

2024 Annual Report to the School Community

School Name: Chirnside Park Primary School (5194)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2025 at 11:21 AM by Graham Elliott (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2025 at 09:42 AM by Graham Elliott (Principal)

HOW TO READ THE ANNUAL REPORT

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Chirnside Park Primary School has earned a reputation as a caring, inclusive and high performing public school. At Chirnside Park student well-being and student learning are strategically coupled to ensure that our students are in the best possible place to be happy, healthy and resilient learners. At Chirnside Park Primary School our Vision is to stimulate growth by facilitating a culture that builds happy, resilient and self-motivated students who are on a continuous path of discovery. We aim to cultivate an inclusive community culture to inspire excellence and achievement, foster compassion and the acceptance of differences.

Our Purpose: We believe in a safe and stimulating learning environment that grows the minds and character unique to each child. Our Priority Virtues are Excellence, Respect and Empathy. Chirnside Park Primary School is located 39km North-east of the Melbourne CBD on the edge of the picturesque Yarra Valley. The school has experienced significant enrolment over the last three years and now caters for around 415 students. Chirnside Park Primary School is a happy and settled school community, and we strive to practice gratitude, empathy and mindfulness on a daily basis.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we continued our focus on improving the quality of student learning across all areas of the curriculum, with a direct focus on uplevelling our integrated units of study from Prep-6.

Read2Learn (r2L) is a project developing instructional materials for teaching reading comprehension within a knowledge-rich curriculum. This is an evolved approach for teaching reading comprehension explicitly in a way that gets students focused on in-depth text. It has been a new challenge for our staff and students, but to no surprise the students and staff have moved into this space with a bright and positive attitude to the new challenge of delivering a knowledge rich global curriculum that fosters improved vocabulary, fluency and comprehension.

Our annual improvement was to increase the percentage of students attaining Strong or Exceeding in NAPLAN Reading in Year 3 and Year 5. Year 3 Target- 75% in 2024. Year 5 Target - 80% or above in 2024. The school wide improvements in reading instruction are reflected in our reading results in NAPLAN in 2024 with 98% of year 3 students and 86% of year 5 students achieving in the top two bands of NAPLAN Reading (Strong or Exceeding). We exceeded our annual improvement target by 23% in year 3 and by 6% in year 5.

Our maths instructional model Prep-6 continues to provide excellent outcomes for our students with 98% of year 3 students and 86% of year 5 students achieving in the top two bands of NAPLAN (Strong or exceeding) in 2024. Our annual improvement target was to have 80% of students achieving strong or exceeding in mathematics in year 3 in 2024, and 84% in year 5. We exceeded our target by 18% in year 3 and by 2% in year 5. It is important to note that CPPS

prides itself on its Reading and Mathematics intervention programs and this is reflected in the very small percentage of students who were identified as requiring additional support in maths. Another highlight in 2024 was the support the school provided to other schools in our region. We formally hosted seven schools in the second half of 2024 to visit classrooms, observe classroom instruction and see and hear about the processes and strategies in place to support an explicit and embedded mathematics curriculum. We are a school who has developed and maintained a reputation for the delivery of a hands on, explicit mathematics curriculum from Prep-6 that has a clear focus on support and extension for all students. I am pleased to add that several of the schools who visited have now taken up a similar journey to that of our own school.

Wellbeing

We believe student wellbeing in our school is healthy and showed growth and improvement in 2024. It is important to note that wellbeing in schools also relates to staff wellbeing and how the parent community feels about what the school is doing to support their children with their wellbeing and education. In 2024 the percent endorsement by staff on the school having a positive School Climate, as reported in the annual School Staff Survey was 82% with the state average being 77%. The percentage endorsement by parents on their general levels of satisfaction within the school, as reported in the annual Parent/Caregiver/Guardian Opinion Survey in 2024 was 95% compared to 82% across the state of Victoria.

Our Annual Improvement Target in relation to the school wellbeing goals was to improve Emotional Awareness and Regulation to 70% in 2024, this was achieved. Motivation and Interest to 78% in 2024, achieved 73%. The percentage endorsement on Sense of Connectedness factor is another metric that we track annually. The schools 4-year average is 77.4% compared to the similar school average of 75.9%. Our student results in 2024 were 76.4% with similar schools achieving 73.5% and the state average of 76.8%.

Engagement

Absence from school can have a significant impact on student learning. In 2023 we put in place a range of measures to improve student attendance, and this was reflected in ongoing positive attendance across the school in 2024. Families responded positively to a concentrated effort to provide summarised termly attendance data to families of concern and some meetings were held with individual families to support improved attendance.

In summary attendance has remained consistent in 2024 with 34% of students having 20 or more days absence in 2024. This is 7% better than similar schools, 1% better than the network and 5% better than the state. A point of celebration in relation to attendance is the comparison between equity funded and non-equity funded students which sits at 35% and 33% respectively. In comparison to similar schools the attendance rates of similar schools for equity funded v non equity funded students sits at 54% and 38% respectively.

Other highlights from the school year

There were many highlights throughout 2024 including:

School Camps including the year 3/4 students to Camp Adanak and the year 5/6 students to Phillip Island. The students were amazing as always and a great time was had by all. We had another fabulous year 3-6 school production titled: Starwars - the Umpire Strikes Back which was held at the George Wood Theatre. Attendance at the event was outstanding with siblings, parents and grandparents in good spirits. The quality of the performance was of the highest order with many students shining on the night.

Our students need a particular mention for their sportsmanship at a range of interschool and district sport. The students at CPPS are very talented in a range of sports but always show exemplary compassion and empathy when competing against other schools and for this we are very proud. Of course, one of the highlights of the sporting calendar is our Annual Sports Day at Yarra Ranges Athletic Track. A special mention to our Prep students who attend for the entire day after only being at school for 8 weeks in term one. A huge thank you to the parent volunteers who support the events and to the 'Mens Shed Ringwood' for cooking the bbq for the entire school.

What we are most proud of as a school is the daily respect, excellence and empathy that our students display towards the staff, their peers and the wider school community. Our approach to 'catching students doing the right thing' combined with the Resilience project emotional literacy program that is taught and celebrated from Prep-6 has resulted in a school that is very safe and orderly for students.

Financial performance

The school remained in a healthy financial position in 2024. The school remained in surplus in 2024 whilst continuing to offer a broad and dynamic program for students. The school oval was completely replaced in 2024 at significant financial cost, however this cost was carried by the Victorian School Building Authority. We are very grateful to the Department of Education for this significant improvement project. We would also like to acknowledge the efforts of the Parents and Friends Committee and that of the wider parent community. Significant funds were raised in 2024 by the community for school improvement projects including: improvements to the amphitheatre, a second Gaga-pit, new decking to the Prep playground and additional landscaping around the school. Thank you also to the Life Ministries Church for their ongoing generosity and support of our school. Their support for school working bees, Family Fun Night, Carols Night, and the Kids Hope program is all voluntary and has a significant positive effect on our school community.

**For more detailed information regarding our school please visit our website at
<https://chirnsideparkps.vic.edu.au/>**

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 400 students were enrolled at this school in 2024, 205 female and 195 male.

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

Overall Socio-Economic Profile

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

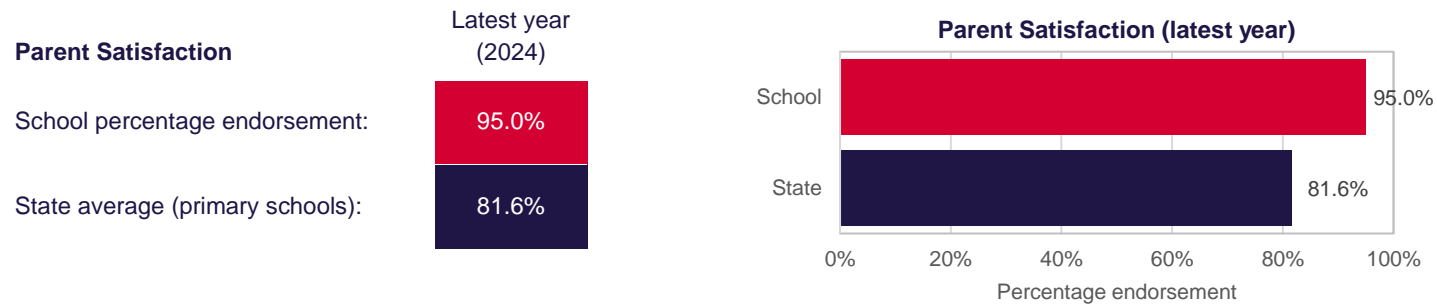
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

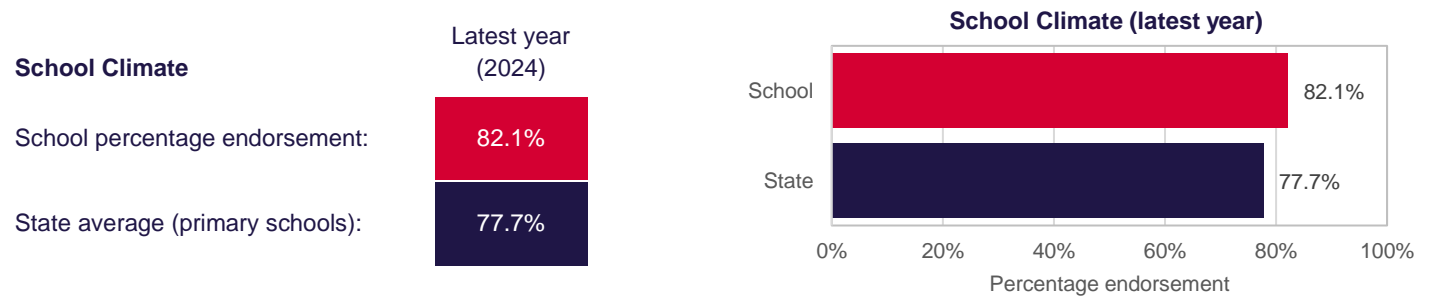


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

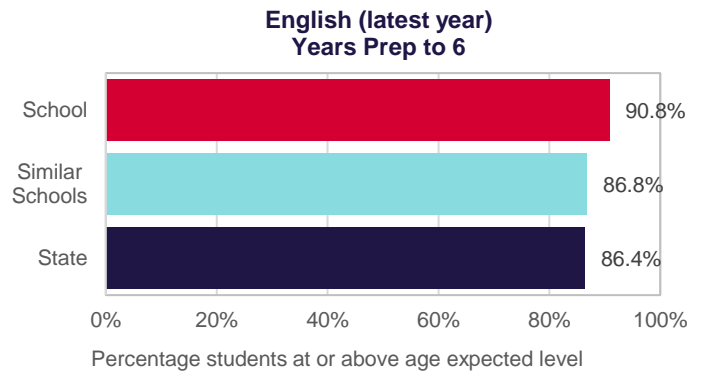
90.8%

Similar Schools average:

86.8%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

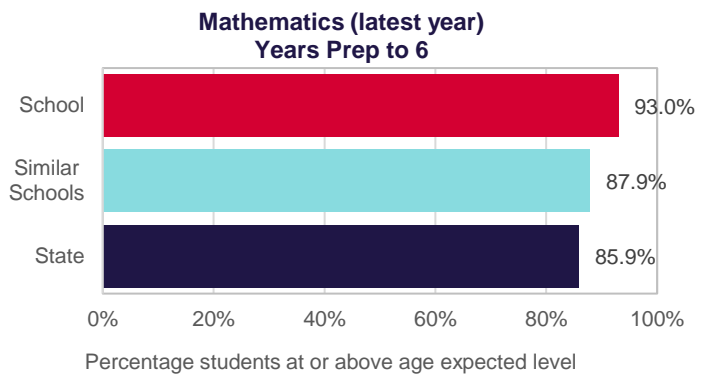
93.0%

Similar Schools average:

87.9%

State average:

85.9%



LEARNING (continued)

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

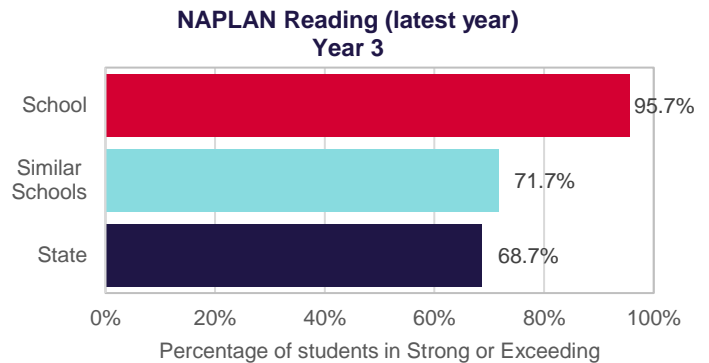
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

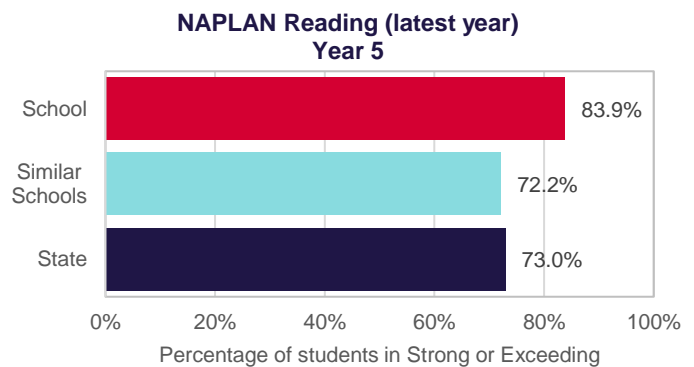
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.7%	80.9%
Similar Schools average:	71.7%	71.5%
State average:	68.7%	69.2%



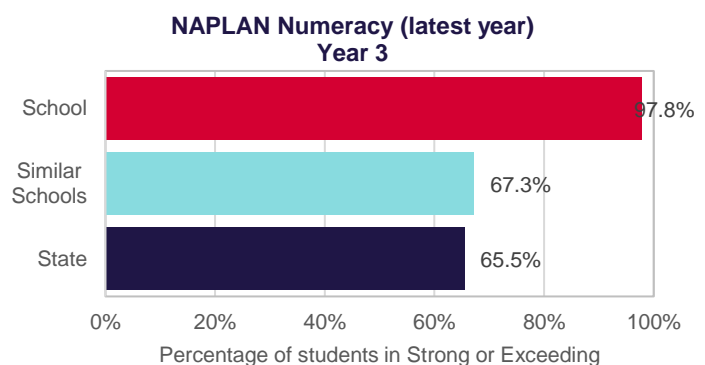
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.9%	86.9%
Similar Schools average:	72.2%	75.1%
State average:	73.0%	75.0%



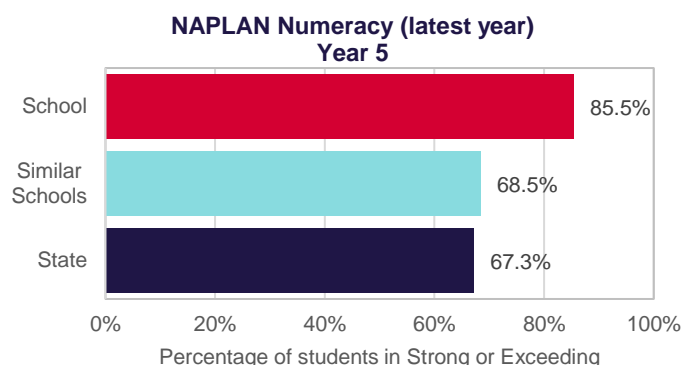
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	97.8%	87.4%
Similar Schools average:	67.3%	67.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.5%	84.1%
Similar Schools average:	68.5%	67.4%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

93.2%

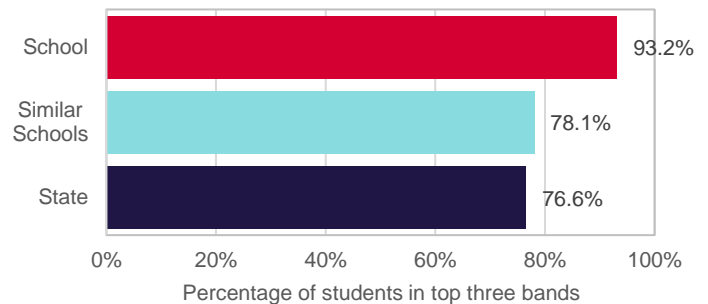
Similar Schools average:

78.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

67.6%

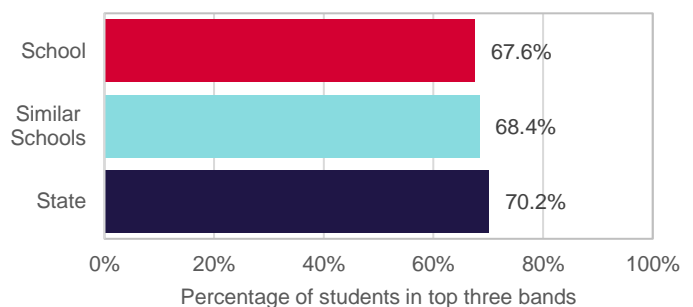
Similar Schools average:

68.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.2%

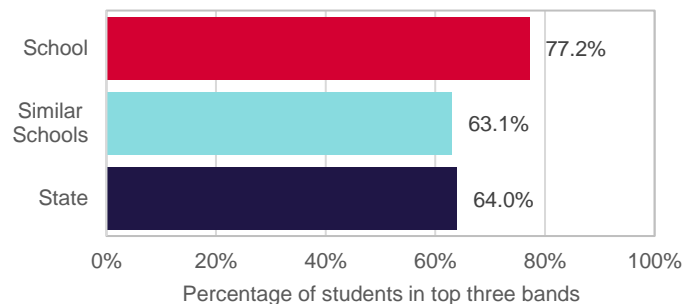
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

59.5%

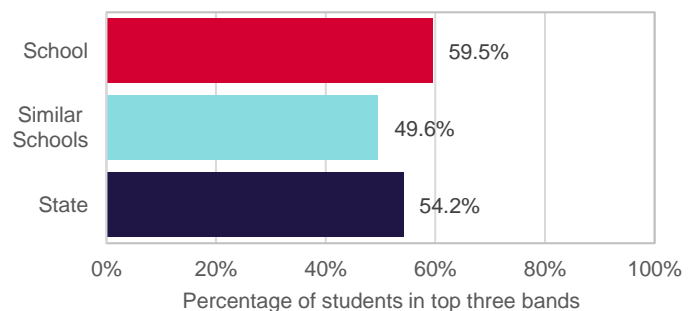
Similar Schools average:

49.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

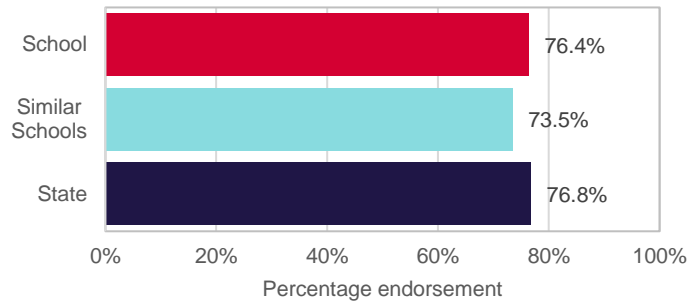
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	76.4%	77.4%
Similar Schools average:	73.5%	75.9%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



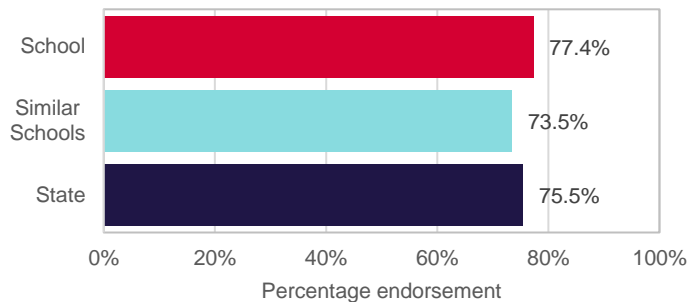
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	77.4%	76.4%
Similar Schools average:	73.5%	75.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

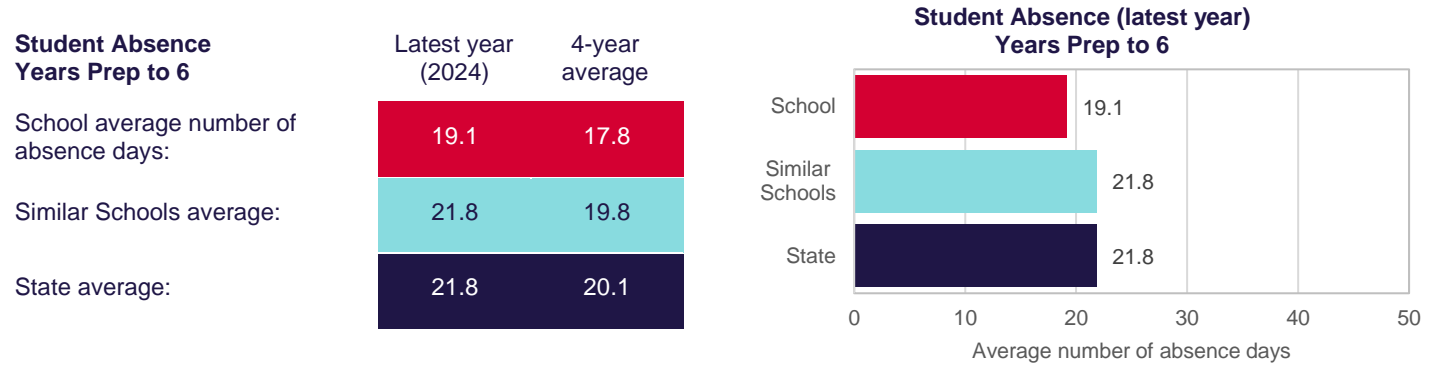


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	91%	93%	90%	90%	89%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,114,307
Government Provided DET Grants	\$342,048
Government Grants Commonwealth	\$6,394
Government Grants State	\$0
Revenue Other	\$22,461
Locally Raised Funds	\$306,964
Capital Grants	\$0
Total Operating Revenue	\$4,792,175

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,407
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,407

Expenditure	Actual
Student Resource Package ²	\$4,028,009
Adjustments	\$0
Books & Publications	\$164
Camps/Excursions/Activities	\$131,392
Communication Costs	\$15,187
Consumables	\$74,848
Miscellaneous Expense ³	\$41,820
Professional Development	\$23,921
Equipment/Maintenance/Hire	\$54,584
Property Services	\$121,948
Salaries & Allowances ⁴	\$154,784
Support Services	\$29,198
Trading & Fundraising	\$58,540
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,830
Total Operating Expenditure	\$4,777,224
Net Operating Surplus/-Deficit	\$14,951
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$266,268
Official Account	\$47,813
Other Accounts	\$0
Total Funds Available	\$314,080

Financial Commitments	Actual
Operating Reserve	\$124,869
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$171,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$57,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$393,269

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.