Chatham Primary School
No: 4314

2007 Annual Report to the
School Community

[Image of children at school]

State Government
Victoria
Department of Education and
Early Childhood Development
School Overview

The vision for Chatham Primary School is that of a dynamic and supportive learning environment, which enriches children and enables them to fulfil their academic, social and physical potential. We celebrate the efforts and achievements of each student, and aim to develop confident, critical and creative thinkers with a life long love of learning.

A strong community spirit is deeply entrenched in the school culture. This allows a connectedness to the past by the present community and builds optimism for the future.

The Chatham Primary School community values;

- **Learning** – developing critical, creative and reflective thinking skills and knowledge to maximise each child’s potential as independent, motivated and ongoing learners.
- **Respect** – valuing the difference, beliefs and abilities of others by displaying tolerance, compassion and care. Having regard for oneself and others, as well as the community and our environment.
- **Self-Worth** – having a belief in yourself and your own unique abilities and recognising that you are valued by others. Developing resilience, flexibility, initiative and persistence.
- **Partnership** – acknowledging the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.
- **Responsibility** – being accountable for the decisions you make and the actions and words you use.
- **Honesty** – being dependable, truthful and fair, while being true to yourself and others.

Chatham Primary School is located in Surrey Hills in Melbourne’s eastern suburbs with students drawn from a relatively small catchment area. The school’s current enrolment is approximately 425 and indications are that enrolments will remain stable over the next few years.

Chatham Primary School’s main facility is a two storey red brick building with a three-arched entry. The school opened with an enrolment of 212 students on the first of August 1927. Many students came from over-crowded surrounding schools. Surrey Hills was once the home of an older retired population, but more recently the area has become attractive to young professional families. As families have moved into the area, school enrolments have steadily increased. Enrolments have risen over this time from 390 to 425 students attending the school over the past four years.

Over the last 6 years the school has completed 3 major works projects which have included the refurbishment of the administration area, new Art room, staff room, Library, canteen, offices, toilets, multi-purpose hall, 6 new classrooms and the refurbishment of 5 others. The school now boasts 11 permanent high quality and flexible teaching and learning spaces.

The school grounds have been landscaped creating new playing spaces including the installation of new playground equipment. All hard surfaces have been re-asphalted with extensive playground marking and the installation of 2 basketball/netball courts.

The school community formed a Cooperative in 2005 to enable funds to be borrowed to support these major works and playground improvements. The servicing of this loan is the major fund raising priority of the whole school community each year.

There are currently thirty teaching staff, five Disabilities and Impairment Program aides, a computer technician, a Business Manager and an Office Administrator, an Instrumental Music coordinator and five instrumental teachers as well as an Out of School Hours Care Co-ordinator and staff who work in the daily Out of School Hours Care program. This program is coordinated by a school staff member and operates with a Breakfast Club from 7.15 am to 8.45 am and an After School Program that begins at 3.30pm and operates until 6.00pm each evening.

Students are grouped in nineteen home groups and work together as part of Junior and Senior School Units. Class programs are supported by a rich array of special programs as well as specialist teaching support. All curriculum planning is based on the Victorian Essential Learning Standards with a two-year Prep-6 cycle of integrated units of work. Each student attends specialist Art, Japanese, Library, Physical Education and Music lessons. Early literacy and numeracy support and intervention is
made available by the provision of Reading Recovery and Early Years teachers.

The music program at Chatham Primary School is extensive and highly valued by the school community. Students have the opportunity to participate in Junior or Senior Choir, the Recorder Group, the Vocal Ensemble or the Orchestra. Students may also access private instrumental tuition, which is organised and administered by the school. The Orchestra provides extension for students learning an instrument. A biennial school concert involves every child in the school and is strongly supported by the community, as are other days of celebration.

Chatham Primary School acknowledges the diversity of learning styles, interests and talents and provides an array of enrichment opportunities. Students with special talents have the opportunity to participate in the school organised University of N.S.W. Competitions and ‘Maths Olympiad’, Trivia Challenge, Public Speaking competitions and in the externally offered G.A.T.E.WAYS Programs. The Thinking Orientated Curriculum is used extensively in all grades to develop student’s higher order thinking skills and strategies.

Year 5 students on their excursion to CERES around the theme of Sustainability of our environment

Year 6 students are trained each year as peer support leaders for the Year 3 students. Each student in Year 6 has a leadership role such as Peer Support Leader, Junior School Councillor, School Captain, House Captain or a Heritage, Art, Computer, Music, Environment or Library Leader. Year 6 students also lead the weekly Monday morning assembly. The leadership training provided to older students is highly valued by parents and at the Grade 6 graduation each child prepares and gives a speech.

Our Year 5 students are involved in a Prep ‘buddy’ program, which begins as part of the orientation program for Preps in the year before they commence school. As a school community we are committed to maintaining these extra-curricular activities, which allow a unique preparation of our young leaders as they ready themselves for transition into secondary settings. The school values underpin all decisions made in the school and form the framework for our student management and welfare programs.

Parents of students have considerable involvement with the school in a range of ways. Each classroom has a parent coordinator who acts a liaison between the teachers and parents, organises social events for students and their parents and provides support for excursions, classroom assistance, etc. Parent coordinators also work to support concert performances, working bees, social service sponsorship and welcoming new families. The Year 5 parents do the catering for families, students and staff at the Year 6 Graduation. Working Bees at the school are extremely well attended and parents assist with newsletter compilation, student banking, library processing, as coaches and umpires for Sport and Physical Education, in the school canteen and with Uniform Shop and Book Club. The parent participation rates in activities such as ‘Family Maths’ evenings are extremely high. In addition to the School Council, parents who are not on Council are encouraged to participate in School Council Sub Committees. Families of students at Chatham Primary School actively support fund raising activities with the major fund raising event being the biennial fair.

The staff at Chatham Primary School are characterised by enthusiasm, collegiate support and dedication to professional growth. Our approach to teaching and learning ensures every student experiences success through a broad curriculum and a variety of learning styles. This enables students to work independently and collaboratively whilst developing their skills, confidence and the ability to define values, express ideas, formulate opinions and enjoy a love of learning.

The goals that are set for the next four years as part of our Strategic Plan are:-

- To improve student outcomes P-6 in English and Mathematics with a focus on Writing, Speaking and Listening and Measurement.
- To improve student engagement and connectedness with learning and the school community.
- To create improved learning pathways in, out and across the school.
Student Enrolments

This graph depicts the total school enrolment over the last 3 years. Over this time the school’s enrolment has ranged from 393 in 2005 to 416 in 2007.

Parent Satisfaction

The average score for parent satisfaction with this school in 2007 was 5.7 on a scale from 1 to 7, where 7 is the best possible score. In a survey, a group of randomly selected parents were asked to what extent they agree with the statement "Overall, I am satisfied with the education my child receives from their school". The results are shown on a scale where 1=strongly disagree and 7=strongly agree. The parent satisfaction score has been consistently high over the last 3 years but has had a slight decrease in 2007.

Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 87 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** - The average number of days absent per teacher in 2007 was 7.8 days
- **Teacher Retention** – Of the 26 teaching service staff at Chatham Primary School as of June 2006 (including those on leave without pay), 24 or 92% were still at the school at June 2007. This figure across all Government schools was 86%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, with involvement in Mentoring & Beginning Teachers programs, Leadership training, Transition, Finance, VELS, First Aid, ICT, Mathematics, Thinking Curriculum, Language Disorders, Moderation, Performance & Development Culture & Coaching programs. The big focus for teachers in 2007 was the use of an outside consultant, Andrea Hilbrick, who worked in our school and in our classrooms for 10 days and also conducted a number of after school and curriculum day sessions for staff on Numeracy.
- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; [http://www.vit.vic.edu.au/content.asp?Document_ID=241](http://www.vit.vic.edu.au/content.asp?Document_ID=241)

Bradford Sensei taking Japanese classes at Chatham
Principals Report

2007 saw the completion of our last School Charter with the school undertaking a Negotiated Review where we were able to review, reflect on and celebrate our achievements over the last 3 years.

This self assessment involved extensive analysis of both school and Department of Education and Training data. This process was guided by the Principal and involved all areas of the school community as well as our critical friend, Gloria Denyer. A curriculum day was used to involve all staff in a review of our achievements over the last 3 years. Staff, parents and student focus groups were also used to discuss with Gloria the areas that we do well and the things that we needed to work on at Chatham.

This Review clearly demonstrated that there had been a strong commitment by staff to enrich the teaching and learning environment with continuous improvement focusing on their pedagogy. It also highlighted the fact that we maintain high student academic achievement, offer a breadth of curriculum and value the strong learning community and the involvement and support that parents provide the school in so many ways.

A high percentage of our students continued to perform at and above the expected Victorian Essential Learning Standards (VELS) levels from Prep to Year 6. The targeted area of Year 3 AIM results in Number and Measurement had remained above the State mean and shown great improvements in also rising higher than the Like School Group mean over the past three years.

Focus groups have also been used to refine our school Vision statement and the values that we agreed were important to us all.

In 2007 the school achieved accreditation in reaching the standards of a Performance and Development Culture. These areas included our induction programs for new staff, the use of multiple sources of feedback for improving teaching and learning, professional development plans and the quality of professional learning undertaken by our staff.

In the middle of the year we completed the final stage of our Master Plan with the refurbishment of 5 classrooms which included teacher’s offices and compute labs, a new interview room and storage area. The Year 3 & 4 classes moved into their new rooms in the middle of the year and valued the large, bright areas and the flexibility provided by the operable walls between classrooms. Teachers appreciated the opportunity to work closer together and to join classes for cooperative activities across grades.

As part of these works 4 portables were removed from the school site. This enabled us to re-asphalt the hard surface areas, establish 2 netball/basketball courts as well as painting on many exciting new line markings & courts. The large box gum tree has now become a stronger feature of the school and has been given the name of the school’s friendship tree. New plants and circular seating have been installed which has all helped to make this area a focal point for students and parents to meet.

Walking School Bus was up and running in 2007

2007 was our final year in the Central Boroondara Innovations & Excellence Cluster. Over the last 3 years we have been working closely with Camberwell High School and 5 other local Primary Schools on the focus of improving the teaching & learning of Mathematics and the transition between these primary and secondary educational settings. Funding for this initiative has ceased but this cluster of schools has agreed to work on with many of its established Learning Teams towards further developing our links and initiatives across the schools.

Andrea Hilbrick’s work with teachers during term 1 of this year certainly had a big impact on how mathematics is taught at our school. Andrea worked
with teachers in a variety of ways, from peer observations, modelling of lessons, team teaching, coaching and assisting with planning – she enabled teachers to question and reflect on how the teaching and learning of mathematics operates in their classrooms.

As Principal, I would like to thank the whole school community, student, parents and teachers for their ongoing support of this great school. Our staff are so dedicated, enthusiastic and hard working with always the best interest of our students paramount in their planning and decision making. We all value the strong partnership that exists between the school and home and appreciate the fantastic support we receive from all parents in so many ways.

Chatham is a great school – together we can make it greater

**Stephen Rothwell - Principal - Chatham P.S.**

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**School Council President's Report**

During 2007, the third and final stage of the building works was completed at Chatham Primary School. Following the building upgrades that have occurred over the past few years, Chatham Primary School now has 11 classrooms in the main building, and a magnificent hall and library and a new canteen. Over the period of the building works program, School Council, School Staff and many parents worked very hard to ensure the buildings were of the highest standard possible. The excellent facilities the school now has is a testament to the hard work of the Chatham Community.

Whilst the facilities are very important, it is the people that make Chatham such a wonderful place. All staff put in an extra effort to deliver the best possible education to the children. 2007 was the final year of the 3 year School Charter period of 2004 to 2007. Whilst the educational results at Chatham are excellent, the Charter for 2004-2007 identified some areas of improvement, for example number and measurement results in the AIMs tests. It is pleasing to note that through the targeted approach and hard work of the teachers, Chatham exceeded all it’s goals in the Charter and recorded very good improvements in number and measurement.

The parent community at Chatham once again supported the school in many ways during 2007. In 2007, parents raised over $40,000 for the school through fundraising which is a magnificent amount, given the size of the school. Parents helped out in the classroom, during working bees, on School Council and on School Council sub-committees. Many of the members of the sub-committees are not members of School Council but they put in many hours of work helping out with their particular sub-committee. One of the main reasons that School Council operates so effectively is due to the hard work of the members of the sub-committees outside of the normal Council Meeting process.

I would like to thank all the School Councillors for their hard work during 2007, and I would especially like to thank the retiring School Councillor – Pirjo Smyth for her contribution to School Council in 2007.

**Peter Lourey – School Council President – Chatham P.S.**
Student Progress & Achievements

Student Learning

The priority for the last Charter was the provision of a Prep-6 teaching and learning program, which engages students, and encourages independent and self-directed learning enabling students to reach their full potential.

Over the life of the Charter the curriculum has become thinking orientated in both content and process by:

- ensuring that a focus in higher level thinking skills and strategies have been integrated into all areas of teaching and learning from Prep-6. This has enabled our students to think, to solve problems and to become self-regulated life-long learners.
- improving student engagement in learning with our students taking more responsibility for their own learning, reflection and goal setting.
- enhancing the use of Information and Communication Technology (ICT) in classroom programs with students and teachers becoming more confident users of computer hardware and software.
- teachers building on their approaches to curriculum planning tools to cater for differing abilities and learning styles.
- developing a whole school approach to the teaching of thinking skills implemented and documented by staff.

Over the past year the school’s targets have been achieved in the following areas:

- The continued high percentage of students performing at and above the expected CSF/VELS level for all students Prep-6 in English.
- The school mean to be above the State mean in Year 3 AIM data and equal to or above the AIM Like School mean for Year 3 student in Number and Measurement.

Our students continue to perform at a extremely high standard in all areas of the school curriculum. A high percentage of our students continue to perform at or above the expected level with our school means in English and Mathematics from Prep-6 consistently above the State and Like School Benchmarks.

A wide range of resources and strategies have been used to target the transition of our Year 2 students into Year 3 with a particular focus on Number and Measurement. Over the life of the Charter our Year 3 students have achieved outstanding results with their results also above the State and Like School Benchmarks.

Percentage of students achieving at or above expected standards –

These graphs depict the percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as performing at the expected level (a "C" grading) or higher ("A" or "B"). (These letter gradings refer to assessment against the CSF/VELS. They do not refer to the national benchmarks).

In 2007 the AIM reading score for Year 3 remained above the State Mean but fell below the Like School Mean for the first time over the last 4 years. Students performing below the expected level have been identified with strategies put into place for 2008 to provide assistance to these students. 81% of the Year 3 students in 2007 were performing at or above the expected level.

The Year 3 scores in Mathematics have been very pleasing over the last 4 years with this cohort consistently performing above both the State and Like School mean. This area has been a charter priority with 92% of the Year 3 students in 2007 performing at or above the expected level.

Enjoying the activities together at After School Care
In 2007 the AIM reading score for Year 5 remained above the State and the Like School Mean which has been the case for the last 5 years. 84% of the Year 5 students in 2007 were performing at or above the expected level.

The Year 5 scores in Mathematics have also consistently been above the State and Like School means over the last 5 years. 82% of the Year 5 students in 2007 were performing at or above the expected level in Mathematics.

Percentage of students achieving at or above National Benchmarks –

These graphs depict the percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as performing at or above the National Benchmarks in Reading, Writing & Mathematics since 2006.

These results for Year 5 show some variation over the last 2 years in the percentage of students performing above the National Benchmarks. 98% of our students were above the National Benchmarks in Reading in 2006 while 95% were above in 2007. 96% of Year 5 students were above the National Benchmarks in Writing in 2006. This increased to 100% in 2007. Year 5 results have remained constant at 100% of our students performing above the National Benchmarks for both years in Mathematics.
Student Pathways and Transitions

We believe that we have established an excellent transition program that welcomes our prospective Prep students and their families into our school.

This includes a number of transition days where the students are introduced to the school and specialist programs. A number of Open Days and an Open Evening during Education Week allows prospective parents to view the school in action. Individual tours are also conducted by the Principal and Assistant Principal for families who require a more personal inspection of our school in operation. We also hold a Parent Information Evening towards the end of the year where important information and strategies are communicated to new parents. Prep teachers liaise closely with the teachers of our feeder kindergartens.

The first few days of the new school year is taken up with teachers observing our new Preps working together with their friends before placing them in their new grades for the year. This process works smoothly and ensures that students are placed harmoniously and with the best working partnerships.

The exiting Year 6 students from Chatham Primary School head off to various secondary school settings. Over the last few years over 50% of our students move into Year 7 in various private schools. The remainder of our Year 6 cohort move onto Canterbury Girls School, Camberwell High School or Koonung Secondary College. Our involvement in the Central Boronondara Innovations and Excellence Cluster has fostered closer links with Camberwell High School and has had many positive spin offs for both our students and teachers.

All of our Year 6 students hold leadership positions and take on a number of areas of responsibility as role models for the younger students in our school. One of these areas is Peer Support and Buddy Programs. Our Year 6 leaders undertake a Leadership course at the start of the school year and then each Peer Support Leader works with a small group of Year 3 students as their mentor. Our Year 5 students also act as buddies for our new Preps and undertake a number of cross-age activities across the year to develop their friendship and connection.

As part of our Charter Priority we have also concentrated on the transition from Year 2 into Year 3, especially in the areas of Mathematics. In focussing on the teaching and learning differences between these 2 levels we have lifted the Mathematics AIM score to consistently be above the State and Like School Benchmarks.

At Chatham, we have a number of students funded under the Disability and Impairment program. The aides that we have working at our school provide outstanding guidance and support to these students, ensuring their successful integration into our school. Along with students who have English as their Second Language they have also been involved in activities such as cooking classes and looking after our vegetable gardens.

The average score for parent satisfaction with the transition programs in operation within this school in 2007 was 5.6 on a scale from 1 to 7, where 7 is the best possible score.

- 74% of parents surveyed agreed with the statement - My child is well prepared for the next stage of their education
- 89% of parents surveyed agreed with the statement - My child was supported well when they started back at school this year.
- 88% of parents surveyed agreed with the statement – Before the end of last year, my child was well prepared for school this year
- 84% of parents surveyed agreed with the statement – My child has been supported in their transitions at school this year.

Initiatives course and team building on the Year 6 Camp
Student Engagement and Wellbeing

The Thinking Orientated Curriculum has been successfully introduced and implemented right across the school. This has been achieved through a strong focus on teacher professional development. Students are challenged to become more involved in their own learning through the development of deeper thinking, setting their own learning goals, using a variety of planning strategies & tools, reflecting on their work efforts and undertaking self & peer assessments.

Teachers have also undertaken extensive professional learning in Information and Communications Technology (ICT). This has seen a more consistent integration of ICT across the curriculum. The use of data projectors, white boards, digital cameras, stop gap animation cameras and interactive tablets has seen the engagement of students increase even further.

Teachers undertake Learning Styles surveys with their students to assist in the planning of activities around a differentiated curriculum that closer matches students' needs, interests and prior knowledge.

The four areas of Student Engagement on the Parent Opinion Survey remain above the State mean with parents strongly agreeing that our students have good social skills, are highly motivated and are connected to their peers and the school.

Student connectedness to school

(Student connectedness to school (average score on scale of 1 to 5, where 5 is best possible score))

It is difficult to compare the data from 2007 to 2006 as the survey results from the 2007 Year 6 student cohort has not be included in the overall results for the school. Because of this anomaly it is very difficult to make any accurate statements of comparison in this area.

Year 5 and 6 students were asked to what extent they agreed with each of the five statements:
- I feel good about being a student at this school
- I like school this year
- I am happy to be at this school
- I feel I belong at this school
- I look forward to going to school

The mean score is reported on a scale where 1=strongly disagree and 5=strongly agree.

The 2007 mean score of 4.00 against a 5 point scale for our Year 5 students show that these students believe that their school is very effective in connecting with them.

Average number of absent days per student –

This graph depicts the total number of absent days per student headcount. The figure for 2006 is marginally lower than for the previous 2 years at an average of 10.5 days absence per student. In 2007 the average number of days absent per student had increased to 12.7.

In 2007 the Year 6 cohort had the highest average number at 15.4 days absent per student which was above the State mean whilst the Year 3 cohort was the lowest with an average of 10.7 days absent per student. The whole school average of 12.7 days absent per student is still below the State Benchmark of 13.2.

A variety of programs are in place in our school to support students at risk. Our Peer Support and Year 5 – Prep Buddy programs both establish friendship and relationships across age groups as students work cooperatively together. Last year we had a number of outside agencies working in our school undertaking targeted programs around social skills, cyber bullying, healthy relationships and family life/sex education.
2007 saw the school focus on informing the parent community more about our student management procedures. This was done by the production of an information pamphlet which outlined our strategies and policies in regards to student misbehaviour. Articles were written in the school newsletter and an information evening was provided to parents by our School Guidance Officer around the topic of developing resilience in children.

Parent Support Group meeting are held regularly for children on the Disability and Impairment Program and for any students deemed at risk. The school’s Guidance Officer and Speech Therapist are called upon to assist students and families and to provide support and guidance to those in need.

Individual Learning Plans are prepared in partnership with parents to provide extra support and assistance to students at risk or to provide extension for the more able students.

**Future Directions**

2008 promises to be another productive and busy year at Chatham Primary School. We have recently celebrated our 80th Birthday and held the Official Opening of the Stage 3 Building Works. This day was a great success with the whole school community involved as well as over 80 past students returning to the school to help us celebrate this very important day in the history of the school.

This year sees the beginning of our new 4 year Strategic Plan which sees the whole school working towards a new set of goals, targets and initiatives.

All Major Works projects have now been completed as per our School’s Master Plan but planned projects for 2008 will include the refurbishment of the Out of School Hours house, refurbishment of some of the portable classrooms and the continuation of the boundary fence along Banool Road. Other projects will also be considered if & when funds become available.

Other major areas identified for focus in 2008 are;

**STUDENT LEARNING**

*Improve student outcomes P – 6 in English and Mathematics with a focus on Writing, Speaking & Listening and Measurement*

- Providing school wide in house Professional Development in best practice in the area of Spelling & Writing
- Using “experts” to work with teachers in
  - Planning
  - Team teaching
  - Modelling best practice
  - Use of ICT & software
  - Reflection
- Using peer coaching by school experts
- Appointing a Leading Teacher as Literacy coordinator
- Providing support staff to work with students at risk across the school as well as all ESL students
- Review Spelling continuum
- Implementing new Mathematics continuum
- Implementing new VELS areas into student report cards
- Developing agreed understanding around effective classrooms & teaching
- Undertaking classroom visits and teacher observations

**STUDENT ENGAGEMENT & WELL BEING**

*Improve student engagement and connectedness with learning and the school community*

- Further developing the use of Thinking Orientated strategies across all areas of the curriculum
- Further integrate the use of Information Technology across the curriculum
- Improve current activities and projects that enhance well being and develop a stronger learning community
- Providing programs that will develop students’ resilience, interpersonal, problem solving skills and independence such as Empowering Girls, our P – 5 buddy activities, Peer Support, Year 6 Leadership program and our strong focus on school values and rewarding positive behaviours.
- Establish alternative activities for students to participate in at play times

**STUDENT PATHWAYS and TRANSITIONS**

*Create improved learning pathways in, out and across the school.*

- Improving communication pathways across the school
- Further developing the school web site
- Establishing share point intranet for staff use
- Formalising our welcoming procedures for new families including Family Liaison Officer, information packs, buddy families, etc.
- Further developing our links with local kindergartens, child care centres and secondary schools.
Financial Performance

Over 2007 the school has worked with a balanced budget and with a commitment to build up our reserves after a couple of years of the school contributing to the Major Works projects. A school cooperative was formed in 2005 allowing the school to borrow the $200,000 needed to complete the Stage 2 works.

Parents strongly support our fundraising activities to reach our commitment to service the loan each year over the 10 year loan period. The percentage of parents in the school paying their voluntary contributions is also extremely high.

Financial Performance

for the year ending 31st December, 2007

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2007 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE&amp;T Grants</td>
<td>$ 434,431</td>
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<td>Commonwealth Government Grants</td>
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<td>State Government Grants</td>
<td>$ 656</td>
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<td>Other</td>
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<tr>
<td>Locally Raised Funds</td>
<td>$ 562,641</td>
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<td>Total Operating Revenue</td>
<td>$ 1,060,750</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Salaries and Allowances</td>
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<td>Bank Charges</td>
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<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<td>Utilities</td>
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<td>Property Services</td>
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<td>Administration</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td>Total Operating Expenditure</td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit | $ 104,863 |
| Capital Expenditure (Cases 21 Finance Only) | $ 36,661 |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Financial Position

as at 31st December, 2007

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<th>Funds Available</th>
<th>2007 Actual</th>
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<td>High Yield Investment Account</td>
<td>$ 162,968.97</td>
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<td>Official Account</td>
<td>$ 10,408.37</td>
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<td>Other Bank Accounts</td>
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<td>Building Fund</td>
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<td>Library Fund</td>
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<td>Cooperative Account</td>
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<td>Parent’s Club Account</td>
<td>$ 15,524.55</td>
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<td>Investment Account No3</td>
<td>$ 6,450.67</td>
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<td>Total Funds Available</td>
<td>$ 240,391.90</td>
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<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>2007 Actual</th>
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<tr>
<td>Camps/Excursions</td>
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<td>Building/Grounds including SMS</td>
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<td>Special Programs inc Student Services</td>
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<td>Region /Clusters Funds</td>
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<td>Salaries &amp; Allowances</td>
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<td>Assets (including leases)</td>
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<td>Books</td>
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<tr>
<td>OSHC contingency</td>
<td>$ 5,000.00</td>
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<tr>
<td>Co-operative Loan</td>
<td>$ 11,483.00</td>
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<tr>
<td>Parent’s Club</td>
<td>$ 20,275.00</td>
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<tr>
<td>School Operating Reserve</td>
<td>$ 11,816.00</td>
</tr>
<tr>
<td>Total Financial Commitments</td>
<td>$240,391.90</td>
</tr>
</tbody>
</table>
School Contact Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Weybridge Street, Surrey Hills, 3127</td>
</tr>
<tr>
<td>Principal:</td>
<td>Stephen Rothwell</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Peter Lourey</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9830 1933</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Chatham.ps@edumail.vic.gov.au">Chatham.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Web site:</td>
<td><a href="http://www.chathamps.vic.edu.au">www.chathamps.vic.edu.au</a></td>
</tr>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office.

The Principal, Stephen Rothwell, with students holding our school mascots, Charlie & Chelsea