Chatham Primary School
No: 4314

2008 Annual Report to the School Community
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 lifelong 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 8 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, six 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. From the start of 2009 this program will be coordinated by a Camp Australia. This service operates with a Breakfast Club from 7.15 am to 8.45 am and an After School Program that begins at 3.30pm and stays open 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 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 as 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 390 in 2006 to 422 in 2008. This is the largest enrolment figure in the history of the school.

Total students enrolled in school

Parent Satisfaction -

The average score for parent satisfaction with this school in 2008 was 5.6 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 2008.

Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 90.0 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** – School data for reporting on this area was not available at the time of writing this document.
- **Teacher Retention** – Of the 29 teaching service staff at Chatham Primary School on June 2007 (including those on leave without pay), 25 or 86% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, such as the Induction / Mentoring for Beginning program for teachers, Collaborative Teaching & Learning Project as well as various Literacy and Numeracy sessions. Teachers were also involved in a number of school based ICT after school activity sessions as well as attending Network organised curriculum meetings in Terms 2 & 3.
Principal’s Report

2008 was certainly a very busy but productive year that was full of fun, excitement and wonderful events and happenings.

The year started off with a big day in the history of the school as we celebrated our 80th birthday and the official opening of our stage 3 building works. Past students were invited back to Chatham to join in with our students as they dressed up from the olden days and conducted activities around their school that may have taken place at Chatham all those years ago. Government representatives, Education Department personal, the architect and official guests were all on hand to open our classroom re-furbishment project and join in the birthday celebrations.

2008 was the first year of our School’s Strategic Plan. We created a new Leading Teacher role who was responsible for Literacy across the school. All year we had strong focus on providing teachers with relevant professional development around our priority areas of Writing, Spelling, Measurement and Speaking & Listening.

During the year the students were involved in a variety of exciting and relevant excursions that were related to the units of work for each grade. Grade 4 spent three days at Camp Arrabri, Warburton, Grade 5’s had four days at Derby Hill Maldon and Grade 6’s spent the first week of the school year at Camp Coorong on the Gippsland Lakes.

2008 saw a great year for Chatham in the sports area. We had a number of individual students reach Regional and State championships in a variety of sports as well as teams reaching regional finals in hockey 7’s, football and cricket. Our junior boys Hooptime Basketball team won their state final at the Nunawading Stadium in term 4.

Once again parent involvement and support was wonderful right across the school. The Walking School Bus continued to grow with numbers as did our successful grade working bees each month that say us working on major maintenance projects including the Out of School Hours house and the painting of the Prep room’s foyer. Parents continued to support our fundraising and social activities with the highlight of the year being our very successful dinner dance. Parents were involved in activities in and out of the classroom – many of our program could not operate without this support.

The highlight of the school year was certainly our whole school concert. This was held at the Beesen Centre and involved every student up on stage entertaining us all with their dialogue, their songs and their dancing. The costumes were once again a feature of this concert with a great deal of hard work put in by many parents to produce a wide range of colourful costumes.

Sustainability became a big focus of the school as we introduced a new committee of School Council on Environment and Sustainability as well as appointing four Year 6 student leaders. The school applied for various grants and involved our students in a number of activities and initiatives to ready ourselves for the Sustainable Schools Project.

Teacher observations became a part of our professional learning as teachers undertook peer observations and visited other school settings to critically observe other teachers at work.

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.

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 Primary School
School Council
President's Report

2008 marked the 80th birthday of Chatham Primary School. It has come a long way from the paddock that kept Mr. Maling’s bulls in such a healthy state. Since February 1928, when the school was officially opened, students, teachers, staff and other members of the Chatham community have continually been passing through the main hallway adorned by the bell of the SS Edina.

The school’s rich and vibrant history was celebrated early in 2008 at a function attended by past students spanning many years. They were given the opportunity to enjoy a performance from the Chatham P.S. vocal ensemble and various speeches, including those from our heritage leaders, Peter Scott and Blake Collyer. They then had time to catch up with old friends and wander around and explore the wonderful facilities now available to students following the completion of the building works program in mid-2007.

It was a timely reminder of how lucky we all are to have custody of such a wonderful school environment, one that has been preserved and enhanced over the years by all who have gone before us. The current school community has enjoyed and thrived on the challenge of continuing to maintain the school’s vision and values and its motto “Duty First”.

The School community’s appetite for building works continued in 2008, with the renovation and extension of the original caretaker’s cottage at 1 Banool Road, now the Out of School Hours Care house. As a result, we have a vastly improved facility with plenty of light and space to entertain the students in a variety of activities. Largely due to the efforts of our resident “trades people”, Stephen Rothwell and Marion McAuliffe and a band of helpers, the school house was ready to welcome the students and Camp Australia, the new co-ordinator of the OHSC program, for the beginning of the 2009 school year. The school appreciates the significant role that “Mr P” (Colin Pocklington) played in establishing a quality OSHC program over the previous 8 years.

Chatham P.S. prides itself on the strength and tightness of its community. In 2008, the community ensured that those in special moments of need were looked after and, when time came for celebration, it did so in style. The hard work of the Parents Club saw a very successful year of fundraising, with the mid-year dinner dance the highlight of a busy social calendar. The effort of students, staff and many parent helpers ensured that the school concert was spectacular, and was carried off without a hitch. These events cannot happen without an enormous amount of behind the scenes work by a range of people. Their significant contribution is very much appreciated.

Another of the strengths of Chatham PS is the staff. They are approachable, professional, diligent and generous with their time. Under the guidance of an experienced leadership team, they have ensured that the school has embarked upon its pursuit of the goals set in the School Strategic Plan 2008-2011 with commitment and enthusiasm.

I take the opportunity to thank all members of the School Council for their untiring efforts over the year. I make special mention of Janet Armour who is retiring after 6 years of service, including 4 years carrying the responsibility of Treasurer, and Fiona Armstrong, who has inspired the inauguration of the sustainability and environment committee, which has achieved great things in its infancy.

Paul O’Grady
School Council President
Chatham Primary School.
Student Progress & Achievements

Student Learning

2008 saw us enter the first year of our new Strategic Plan. The Student Learning Priority for us over the next four years is:

“to improve student outcomes P-6 in English and Mathematics with a focus on Writing, Speaking and Listening and Measurement.”

We started the school year with a new Leading Teacher who was appointed as our Literacy Coordinator. Throughout the year she conducted a variety of Professional Development activities for staff around Writing, Spelling and Speaking and Listening. This professional learning has made a significant impact on our students. Writer’s notebook has been introduced right across the school which has fostered the quality of our student’s writing. Teams of teachers have had extra professional development in this area and visited other schools to observe best practices in writing.

Spelling has also been a focus for our teachers and through relevant and directed professional development session we have reviewed our Spelling scope and sequence, introduced a number of new initiatives and approaches to the teaching of spelling across the school. A curriculum day was set aside for spelling and developing a common whole school approach to the teaching of spelling.

Our Speaking and Listening focus saw us review our moderation and assessment strategies in this area. We also strengthened student’s Speaking and Listening skills by conducting the Speaking with Confidence Program for Year 5’s, entering the Rotary Public Speaking Competition for Year 6’s and encouraging all Year 6’s to have a turn as master of ceremonies and present reports and awards at our Monday morning assemblies.

This year also saw a focus on developing targeted common assessment tasks in Measurement. Level teams developed and trialled these tasks to assist with the moderation of Measurement assessment.

Teachers were also involved in a number of classroom observations throughout Terms 2 & 3 where they visited each other’s classrooms to observe particular lessons and activities in operation. Professional conversations took place around the teaching and learning that was observed and how teachers could transfer these observations to their own classroom setting.

Over the year we certainly paid more attention to our school data and used this information to inform our professional conversations around our school, our approach to teaching and learning and strategies we could take to improve ourselves, especially in the areas of concern.

Our students continue to perform at an 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.

Percentage of students achieving at or above the National Minimum Standards

This graph depicts the percentage of Year 3 and 5 students who, according to their NAPLAN results, were at or above the National Minimum Standard. This data is only available from 2008.

These results for Year 3 depict the percentage of students performing above the National Benchmarks for 2008.

- 95% of our Year 3 students were above the National Benchmarks in Reading
- 100% above the National Benchmarks in Writing
- 98.4% above the National Benchmarks in Spelling
Student Engagement and Wellbeing

The priority in our new Strategic Plan for this area is:

*to improve student engagement and connectedness with learning and the school community.*

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, speech therapy, healthy relationships and family life/sex education.

2008 saw us put in extra staff to assist those children at risk right across the school. A Leading Teacher worked with small groups of children from Years 3 to 6 for two days a week. Another teacher had the responsibility of working with our ESL students as well as tracking and working with the Year 2 students who had gone through the Reading Recovery Program in Year 1 with the aim of ensuring that the gains made by this program were consolidated on in Year 2. Another teacher also worked in Year 1 classrooms for the equivalent of one day a week to assist teachers with students at risk.

Parent Support Group meetings 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.

Average number of absent days per student –

This graph depicts the average number of absent days across the school for all students in 2008. The score of 11.2 average days absent is lower than the average number of days in 2007 (12.7) but has not returned to the lower score in 2006 (10.5). All 2008 scores are well below the state means.

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- 98.3% above the National Benchmarks in Numeracy
- 96.6% above the National Benchmarks in Grammar and Punctuation.

As this is the first year of the NAPLAN testing program we do not have any data from previous years to compare with AIM data which has been presented in three areas, Reading, Writing and Number over the last few years. Although NAPLAN is now reported in five categories these percentages compare favourably to past AIM results.

This graph depicts the results for Year 5 for the 2008 NAPLAN. It depicts the percentage of students performing above the National Benchmarks.

- 96.3% of our Year 5 students were above the National Benchmarks in Reading
- 100% above the National Benchmarks in Writing
- 98.2% above the National Benchmarks in Spelling
- 98.1% above the National Benchmarks in Numeracy
- 96.3% above the National Benchmarks in Grammar and Punctuation.
In 2008 the Year 6 cohort had the highest average number at Chatham of 12.6 days absent per student compared to 15.4 days in 2007. The Year 3 cohort was the lowest with an average of 9.8 days absent per student. This cohort was also the lowest in 2007 with 10.7. The whole school average of 12.6 days absent per student is still well below the State Benchmark of 13.2.

Students’ school connectedness –
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) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported.

It is difficult to compare the data from across these three years as the survey results from the 2007 Year 6 student cohort was corrupted and was not 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. In saying this, we are able to accurately compare the 2006 mean score of 4.32 against the mean score of 2008 of 4.25.

Teachers have a strong focus of catering for individuals and their unique learning styles. 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.

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.

Teachers undertook professional development in 2008 looking at the factors that make an effective teacher. The information gathered from this session was used to develop some guidelines for our classroom observational visits in Terms 2 & 3.

Teachers are provided with an extensive range of planning assistance. The weekly timetable is
developed so that all grades have some time set aside during the week so that the teachers from that Grade level can meet together to plan. A whole planning day is provided for staff at the beginning of each term so that they can plan their next term’s work together in teams. Time is also allocated for the curriculum and literacy co-ordinators to sit and plan with each level to ensure that there is consistency in planning across the school and to provide each teacher with the expertise of these leading teachers.

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 prospective Prep students are introduced to the school and specialist programs. A number of Open Days and an Open Evening during Education Week also allows new 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 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.

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 our 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.

2008 saw us introduce a new leadership position as Environment Leaders. These four students worked tirelessly across the year with one of our support staff to establish a vegetable garden, introduce buckets under the drinking taps, establish energy monitors for each grade, reducing letter initiatives and producing their own wiki that provided up to date and relevant ideas around our environment and sustainability.

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 2008 was 5.37 on a scale from 1 to 7, where 7 is the best possible score.

- 64% of parents surveyed agreed with the statement - My child is well prepared for the next stage of their education
81% of parents surveyed agreed with the statement - My child was supported well when they started back at school this year.

71% of parents surveyed agreed with the statement – Before the end of last year, my child was well prepared for school this year

80% of parents surveyed agreed with the statement – My child has been supported in their transitions at school this year

In 2008 we held a number of information sessions for parents including our Parent Helpers Course, Report Information and Parent Forums.

In 2008 we introduced a Parent Liaison Officer who was a representative from Parent’s Club who approached new families to the school to welcome them and to answer any questions that they needed. New families were also presented with a copy of the school’s parent handbook that provided them with all the relevant information needed that would assist with a smooth transition into our school.

At the beginning of each year, current teachers discuss their new students with their previous teachers, including specialists. Extensive records are maintained for each student and are passed on each year.

In the last week of 2008 students visited their new classrooms and met with their teachers for the new school year. Activities are conducted at the beginning of each new school year for students and teachers to quickly develop a good working relationship.

Future Directions

In 2009 Chatham Primary School is moving into the second year of its Strategic Plan and will continue to focus on the three priorities.

Other areas of focus will include:

• Extending the classroom observational visits by teachers and including observational walk throughs to establish a snap shot of specific teaching and learning aspects of the school.

• Sustainability will continue to grow through our relationship with CERES and the Australian Sustainable School Commission. This will include extensive professional development for teachers, parent forums and involvement in establishing sustainable options for our school.

• Building on our strong foundations in Literacy and Numeracy to extend the initiatives introduced in 2008 around Writing, Spelling, Measurement and Speaking & Listening.

• Establish a wider variety of extension activities across the school to include chess club, extension Art, special instrumental music ensembles, Day of the Notables, Science Fair, computer clubs, gymnastic activities, motor skill sessions as well as Trivia Challenge.

• More closely monitor our assistance for students at risk through teacher support and outside agencies. This will include teacher/student buddies, teachers working in the classroom with one on one support, maintaining teacher support for our ESL students, Grade 2 students who completed the Reading Recovery Program in Grade 1, and providing an experienced teacher to work with at risk students in Year 3 to 6.

• Introduce the social skills program “Bounce Back” right across the school.

• To introduce the Australian Developmental Curriculum in to the Prep program. This will entail extensive professional development and classroom visits for our teachers. It is hoped that this will also include developing stronger links with our local Early Childhood agencies.

• Although we have had extensive building projects over the last eight years we still aim to improve the learning environments, especially for our junior grades through the use of targeted government funding initiatives.

• Further develop our school’s web site to foster better communication with our school.
community. The aim is to include the school newsletter each week as well as posting important notices and information for parents to access.

Financial Performance and Position

Over 2008 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. This has created a commitment of the school to pay $28,000 each year to pay back this loan. Parents strongly support our fundraising activities to reach our commitment to service the loan each year over the 10 year loan period.

2008 saw the school undertake two major renovation projects that did draw on these reserves. The Year 1 portables both had extensive termite damage that required the installation of new windows, flooring and cladding.

In 2008 we received some funds ($120,000) from the Investing in School Grant to build a new room onto the Out of School Hours House. This was completed at the end of the year but then left us with the rest of the house to re-furbish. This project was completed over the Christmas break with the school contributing its own funds to put in new carpet, paint the inside of the house, lay new lino, develop a new office area and install a new kitchen. Much of this work was made possible thanks to the generosity of parents.

The percentage of parents in the school paying their voluntary contributions is also extremely high. At the end of 2008 the school restricted the parent payments for 2009 under directions from the Department. It is hoped that this new payment structure will continue to be strongly supported by the parents.
### Financial Performance – Operating Statement Summary

**for the year ending 31st December, 2008**

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<th>Revenue</th>
<th>2008 Actual</th>
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<td>DE&amp;T Grants</td>
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<td>Commonwealth Government Grants</td>
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<td>State Government Grants</td>
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<td>Other</td>
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<td>Locally Raised Funds</td>
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<td><strong>Total Operating Revenue</strong></td>
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<table>
<thead>
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<th>Expenditure</th>
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<tr>
<th>Net Operating Surplus/-Deficit</th>
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<td>Capital Expenditure</td>
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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, 2008**

<table>
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<tr>
<th>Funds Available</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$61,357</td>
</tr>
<tr>
<td>Official Account</td>
<td>$6,800</td>
</tr>
<tr>
<td>Building Fund</td>
<td>$10,334</td>
</tr>
<tr>
<td>Library Fund</td>
<td>$11,714</td>
</tr>
<tr>
<td>Co-operative Account</td>
<td>$9,794</td>
</tr>
<tr>
<td>School Community Assoc</td>
<td>$7,136</td>
</tr>
<tr>
<td>Investment Account</td>
<td>$5,027</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$112,162</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Operating Reserve</td>
<td>$10,000</td>
</tr>
<tr>
<td>Co-operative Bank Account</td>
<td>$9,794</td>
</tr>
<tr>
<td>Assets or Equipment</td>
<td>$-</td>
</tr>
<tr>
<td>Replacement &lt; 12 months</td>
<td>$6,105</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$25,919</td>
</tr>
<tr>
<td>Building/Grounds including SMS &lt; 12 months</td>
<td>$6,105</td>
</tr>
<tr>
<td>Region /Clusters Funds/School Based Programs &lt; 12 months</td>
<td>$8,202</td>
</tr>
<tr>
<td>Provision Accounts &lt; 12 months</td>
<td>$37,333</td>
</tr>
<tr>
<td>Repayable to DEECD</td>
<td>$-</td>
</tr>
<tr>
<td>Other Recurrent Expenditure (Accounts Payable)</td>
<td>$-</td>
</tr>
<tr>
<td>Assets or Equipment</td>
<td>$-</td>
</tr>
<tr>
<td>Replacement &gt; 12 months</td>
<td>$14,810</td>
</tr>
<tr>
<td>Building/Grounds including SMS &gt; 12 months</td>
<td>$14,810</td>
</tr>
<tr>
<td>Region /Clusters Funds/School Based Programs &gt; 12 months</td>
<td>$-</td>
</tr>
<tr>
<td>Provision Accounts &gt; 12 months</td>
<td>$-</td>
</tr>
<tr>
<td>Co-operative loan &gt;12 months</td>
<td>$-</td>
</tr>
<tr>
<td>Beneficiary/Memorial Accounts</td>
<td>$-</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$112,163</strong></td>
</tr>
</tbody>
</table>
## School Contact Information

<table>
<thead>
<tr>
<th><strong>Address:</strong></th>
<th>Weybridge Street, Surrey Hills, 3127</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Stephen Rothwell</td>
</tr>
<tr>
<td><strong>School Council President:</strong></td>
<td>Paul O’Grady</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>9830 1933</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:chatham.ps@edumail.vic.gov.au">chatham.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td><strong>Web site:</strong></td>
<td><a href="http://www.chathamps">www.chathamps</a>.</td>
</tr>
</tbody>
</table>

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.