

2024 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 02 April 2025 at 12:31 PM by Taylor Irish (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 02 April 2025 at 12:31 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
- 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

Chelsea Primary School is situated in Chelsea which is a suburb in the south-east bayside area of Melbourne with a total student enrolment of 364 children. Our staff consists of 26 teachers (several part-time) and 20 educational support staff. We also have three administrative staff, a business manager, and two assistant principals, one part-time. Chelsea Primary School’s vision is to be a community of inclusive, innovative, and inspired learners. Supporting this vision are three core values: To build the capacity for students to achieve personal excellence by developing their academic, social, emotional, and creative potential. Children who enrol at Chelsea PS will become Confident, adaptable, lifelong learners who are self-motivated and emotionally intelligent citizens of the community and the rapidly changing wider world.

- Respect – appreciating diversity and being considerate of how people think and live
- Responsibility – empowering students to take ownership of their learning and actions.
- Resilience – continually strengthening our capacity to understand challenges and create new possibilities.
- Relationships – building strong relationships and connections.

The school's socio-economic profile, based on families' occupations and education, is considered in the low band, which represents a high parent education level and high socio-economic advantage. Our curriculum at CPS reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education, music, STEM and a language other than English program (Korean). Our school, characterised by a mix of heritage and modern facilities, provides an ideal setting for learning and growth. With projections for continued growth, we are committed to maintaining our reputation as a high-performing school grounded in evidence-based practices. Chelsea Primary School students participate in various enrichment programs, interschool competitions, and extracurricular activities to promote holistic development. Additionally, our dedicated support staff provide targeted intervention programs for students with specific learning needs, ensuring that every student receives the support they require to thrive. Central to our ethos is a commitment to student well-being, facilitated by a dedicated well-being team focused on fostering positive relationships and providing support through various programs and activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Chelsea Primary School’s learning focus was on enhancing student achievement with a particular emphasis on numeracy, aligning with a state-wide priority set by the department. We continued implementing the Tutor Learning Initiative (TLI) to address potential learning gaps, with

our three tutors working across all year levels. They collaborated closely with teachers to ensure classroom instruction and tutoring sessions were aligned, shared high-impact teaching strategies, and monitored student progress. The impact of this work was evident in our NAPLAN numeracy results, where 89% of Year 3 students achieved in the exceeding or strong proficiency bands, and 68% of Year 5 students performed above the state average. Notably, no students in Years 3 or 5 were identified as needing additional support.

Throughout the year, our literacy learning specialist guided staff in embedding a consistent, systematic, and research-based approach to English instruction. Programs such as Spelling Mastery and The Writing Revolution were refined, ensuring consistency across all year levels. This work reinforced our commitment to explicit instruction and differentiated learning, supporting students working both below and above grade level. Staff engaged in ongoing professional learning and participated in classroom observations, fostering a culture of feedback and continuous improvement.

Our NAPLAN reading results reflected the success of these strategies, with Chelsea Primary School outperforming similar schools, the state, and the network in both Year 3 and Year 5. Additionally, teacher assessments showed strong growth in student achievement. The percentage of students from Prep to Year 6 working one year or more above in Reading/Viewing increased to 44% in 2024, up from 37% in 2023. In Writing, this figure rose from 22% in 2023 to 29% in 2024. These results highlight the effectiveness of our evidence-based approach and the collective dedication of our staff to delivering high-quality instruction.

Wellbeing

Chelsea Primary School takes great pride in the exceptional level of pastoral care we provide to our students. In 2024, we remained committed to enhancing student wellbeing, aligning with the state-wide goal of mobilising resources to support students' mental health, particularly those most vulnerable. To achieve this, we continued embedding the Resilience, Rights and Respectful Relationships (RRRR) program across the school and relaunched our refined School-Wide Positive Behaviour Support (SWPBS) model. Our Wellbeing PLC played a key role in strengthening our whole-school approach by developing and implementing parent information sessions to foster a shared understanding of student wellbeing within our community.

The impact of these initiatives was reflected in our Attitudes to School Survey results, with Chelsea Primary School achieving 89% endorsement, surpassing similar schools, network, and state data—an increase from 84% in 2023. Chelsea Primary School is recognised as a leader in student care and support, and we look forward to continuing our work in supporting other local schools on their wellbeing journey.

A key focus in 2024 was supporting at-risk students through a range of Tier 2 interventions. One significant initiative was the appointment of a Wellbeing Learning Specialist to develop a whole-school system for tracking and monitoring students requiring additional support. This role also ensured a collaborative and consistent approach among staff. Our Wellbeing Learning Specialist and Assistant Principals dedicated time to delivering individual and small-group support sessions, which received highly positive feedback from students. Given the success of this model, we will continue to refine and implement it in 2025.

Engagement

Engagement encompasses both the engagement of a student in their learning and engagement as measured by attendance.

To measure engagement in reference to learning, the following results were evidenced in the Attitudes to School Survey:

- ? Providing a stimulated learning environment – 82% (above similar, state & network schools)
- ? Providing differentiated learning challenges- 89% (above as state, similar, and network schools)
- ? Wellbeing team members will plan student feedback sessions to unpack “Effective teaching practice for cognitive engagement.

To further promote student engagement, Chelsea Primary School prioritised running student clubs, including the Bluey Club and STEM club, along with the whole school production each year. Throughout 2024, teachers focused on providing academic extension for those working above their year level and making appropriate adjustments to the task, process, or learning environment for those with specific learning difficulties. Many Year 5/6 students participated in the DET High Ability program in writing and maths.

Chelsea Primary School emphasised continuity of learning and attendance throughout the 2023 school year. We employed a whole school approach to monitoring absences, with year-level leaders and classroom teachers checking in with students and contacting home if there were concerns. Year-level leaders also shared best practices for monitoring attendance in team meetings, including unexplained absences, ongoing absences and punctuality. As a result, our school’s attendance rate of students in the 95 to 100% range was 27% in 2024. 7% of our student’s cohort were below 70% of attendance.

Financial performance

In 2024, to accommodate the growing number of enrolments, we used some of the school’s surplus to fund the creation of flexible walls to separate spaces and classrooms. These classrooms also needed furniture and equipment. Painting was also completed in areas where it was needed. We used some of the surplus to replace a synthetic turf oval at the back of our school grounds and also to build a new school bike shed. The surplus was used to top up our CRT budget twice during the year to replace staff who were sick with COVID-19-positive or ill. The overall staffing FTE has increased slightly, to staff further tutors and learning specialists in curriculum and wellbeing. The leadership team has strategically budgeted throughout 2024 to ensure the school resourced well and our school environment is well maintained for our students. The school will not have a surplus in 2025, the leadership team will work strategically to ensure we minimise the school’s deficit in 2025. We have employed teachers and ES staff to ensure with are catering for the high percentage of students with additional needs, we have topped up our tutor support team and learning intervention team to support students with their literacy and numeracy needs. We have a projected deficit, with the figure to be (approx. 200,000) confirmed once the reconciliation process is finalised in 2025.

**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 348 students were enrolled at this school in 2024, 184 female and 164 male.

10 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).

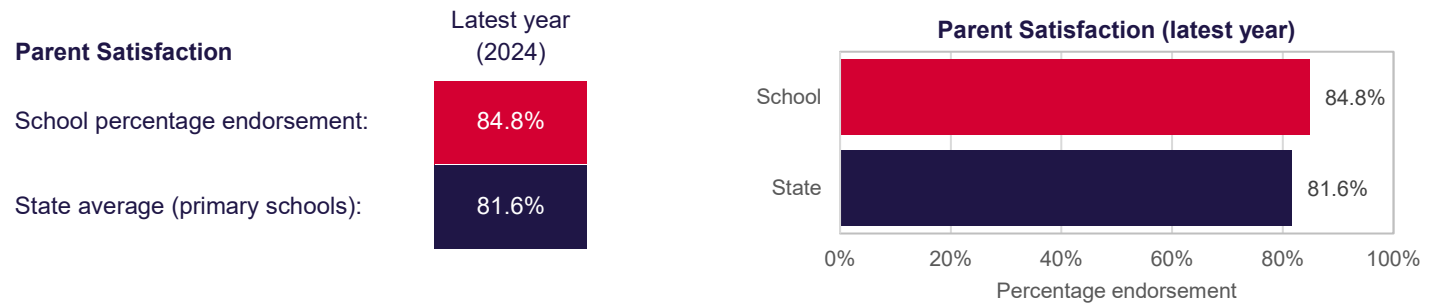
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

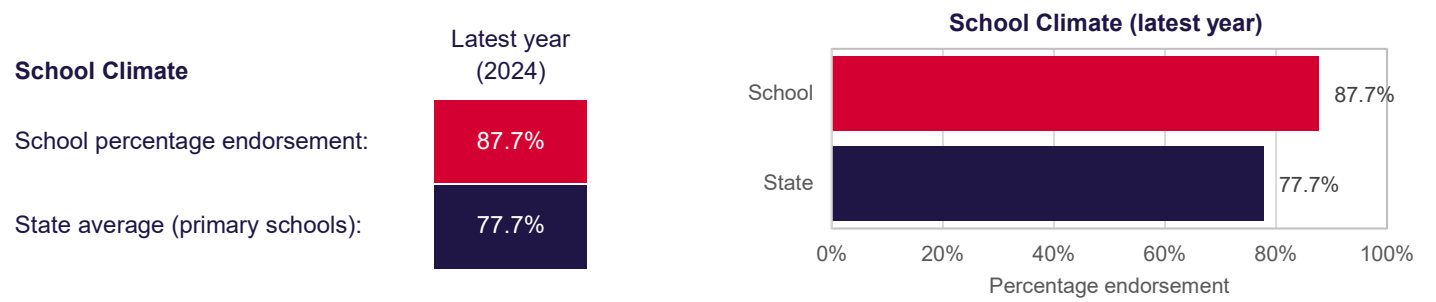


School Staff Survey

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.



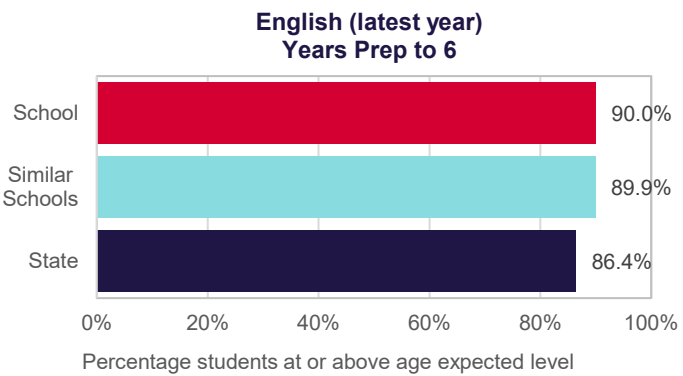
LEARNING

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.*

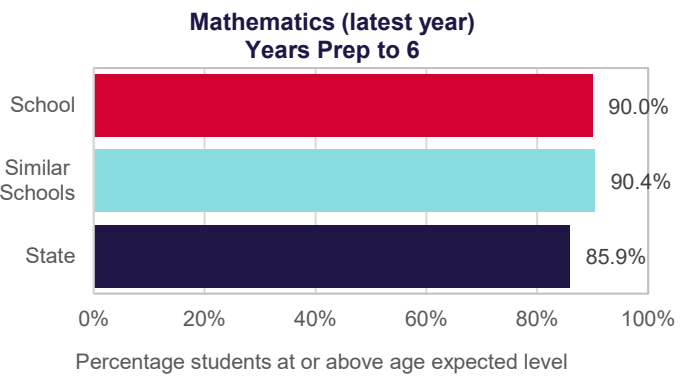
Teacher Judgement of student achievement against the Victorian Curriculum

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:	90.0%
Similar Schools average:	89.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.0%
Similar Schools average:	90.4%
State average:	85.9%



LEARNING (continued)

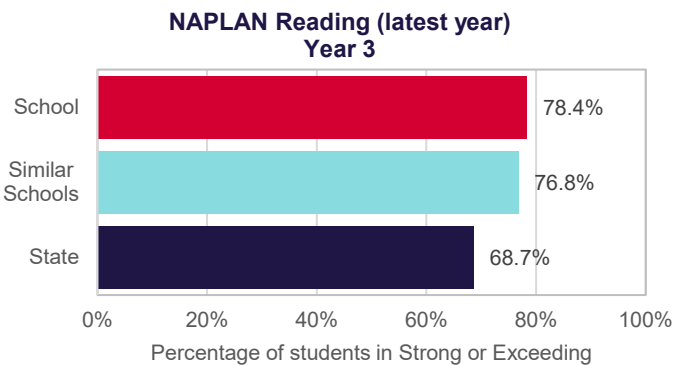
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NAPLAN

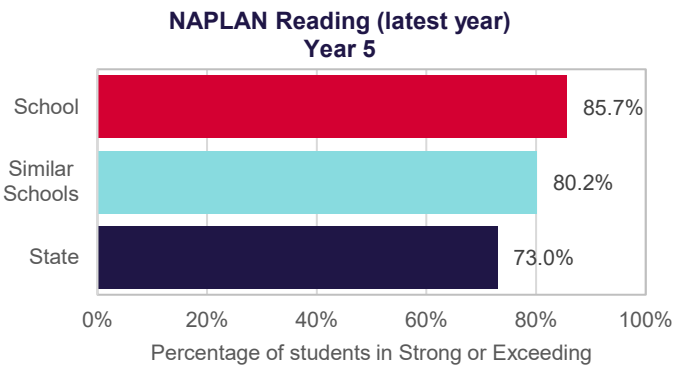
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

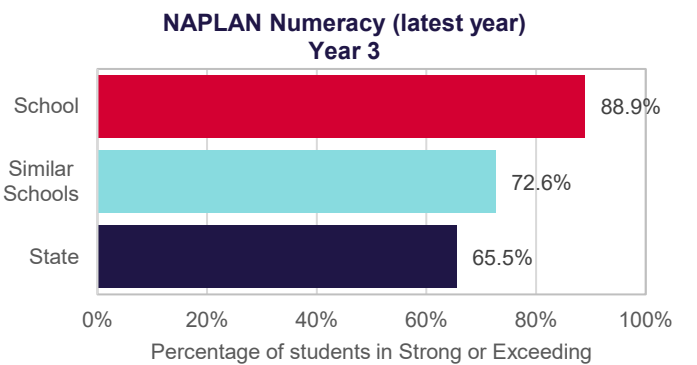
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.4%	75.6%
Similar Schools average:	76.8%	76.9%
State average:	68.7%	69.2%



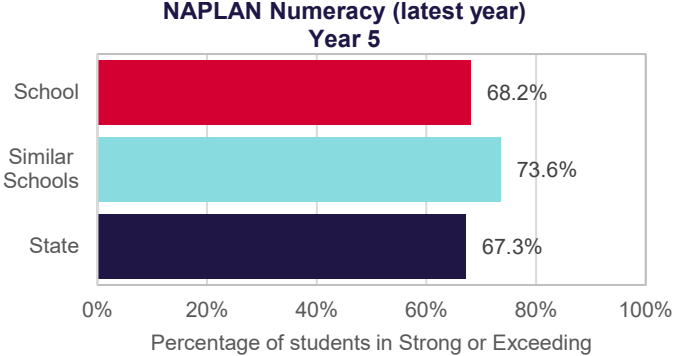
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	87.7%
Similar Schools average:	80.2%	82.2%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	84.8%
Similar Schools average:	72.6%	73.4%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	77.6%
Similar Schools average:	73.6%	74.4%
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:

77.3%

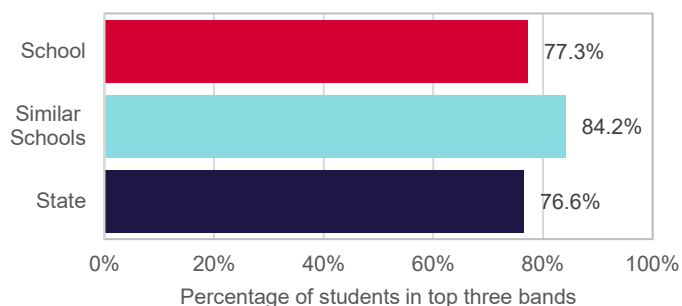
Similar Schools average:

84.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

61.8%

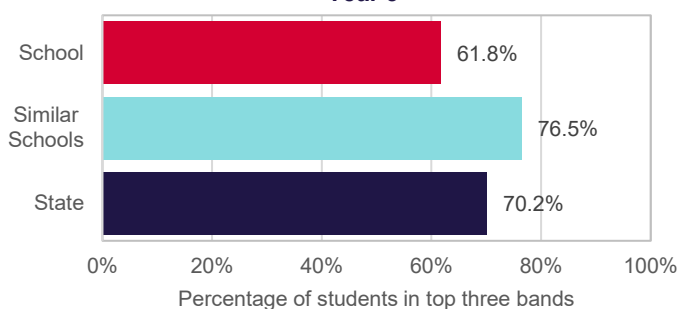
Similar Schools average:

76.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.0%

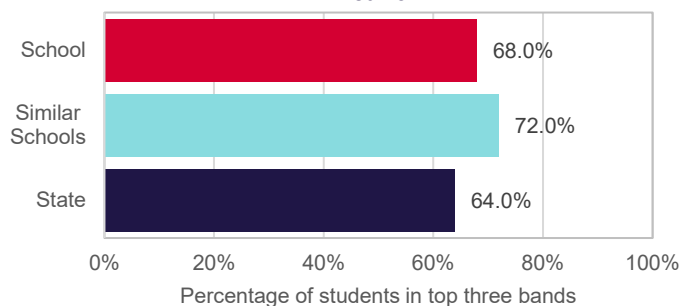
Similar Schools average:

72.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

58.3%

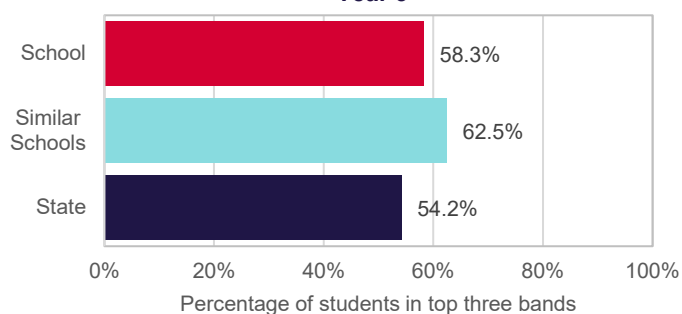
Similar Schools average:

62.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

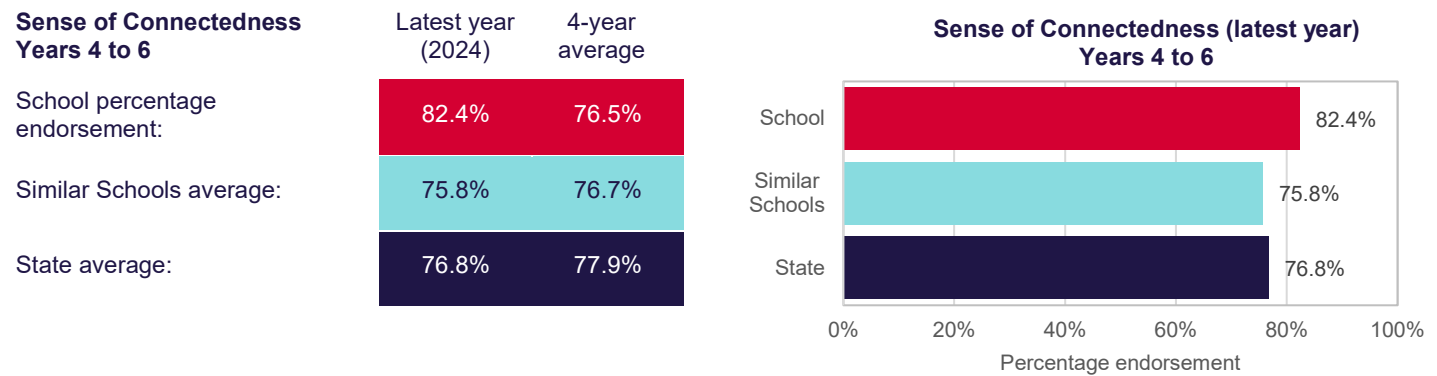


WELLBEING

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.

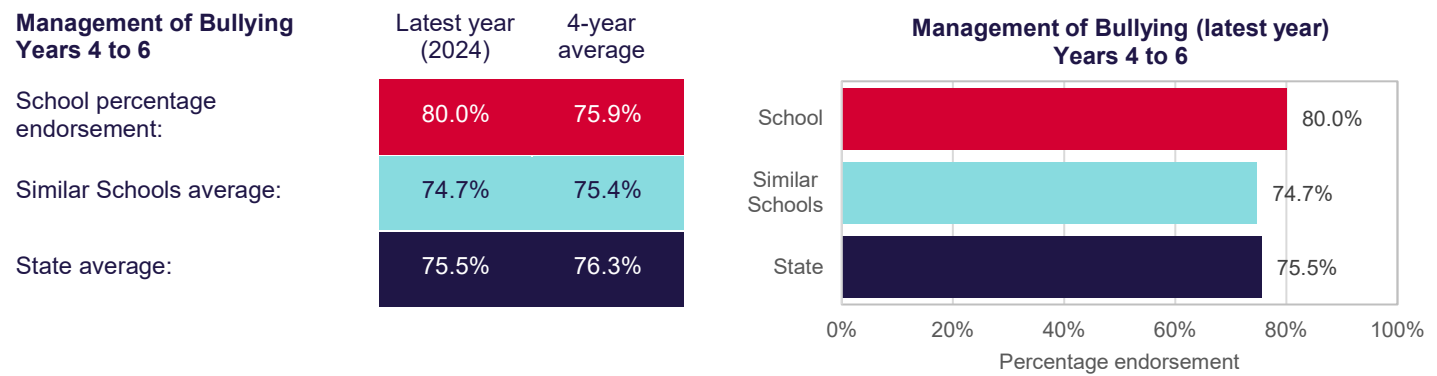
Student Attitudes to School – Sense of Connectedness

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).



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).

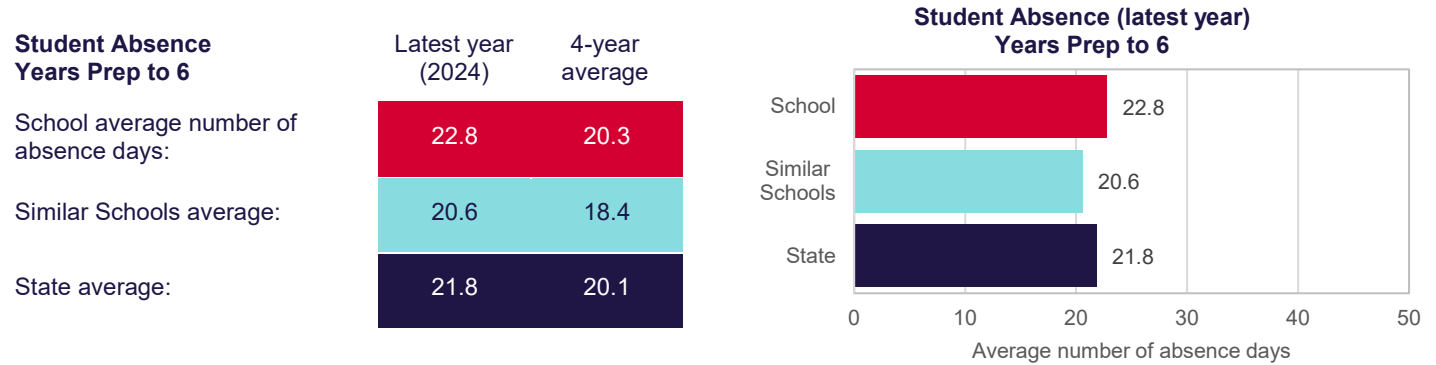


ENGAGEMENT

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):	91%	90%	89%	90%	89%	84%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,232,348
Government Provided DET Grants	\$654,735
Government Grants Commonwealth	\$17,779
Government Grants State	\$5,000
Revenue Other	\$16,942
Locally Raised Funds	\$276,827
Capital Grants	\$0
Total Operating Revenue	\$5,203,631

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,501
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,501

Expenditure	Actual
Student Resource Package ²	\$3,897,200
Adjustments	\$0
Books & Publications	\$36
Camps/Excursions/Activities	\$142,118
Communication Costs	\$6,419
Consumables	\$124,597
Miscellaneous Expense ³	\$4,892
Professional Development	\$20,206
Equipment/Maintenance/Hire	\$115,539
Property Services	\$278,698
Salaries & Allowances ⁴	\$49,801
Support Services	\$173,583
Trading & Fundraising	\$12,593
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,956
Total Operating Expenditure	\$4,861,639
Net Operating Surplus/-Deficit	\$341,993
Asset Acquisitions	\$45,846

- (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 16 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	\$270,894
Official Account	\$14,242
Other Accounts	\$50,854
Total Funds Available	\$335,990

Financial Commitments	Actual
Operating Reserve	\$161,175
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$161,175

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.

