Band Three for Year Five in Reading and Numeracy.

• Strategies to achieve these targets include:

  • School trained leader to continue delivering Professional Learning to staff on FoR (Focus on Reading) including in-class support;
  • Providing targeted support to individuals using in-depth analysis of NAPLAN and school based performance data;
  • Learning and Support Teachers who will be developing personalised learning plans and providing intensive and systematic small group learning activities;
  • Ongoing delivery of the successful MultiLit and QuickSmart programs;
  • Maintaining the established QuickSmart and MultiLit Learning Centre in a permanent building;
  • Ensuring that individual student learning needs are regularly assessed and revised on a personal needs basis;
  • Ongoing use of assessment to drive and develop classroom learning programs; and
  • Ensure the school’s Learning and Support Teachers collect and use teacher and national testing data to develop and implement appropriate learning programs for all students who require additional support.
• Strategies to achieve these targets include:
• Using strategies outlined in School Priority One;
• All students involved in a range of challenging and engaging activities throughout the year.
• Continued work on identifying whole school focus behaviours through PBL, moving the focus from playground to classroom behaviours;
• Ongoing teacher awareness and understanding of the shifting community culture from which our student body draws and provide strategies for building effective relationships and learning programs; and
• Incorporating the Learning, Managing, Building Reform program to monitor individual student activity and achievement.

School priority 3 – Aboriginal Education

Outcome for 2012–2014

To minimize the gap between Aboriginal students and Non-Aboriginal students in Literacy and Numeracy by accelerating the performance of Aboriginal Students.

2014 Targets to achieve this outcome include:
• To have no Aboriginal students in Band One for Year Three and Band Three for Year Five in Reading and Numeracy.

Strategies to achieve these targets include:
• Continued support for teachers to develop, monitor and regularly evaluate PLP’s for all Aboriginal students to ensure incremental literacy and numeracy goals are met;
• Aboriginal Education Funding to specifically focus on students in Years 4 and 6 in 2014 who were identified in 2013 NAPLAN results as being below national minimum standards;
• Increase the number of Aboriginal students being involved in the QuickSmart and MultiLit program;
• Ongoing monitoring of Aboriginal students’ performance on the Literacy and Numeracy Continuum and use of data to drive teaching and learning programs and PLP’s;
• Continued support of the existing transition to kindergarten and secondary school programs to increase school readiness, engagement, wellbeing and educational outcomes;
• Supporting the school’s Aboriginal Support Officer in her pursuit of professional accreditation as a teacher;
• Incorporate findings of the Dare To Lead Snapshot that was conducted in September 2013 into the school plan; and
• Working with families, students and teachers to plan, monitor and revise Personal Learning Plans every 6 months.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Marshall Callow: Principal
Kristy Hay: Aboriginal Support Officer/P&C President/Parent
Kayla Gray: Assistant Principal
Stephen McCleary: Assistant Principal
Natalie Wells: Assistant Principal

School contact information

Chatham Public School
17 Chatham Avenue
Taree, NSW, 2430
Ph: 6551 1081
Fax: 6551 2012
Email: chatham-p.school@det.nsw.edu.au
School Code: 4014

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: