

# 2025 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 02 April 2026 at 08:39 AM by Graham Elliott (Principal)

- As executive officer of the school council, I attest that this 2025 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 02 April 2026 at 08:39 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

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.
- Cultivating an inclusive community-based culture to inspire excellence and achievement.
- Fostering compassion and the acceptance of differences

### Living Our Values

Chirnside Park Primary School's values are the cornerstone of our school community and set the tone for a positive school culture where students and families value and are engaged fully in the life of the school.

Our three Priority Values are: **Excellence** (We put our best effort into achieving our goals) **Respect** (We show care for ourselves, other people, property and our environment. We develop a sense of pride, self-esteem and personal identity) **Empathy** (We care about the feelings of others and think about how our actions affect other people).

Chirnside Park Primary School is a school that has earned a reputation as a caring, inclusive and high performing public school. We are proud of our academic achievement but just as proud of our strong community culture where families are heavily involved in the life of the school. At Chirnside Park Primary School, student wellbeing and student learning are strategically coupled to ensure that our students and our families are in the best possible place to be happy, healthy and resilient learners.

Chirnside Park Primary School is a vibrant school with a dedicated focus on the Science of Learning principles from Prep -6. The Science of Learning utilises research from cognitive science, psychology and neuroscience to understand how students acquire, process and retain knowledge. We apply these findings to continually improve and refine teaching and learning practices that engage and inspire students to flourish. As a result, we have students who are highly engaged in their learning and achieve outstanding academic results across all subject areas. We have a large number of High Ability students at Chirnside Park Primary School who are well catered for, with many of these students being invited to take part in the Victorian High Ability Program annually or the Gifted and Talented program offered by GATEWAYS.

We have a very successful and embedded 3-Tiered approach to support student wellbeing and learning enhancement, and our community has benefitted greatly from our sincere commitment to The Resilience Project. The Resilience Project provides students across the school with the tools required to positively support their own emotional regulation.

A variety of extracurricular programs are offered to cater for children's diverse interests and abilities including: athletics, camping, excursions, interschool sport, private instrumental music and the annual school production for example. Student interest clubs are also available each day of the week during lunch time. Keeping abreast of new technologies is of particular importance within our community. We have a range of good technology including one to one student devices in years 3-6. Every classroom in the school utilises modern Interactive Learning Panels to provide

highly quality and engaging lessons. In addition, we have an excellent STEM program that supports a Prep-6 Robotics Program.

A strong partnership exists between teachers and parents encouraging students to grow, learn and achieve in a safe, cooperative and positive learning environment. The core values of: Respect, Empathy and Excellence are the cornerstones of our community and collectively we are incredibly proud of our students for the way they embrace those values. The school community is wonderfully supportive, and parent support is highly valued within the community. The school has approximately 420 students and is situated at the end of a quiet road with fabulous views of the Yarra Valley and beyond.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2025, the school continued to achieve high academic results. NAPLAN (National Assessment Program Literacy and Numeracy) testing showed that in 2025, **92% of year 3 students** and **88% of year 5 students** achieved **Strong or Exceeding Proficiency levels in Reading**. Similarly **81% of year 3 students** and **72% of year 5 students** achieved **Strong or Exceeding Proficiency Levels in Numeracy**. The 2025 results for our school exceed both similar schools and the state average in all areas of NAPLAN.

These results reinforce our whole school approach to providing a Guaranteed and Viable Curriculum for students from Prep - 6. A guaranteed and viable curriculum (GVC) ensures all students have an equal opportunity to learn essential content. It is "guaranteed" by mapping out key standards across grade levels, and "viable" by ensuring sufficient instructional time and expertise exists to teach those standards well.

### Wellbeing

Chirside Park Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked and as a result we have a well established Multi Tiered System of Support (**MTSS**) for both Wellbeing and Academic Performance.

#### The key components of MTSS at CPPS include:

- Universal screening for all students at the beginning of the school year to identify any areas of concern.

- Three tiers of intervention tailored to students' specific needs. These interventions can be intensified based on the level of support required.
- Ongoing collection of data and assessment of a students' progress to ensure our interventions are effective and any necessary adjustments are made.
- A schoolwide student referral system to support students with their: Wellbeing, Behaviour and Safety.
- Prioritising the involvement of parents as partners in supporting their child's education.

The 2025 School Performance Report collated by the Department indicated strong improvement in a number of key areas of student wellbeing. In 2025, 77% of students in years 4-6 indicated a strong sense of connectedness to the school, (up by 2.2% in 2024). 81% of students in years 4-6 indicated that they felt positive and stimulated with their learning, (up 6% in 2024). 78% of students indicated that they were positive about the way that bullying was managed across the school, also up by 2% in 2024.

***It is worth noting and celebrating that 95% of parents who responded to the annual parent survey positively endorsed and indicated a high level of satisfaction with the school. Similarly 90% of staff indicated that a positive school climate exists at the school.***

The school leadership team is planning to 'go deeper' and collaborate with the year 4-6 students in 2026 to unpack some of the findings from the 2025 Student Attitudes to School Survey, particularly some of the responses from the female students in year 5 around student voice and agency.

## Engagement

Student engagement remained a focus in 2025, both at an attendance level, but also at classroom teaching level. The staff continued on their Professional Learning Sprint journey in regards to maximising the impact of the Victorian Teaching and Learning Model 2.0, and in particular unpacking the Elements of Learning and the Elements of Teaching that make the biggest difference to student learning and engagement.

Our daily lessons are based on collective school wide agreements. Lessons are sequenced, explicitly taught, and steeped in current research about the best ways to engage students in higher order thinking. These agreements continue to be captured, tweaked, and documented in our English and Mathematics Instructional Models from Prep-6.

As a result of our commitment to engaging and supporting all students meaningfully in their daily learning, student attendance across the school in 2025 sat at a healthy 92%. We continue to monitor and support a small number of families in need of an attendance support plan or other forms of wellbeing support via our Wellbeing and Inclusion leader.

## Other highlights from the school year

The school provides a broad range of exciting curricular and extra-curricular activities for students to engage with. We understand that students have a wide variety of interests and it is important that students get to explore their identity in as many ways as possible. A wide variety of coaching clinics were on offer to the students in 2025 including: tennis, football, soccer and rugby. In addition the senior students participated in interschool sport involving 6 other schools in the local area. School camps are always a big hit and the year 3/4 students attended Camp Adanak in Yarra Junction while the year 5/6 students attended Sovereign Hill. A big 'shout out' to a range of parents who help to support school sport and attendance on camp. We have a great community and the Parents and Friends Committee provide outstanding fundraising support for a range of school initiatives including: Mothers Day and Fathers Day Stalls, Easter Raffle, Hot Cross Bun Day, The School Colour Run etc. In fact monies raised over the last few years by the community will support the school to complete a full renovation of the student toilets scheduled for term 1 holidays, 2026. Outstanding Community events in 2025 included: Family Fun Night, Whole School Sports Day, Grandparents Day and our every growing Christmas Carols evening where the newly introduced parent stalls and food trucks were a very big hit.

Finally, after a thorough consultation process the school council (as the collective voice of the community) decided to part ways with Their Care as our Out of School Hours Care Provider at the end of 2025. We welcome Kelly Club as our before school, after school and vacation care provider moving forward.

## Financial performance

### School Finance

The school continued to prioritise sound fiscal management in 2025. Expenditure was diversified across all areas of the curriculum to ensure a rich and engaging learning experience for all students. All staff teams managed their respective budgets professionally and purposefully to ensure that students received a broad, balanced and engaging 2025 school year.

There were a number of unforeseen expenses in 2025 including significant drainage and plumbing maintenance issues that drew from our school financial resources. This has been addressed with the Victorian School Building Authority and will be looked into further as part of the Rolling Facilities Evaluation proposed scope of works. In addition, the school oval maintenance program introduced in 2025 has been a new expense that will now be budgetted for annually. Staff, student and community feedback about the quality and usability of the new oval has been well worth the investment.

At the conclusion of 2025 the school remained in a positive financial position, operating a healthy surplus moving in to 2026. All funds were expended or allocated in accordance with Department of Education policies and school council priorities.

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 417 students were enrolled at this school in 2025, 208 female and 209 male. 6% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	95.0%	
	Similar schools	79.3%	
	State	82.0%	

### School Staff Survey

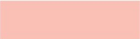





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	89.7%	
	Similar schools	77.2%	
	State	77.4%	

## LEARNING

### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>92.3%</b>	
	Similar schools	87.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>93.2%</b>	
	Similar schools	86.2%	
	State	84.2%	

## NAPLAN

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


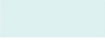




		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>91.5%</b>	<b>84.4%</b>
	Similar schools	71.2%	71.4%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.7%</b>	<b>87.2%</b>
	Similar schools	73.9%	74.7%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.2%</b>	<b>85.3%</b>
	Similar schools	68.4%	67.6%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.2%</b>	<b>80.1%</b>
	Similar schools	67.7%	67.5%
	State	69.1%	68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>90.7%</b>	
	Similar schools	70.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>69.2%</b>	
	Similar schools	67.3%	
	State	74.0%	

## WELLBEING




### 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>76.6%</b>		<b>76.3%</b>
	Similar schools	75.9%		75.5%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>77.6%</b>		<b>76.6%</b>
	Similar schools	76.0%		75.3%
	State	76.4%		75.8%

## ENGAGEMENT


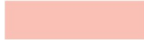





### Average absence days per student

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

		2025	4-year average
Prep - 6	School	16.3	18.9
	Similar schools	21.1	21.3
	State	21.5	21.7

### Attendance rate

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

		2025	
Prep	School	92.2%	
Year 1	School	93.3%	
Year 2	School	93.2%	
Year 3	School	93.8%	
Year 4	School	92.5%	
Year 5	School	89.9%	
Year 6	School	88.2%	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,531,552
Government Provided DET Grants	\$402,402
Government Grants Commonwealth	\$4,253
Government Grants State	\$0
Revenue Other	\$13,816
Locally Raised Funds	\$371,483
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,323,504</b>

Equity	Actual
Equity (Social Disadvantage)	\$52,824
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$52,824</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,397,281
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$106,828
Communication Costs	\$13,209
Consumables	\$74,644
Miscellaneous Expenses <sup>2</sup>	\$42,731
Agency Staff	\$0
Professional Development	\$20,591
Equipment/Maintenance/Hire	\$64,730
Property Services	\$130,878
Salaries & Allowances <sup>3</sup>	\$177,628
Support Services	\$21,870

Expenditure	Actual
Trading & Fundraising	\$49,099
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,040
<b>Total Operating Expenditure</b>	<b>\$5,154,529</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$168,975</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$132,220
Official Account	\$71,808
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$204,027</b>

Financial Commitments	Actual
Operating Reserve	\$126,208
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$179,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$425,708</b>

*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.*