

2025 Annual Report to the School Community

School Name: Chelsea Primary School (3729)



- 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 18 March 2026 at 02:16 PM by Taylor Irish (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 18 March 2026 at 02:17 PM by Taylor Irish (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 Primary School is located in the bayside suburb of Chelsea in Melbourne's south-east. The school continues to grow, with **363 students enrolled in 2025**, reflecting strong confidence in the school from the local community. The school's socio-educational profile remains in the **Low SFOE band**, indicating low levels of socio-educational disadvantage among the student population.

Chelsea Primary School's vision is to be a community of **inclusive, innovative and inspired learners**. Our aim is to build the capacity of every student to achieve personal excellence by developing their academic, social, emotional and creative potential. We strive to ensure that students become confident, adaptable lifelong learners who are self-motivated and emotionally intelligent members of the community.

Our work is guided by four key school values:

- Respect – appreciating diversity and being considerate of how others think and live
- Responsibility – empowering students to take ownership of their learning and actions
- Resilience – developing the capacity to respond positively to challenges
- Relationships – building strong and respectful connections with others

Chelsea Primary School employs a highly dedicated team of teachers, education support staff and administration staff who work collaboratively to support student learning and wellbeing. The school provides a comprehensive curriculum aligned with the Victorian Curriculum, supported by specialist programs in **Visual Arts, Physical Education, Music, STEM and Korean (Languages)**.

Students at Chelsea Primary School benefit from a range of learning opportunities including intervention programs, enrichment activities, interschool sport and extracurricular clubs. The school has a strong focus on evidence-based teaching practices and instructional consistency across classrooms to support high levels of student achievement.

A strong commitment to student wellbeing underpins all aspects of school life. Our wellbeing team works closely with teachers, education support staff and families to ensure that every student feels safe, supported and connected to their learning and to the broader school community.

Chelsea Primary School continues to build on its reputation as a high-performing school focused on continuous improvement, high expectations and strong partnerships with families and the community. The school remains committed to continuous improvement through the use of evidence-informed teaching practices, strong professional collaboration and a clear focus on improving student outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Chelsea Primary School continued to focus on strengthening student learning outcomes through consistent, evidence-based teaching practices. This work represented the final year of the school's Strategic Plan and centred on improving instructional consistency across classrooms, strengthening curriculum implementation, and ensuring all students were supported to achieve high levels of academic success.

A key priority was maintaining a strong and consistent instructional model across the school. Teachers continued to embed explicit teaching practices aligned with cognitive science research and the Victorian Teaching and Learning Model. Professional learning, classroom observations and collaborative planning supported teachers to refine their practice and ensure a shared understanding of effective instruction across year levels.

Teacher judgement data indicated strong achievement across the school, with **89.4% of students achieving at or above age expected standards in English and 92.2% in Mathematics**. These results reflect the school's continued focus on curriculum clarity, explicit instruction and targeted intervention to support students who require additional assistance while extending those performing above expected levels.

NAPLAN results also highlighted strong student outcomes. In **Reading, 78.1% of Year 3 students and 85.1% of Year 5 students achieved in the Strong or Exceeding proficiency levels**, both above state averages. In **Numeracy, 80.9% of Year 5 students achieved in the Strong or Exceeding proficiency levels**, again above both similar schools and state averages.

Student growth was another significant strength. **92.5% of students demonstrated medium or high relative growth in Reading between Year 3 and Year 5**, and **83.3% achieved medium or high relative growth in Numeracy**, significantly above similar schools and state averages.

Throughout 2025, Chelsea Primary School continued to build a culture of professional collaboration, with teachers working in Professional Learning Communities to analyse student data, plan curriculum and refine teaching practices. This collective approach has supported strong student outcomes and positioned the school well as it enters the next phase of strategic planning following the 2026 School Review. 2025 marked the final year of the school's current Strategic Plan, with the school preparing for the next School Review and the development of a new four-year Strategic Plan to guide future improvement.

Wellbeing

Student wellbeing remains a central priority at Chelsea Primary School and underpins our approach to teaching and learning. In the final year of the School Strategic Plan, the school continued to strengthen whole-school systems that support students' social, emotional and

behavioural development, ensuring all students feel safe, supported and connected to their learning.

A key focus in 2025 was continuing to embed our School-Wide Positive Behaviour Support (SWPBS) framework across the school. This work supports the development of consistent expectations for behaviour and helps create a positive and predictable learning environment for students. Staff worked collaboratively to reinforce the school's core values of Respect, Responsibility, Resilience and Relationships, ensuring these expectations were visible and consistently implemented across classrooms and shared spaces.

The Resilience, Rights and Respectful Relationships program also continued to play an important role in supporting student wellbeing and building respectful relationships across the school community. These lessons supported students to develop emotional regulation, resilience and positive interpersonal skills.

Chelsea Primary School maintained a strong focus on early identification and support for students requiring additional assistance. The wellbeing team worked closely with teachers to monitor student wellbeing, coordinate targeted interventions and support individual students and families where required. This included small group programs, individual support sessions and collaboration with external agencies when appropriate.

Student Attitudes to School Survey results indicate that students generally feel connected and supported at school. In 2025, **76.8% of students reported a positive sense of connectedness to school**, while **78.4% reported positive perceptions regarding the management of bullying**, broadly consistent with similar schools and state averages.

In addition to targeted wellbeing supports, the school continued to strengthen a consistent whole-school approach to behaviour and expectations. Staff worked together to ensure a shared understanding of behaviour expectations and the importance of responding to behaviour in a calm, consistent and respectful manner. This approach supports safe, orderly and predictable learning environments where students can focus on learning while feeling supported and respected.

Engagement

Student engagement is a key focus at Chelsea Primary School and plays an important role in supporting both student learning and wellbeing. The school continued to prioritise strong attendance, student participation in learning and opportunities for students to feel connected to the school community.

In 2025, the school maintained a whole-school approach to monitoring student attendance and supporting families to ensure students attended school regularly. The **average number of absence days per student was 20.5**, which is slightly above similar schools but below the state average. Staff worked proactively with families to address attendance concerns and ensure students maintained continuity in their learning.

Attendance rates across the school remained relatively consistent across year levels. In 2025, attendance ranged from **91.9% in Year 3 to 86.4% in Year 6**, reflecting generally strong attendance across the school while also highlighting the importance of maintaining high levels of student attendance. Teachers and year level leaders monitored absences closely and followed up

with families where concerns were identified to support improved attendance and engagement in learning.

Chelsea Primary School also provided a range of opportunities to support student engagement and connection to school life. Students were encouraged to take on leadership roles through opportunities such as leading school assemblies, participating in student leadership groups and supporting younger students through peer-to-peer programs. These opportunities help students develop confidence, responsibility and a sense of contribution to the broader school community.

Students also participated in a variety of extracurricular activities and whole-school events throughout the year. Lunchtime clubs, interschool sport, camps and school events helped strengthen student relationships and foster a positive school culture.

Chelsea Primary School will continue to prioritise strong attendance, positive relationships and meaningful learning experiences to ensure all students remain connected, engaged and supported in their education. Chelsea Primary School remains proud of the strong partnerships between students, staff, families and the broader community that support positive outcomes for all learners.

Other highlights from the school year

Chelsea Primary School enjoyed a number of highlights throughout 2025 that strengthened connections within our school community and provided students with memorable learning experiences beyond the classroom.

Students across the school participated in a range of camps and excursions designed to support both curriculum learning and personal development. These experiences provide valuable opportunities for students to build independence, resilience and teamwork while strengthening relationships with their peers and teachers.

The school also continued to offer a range of extracurricular opportunities including interschool sport, lunchtime clubs and whole-school events. These activities provide students with opportunities to explore their interests, develop new skills and build positive relationships within the school community.

A highlight of the year was the continued involvement of students in whole-school events and celebrations, including school assemblies and special community events. These occasions provide opportunities for students to demonstrate leadership, celebrate achievements and contribute positively to school life.

Chelsea Primary School also values strong partnerships with families and the local community. Throughout the year the school worked closely with parents and carers to support student learning and wellbeing, and community involvement in school events continued to strengthen these relationships.

These experiences help ensure students enjoy a well-rounded education and feel a strong sense of belonging within the Chelsea Primary School community.

Financial performance

Chelsea Primary School maintained a stable financial position throughout 2025, with funding primarily provided through the Department of Education's Student Resource Package (SRP). The SRP provides funding to support staffing, programs and the operational needs of the school. Additional funding was received through targeted programs including Disability Inclusion Tier 3 funding, Mental Health in Primary Schools funding, the Schools Mental Health Fund, Literacy and Numeracy Early Intervention Program funding and Equity funding to support students from disadvantaged backgrounds.

These funding streams support the provision of targeted learning and wellbeing programs, integration support for students with additional needs and specialist teaching and support staff across the school.

School Council also supports the school through locally raised funds and contributions which assist with the purchase of learning resources, equipment and improvements to the school environment.

The school continues to monitor staffing and operational expenditure carefully to ensure the long-term sustainability of programs and resources while maintaining a strong focus on supporting student learning and wellbeing outcomes.

**For more detailed information regarding our school please visit our website at
<https://www.chelseaps.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 363 students were enrolled at this school in 2025, 188 female and 174 male. 9% 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**.


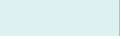

Parent Satisfaction Summary

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	88.9%	
	Similar schools	80.6%	
	State	82.0%	

School Staff Survey


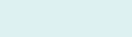


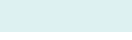

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.4%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING


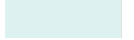


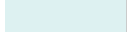


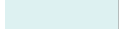


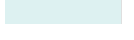

Teacher Judgement of student achievement against the Victorian Curriculum

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	89.4%	
	Similar schools	90.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.2%	
	Similar schools	89.6%	
	State	84.2%	

NAPLAN

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


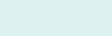


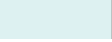

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	78.1%		76.8%
	Similar schools	76.9%		76.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.1%		86.6%
	Similar schools	79.7%		81.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	65.2%		75.9%
	Similar schools	74.5%		73.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.9%		78.9%
	Similar schools	76.7%		75.2%
	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'.


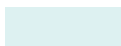

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	92.5%	
	Similar schools	74.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.3%	
	Similar schools	73.6%	
	State	74.0%	

WELLBEING


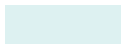

Student Attitudes to School – Sense of Connectedness

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	76.8%		76.1%
	Similar schools	76.7%		76.4%
	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	78.4%		75.9%
	Similar schools	76.4%		75.3%
	State	76.4%		75.8%

ENGAGEMENT




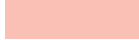



Average absence days per student

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	20.5	21.1
	Similar schools	19.6	20.1
	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	88.8%	
Year 1	School	89.8%	
Year 2	School	89.8%	
Year 3	School	91.9%	
Year 4	School	89.7%	
Year 5	School	88.8%	
Year 6	School	86.4%	

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	\$4,849,092
Government Provided DET Grants	\$344,906
Government Grants Commonwealth	\$10,400
Government Grants State	\$141,873
Revenue Other	\$16,834
Locally Raised Funds	\$260,318
Capital Grants	\$0
Total Operating Revenue	\$5,623,424

Equity	Actual
Equity (Social Disadvantage)	\$38,610
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$38,610

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

Expenditure	Actual
Student Resource Package ¹	\$4,463,910
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$109,220
Communication Costs	\$9,512
Consumables	\$124,981
Miscellaneous Expenses ²	\$12,426
Agency Staff	\$183,442
Professional Development	\$19,899
Equipment/Maintenance/Hire	\$40,537
Property Services	\$171,655
Salaries & Allowances ³	\$86,445
Support Services	\$13,750

Expenditure	Actual
Trading & Fundraising	\$14,606
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,189
Total Operating Expenditure	\$5,282,573
Net Operating Surplus/-Deficit	\$340,851
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	\$140,507
Official Account	\$18,466
Other Accounts	\$56,326
Total Funds Available	\$215,299

Financial Commitments	Actual
Operating Reserve	\$136,444
Other Recurrent Expenditure	\$19,495
Provision Accounts	\$0
Funds Received in Advance	\$48,254
School Based Programs	\$0
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	\$62,952
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$267,144

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.