2025 Annual Report to the School Community

School Name: Chelsea Heights Primary School (3341)

- 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 13 March 2026 at 09:11 AM by Steven Capp (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 30 March 2026 at 08:43 AM by Steven Capp (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

Chelsea Heights Primary School, located 30 km south of Melbourne in South-Eastern Victoria, was originally established in 1900 in what was then known as the Carrum Swamp. Today, the school features well-designed and modern facilities, including flexible learning spaces that support both individual classes and cross-cohort collaborative learning.

In 2025, the school's population consists of 415 students with a staffing profile of 38.97 FTE, and an SFO index of Low–Medium. Five percent of students speak English as an Additional Language (EAL). The staffing profile includes two Principal Class members, two Learning Specialists, and two Leading Teachers. The school employs 18.8 FTE Education Support staff, comprising 19 Integration Aides and 3.0 administrative staff.

At the heart of Chelsea Heights Primary School is the motto "High Standards: High Expectations," reinforced by the core values of Respect, Cooperation, and Responsibility. The school community is cohesive, supportive, and strongly aligned with the school's strategic vision to provide the best possible learning environment for all students.

Chelsea Heights Primary School is recognised as a leading Victorian school in implementing evidence-informed approaches to learning and wellbeing. The school has developed a comprehensive Multi-Tiered System of Support (MTSS) for literacy, numeracy, and wellbeing, ensuring Tier 1 to Tier 3 practices are embedded to provide high-quality, inclusive support for all learners.

A whole-school curriculum approach has strengthened student engagement across Humanities, Science, and English literature. This enthusiasm has inspired significant investment in upgrading the school library, creating a space that supports extension learning and fosters rich reading and writing experiences. Classes regularly showcase student learning, inviting families and the broader community to celebrate the high-quality work produced by students.

The school offers strong specialist programs in Digital Technologies (ICT), Visual Arts, Physical Education, and Japanese. Leadership and sustainability are also key focus areas, with the school community working collectively to develop sustainable gardens and ensure a culturally inclusive environment. Highlights of 2025 included the Christmas Concert, Art Gallery Walk, and Colour Run.

The school's playground blends natural elements with contemporary play equipment, creating a spacious and stimulating outdoor environment where students can learn, explore, and play.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 marked the first year of the school's new Strategic Plan, with the Annual Implementation Plan maintaining a strong emphasis on fully embedding structured literacy and mathematics approaches across the school.

Chelsea Heights Primary School sustained its strong performance in Mathematics throughout 2025. Teacher judgements continued to outperform those of similar schools, and the proportion of students achieving in the *Strong* and *Exceeding* categories in Year 3 and Year 5 NAPLAN remained above that of similar school benchmarks.

Data analysis indicates that to further increase the number of students achieving in the *Exceeding* category, the next phase of work will focus on enhancing extension opportunities and supporting students to independently apply mathematical knowledge to multi-step, worded, and real-life problem-solving tasks.

Year 3 Reading results showed an over-representation of students in the *Developing* proficiency category. This pattern was confirmed across multiple data sets. A larger proportion of Year 3 students are now receiving targeted support to accelerate growth.

While some subjects were not captured in specific visual summaries, Year 3 Spelling and Writing demonstrated notable strength.

- Spelling: 71% of students achieved *Strong* or *Exceeding*, surpassing similar schools (64%).
- Writing: 82% of students achieved *Strong* or *Exceeding*, consistent with similar school performance.

Early literacy programs (F–2) continue to evolve, and year-on-year improvement is already evident as structured literacy becomes more deeply embedded.

Year 5 Reading was a significant highlight in 2025, outperforming similar schools and nearly doubling the percentage of students in the *Exceeding* category compared with previous years—reaching 30% Exceeding.

Other Year 5 outcomes were similarly strong:

- Writing: 90% of students in *Strong* or *Exceeding* (compared to 73% in similar schools), with 35% Exceeding, the highest result among our comparison group.
- Spelling: 78% of students in *Strong* or *Exceeding* (compared to 65% in similar schools), with 28% Exceeding, doubling previous results.

Chelsea Heights Primary School remained one of nine schools out of 41 in our network to achieve a High Achievement rating in the 2025 School Performance Report. This reflects continued strength in student learning outcomes, effective implementation of evidence-informed practices, and the school's commitment to high expectations for all learners.

The school remains committed to further refining and enhancing its instructional programs, particularly in the areas of extension, problem-solving, and consolidation of structured approaches. Engagement in the Arts, Science, and Humanities continues to be a strength of the school, contributing to a rich, well-rounded curriculum that supports high performance across all learning areas.

Chelsea Heights Primary School looks forward to building on the strong outcomes achieved in 2025 as we continue to implement our Strategic Plan and work toward providing the best possible learning environment for all students.

Wellbeing

2025 saw the implementation of the Wellbeing Hub and some significant changes to support mental health and wellbeing.

The school engaged two, social workers a provisional psychologist and began training integration staff to support levels of need at CHPS.

Our Attitude to Survey data out lined in the report shows a sense of connectedness wasn't as strong as previous years, 75.6% (similar schools 75.2) compared to our four year average of 78.5 and our perceptions of managing bullying significantly dropped (73.6 compared to similar schools 76.6). Further analysis of this result indicated one cohort was significantly lower than others and much work was done throughout the year to manage some of the complexities occurring through the year. Despite the impact of the significant decline in one cohort the survey data was positive in many areas. The school is taking more short cycle snap shots to ensure we are on top of nay social complexities and students have more opportunity to report any concerns.

CHPS has further expanded the Wellbeing hub and in response to student feedback, provided a lot more structure and opportunities to engage in social and emotional programs, such as play leaders and clubs. The specialist program has also been enhanced to include performing arts, where structured games explore pro-social skills and the school has invested in 30 minutes a day where groupings are mixed for various reasons to build stronger connections across cohorts. The school has employed check in check out systems and these responses are providing further insight and to guide further support.

Engagement

Chelsea Heights Primary School continued to prioritise student attendance and engagement throughout 2025, with a targeted focus embedded in the Annual Implementation Plan. The school achieved a positive improvement in attendance, reducing the average number of student absences from 22.4 days to 20.4 days.

The establishment of the Wellbeing Hub has been instrumental in supporting students with emerging or ongoing attendance concerns. The team provides timely follow-up, early intervention, and sustained support to students and families, contributing to improved engagement and

stronger connections with school. This work will remain a priority as the school continues to reduce overall absence rates.

Data indicates that family holidays continue to account for a significant proportion of student absences. The school is actively working with families to build understanding of the impact of extended absences on learning while supporting them to make informed decisions that balance schooling and family needs.

In response to student, staff, and community feedback, CHPS has broadened the range of opportunities available to strengthen student engagement. The specialist program has been expanded to include Performing Arts and Indonesian, both of which have been enthusiastically received by students. Access to instrumental music has also been introduced following strong community interest.

A range of extension programs, lunchtime clubs, cultural initiatives, and expanded sporting opportunities—including the introduction of Play Leaders—have further enriched the school environment. These additions have contributed to a more inclusive and engaging school culture where students feel connected and supported.

The school's commitment to structured support continues through the implementation of 30 minutes of Tier 2 instruction daily, enabling flexible groupings and increasing opportunities for targeted intervention. This model strengthens relationships across cohorts and ensures more frequent touchpoints for monitoring student progress and wellbeing.

Chelsea Heights Primary School remains committed to fostering high levels of engagement and ensuring the school continues to be an inclusive, and central part of the community.

Other highlights from the school year

2025 was a year of strong community connection at Chelsea Heights Primary School, highlighted by the successful implementation and expansion of initiatives that deepened engagement between students, families, and the wider school community.

A major achievement was the continued development of the Wellbeing Hub, which has become a valued and visible support for students and families. The school trialled opening the Hub across three days each week, and the trial proved highly effective. Staff were able to respond promptly to issues such as separation anxiety, social challenges, and students navigating complex family circumstances. This proactive approach strengthened student engagement and wellbeing and was warmly received by families.

The school's commitment to fostering a connected school community was further reflected in the high level of participation in community events throughout the year. Highlights included the Mother's Day and Father's Day stalls and breakfasts, Book Fete, Colour Run, Bunnings Barbecue, and the celebration of student learning showcased during Open Nights. The Colour Run and Book Fete were particularly successful in generating fundraising to support school programs and resources.

The school enhanced involvement with Chelsea Heights Kindergarten and local early-years services to further support successful transitions into Foundation. This included the introduction of monthly Story Time sessions, where pre-school-aged children were invited to visit the school,

enjoy the library, participate in engaging activities, and build early connections with staff and the school environment.

Chelsea Heights Primary School was also proud to celebrate the achievements of students who represented the school in art competitions, sporting events, and district activities. Their participation and success demonstrated the breadth of talent within the school community and the strong culture of encouragement for students to pursue their interests beyond the classroom.

Financial performance

At the end of 2025, Chelsea Heights Primary School remained in a strong financial position, finishing the year with a surplus that will support additional staffing and student programs in 2026. This stable financial foundation has enabled the school to make strategic investments aligned with its priorities in learning, wellbeing, and community engagement.

Throughout 2025, the school invested significantly in classroom upgrades, including new carpet and modern furniture, to enhance the comfort and functionality of learning spaces for both students and staff. The community has also welcomed improvements to student access to digital technologies, with increased availability of school-owned devices helping to reduce pressure on the BYOD program. Ongoing upgrades to the school library have further supported literacy development and student engagement.

The school allocated additional resources to extension and intervention programs, providing targeted support for students at all levels of achievement. Investment in leadership development, teacher professional learning, coaching, planning time, and curriculum refinement has been highly valued by staff and has contributed to reduced workload pressures for teachers and education support personnel. These initiatives have strengthened staff capability and helped the school continue to attract and retain high-quality educators.

Financial allocations in 2025 also supported the expansion of evidence-informed practices, ensuring consistent implementation of the Multi-Tiered System of Support (MTSS) across the school. The school's investment in wellbeing staffing and services, including the Wellbeing Hub, reflects its ongoing commitment to supporting the whole child.

Overall, the school's financial management in 2025 has enabled Chelsea Heights Primary School to enhance learning environments, support staff development, and expand high-impact programs that directly contribute to improved student outcomes and a thriving school community.

For more detailed information regarding our school please visit our website at https://www.chps.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 413 students were enrolled at this school in 2025, 205 female and 208 male. 5% had English as an additional language and 2% 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**	**88.2%**
	Similar schools	80.3%
	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**	**77.8%**
	Similar schools	79.6%
	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
English Prep - 6 % of students at or above age expected standards	**School**	**92.6%**
	Similar schools	88.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**94.4%**
	Similar schools	87.8%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**66.7%**	**70.6%**
	Similar schools	73.1%	74.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**80.0%**	**77.1%**
	Similar schools	77.0%	78.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**70.7%**	**75.1%**
	Similar schools	69.7%	70.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.9%**	**71.3%**
	Similar schools	72.5%	71.8%
	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
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**77.2%**
	Similar schools	72.4%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**83.3%**
	Similar schools	70.3%
	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
Years 4 to 6 % positive endorsement	**School**	**75.6%**		**78.5%**
	Similar schools	75.1%		75.8%
	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
Years 4 to 6 % positive endorsement	**School**	**73.6%**		**74.6%**
	Similar schools	77.2%		76.8%
	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**	**20.4**	**20.8**
	Similar schools	20.6	20.8
	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**	**91.2%**
Year 1	**School**	**90.7%**
Year 2	**School**	**90.7%**
Year 3	**School**	**87.8%**
Year 4	**School**	**87.0%**
Year 5	**School**	**91.8%**
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	$5,363,379
Government Provided DET Grants	$465,339
Government Grants Commonwealth	$14,116
Government Grants State	$0
Revenue Other	$53,619
Locally Raised Funds	$429,384
Capital Grants	$0
Total Operating Revenue	**$6,325,838**

Equity	Actual
Equity (Social Disadvantage)	$54,922
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$54,922**

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

Expenditure	Actual
Student Resource Package[1]	$5,057,554
Adjustments	$0
Books & Publications	$8,882
Camps/Excursions/Activities	$158,422
Communication Costs	$4,155
Consumables	$91,579
Miscellaneous Expenses[2]	$22,709
Agency Staff	$160,732
Professional Development	$49,459
Equipment/Maintenance/Hire	$152,007
Property Services	$115,467
Salaries & Allowances[3]	$142,420
Support Services	$105,147

Expenditure	Actual
Trading & Fundraising	$30,031
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$41,837
Total Operating Expenditure	**$6,140,400**
Net Operating Surplus/-Deficit	**$185,438**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$251,113
Official Account	$25,118
Other Accounts	$58
Total Funds Available	**$276,289**

Financial Commitments	Actual
Operating Reserve	$180,474
Other Recurrent Expenditure	$6,314
Provision Accounts	$0
Funds Received in Advance	$60,572
School Based Programs	$50
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$247,411**

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.