

2023 Annual Report to the School Community

School Name: Chandler Park Primary School (5533)



- 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 17 April 2024 at 01:24 PM by Jo Hillman (Principal)

- This 2023 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 22 April 2024 at 09:10 AM by Anthony D'Souza (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context



Chandler Park Primary School is a friendly and caring school aimed at providing a quality service to families and an outstanding education for children. Our motto 'Pride in Excellence' supports our vision of children, achieving to their potential; extending and enabling them to thrive and achieve in all aspects of their lives. Our mission is to ensure that students are at the centre of everything we do and we seek to provide the best possible education for our learners and a broad range of career opportunities for our staff.

The school offers specialist programs in Physical Education, a Language Other Than English (Mandarin), Visual Arts, STEAM (Science, Technology, Engineering, Arts and Mathematics) and Performing Arts. Literacy, Numeracy and Student Wellbeing are priorities for our school, with information technology being intrinsic to all our programs. As children bring a variety of experiences and learning needs to school, we provide a wide range of challenging and flexible programs enabling them to develop as happy, knowledgeable, optimistic, creative and resilient learners who will always do their best and strive for excellence. We have a safe and inclusive learning environment and we expect every student to uphold the values that underpin the management and teaching practices at our school.

Our school values are:

Collaboration – being friends, caring for each other and working together

Respect – For self, for others, for property and the environment

Resilience – trusting in ourselves, 'having a go' and not giving up

Innovation – to use initiative and imagination to create something new

At Chandler Park PS we are focused on ensuring all staff are collaborative, innovative and apply research-based teaching and learning approaches which will prepare students for their future. In developing engaging learning spaces, Chandler Park focuses on creating a safe, supportive and orderly learning environment and implementing whole school approaches that build resilience and respectful relationships. Staff endeavour to provide students with diverse and personalised learning experiences that foster technology rich practices and students are given various opportunities to express their views, ideas and concerns. Our values of Respect, Resilience, Collaboration and Innovation underpin our actions and interactions. They are espoused by all members of our community and assist the students in developing a strong sense of self and an ability to contribute positively to our world. At CPPS we are focused on individual student growth in literacy and numeracy, to develop students' creative and critical thinking skills and strengthen student voice in their learning. We have a strong emphasis on continuing to develop the capacity of all staff, with a specific focus on building the leadership skills across the school. Our student wellbeing programs continue to focus on ensuring students feel safe and supported in their learning. With the development of the 2022-2025 strategic plan at the end of 2021, the school looked forward to the 2023 with a clear pathway to improvement. The annual improvement plan (AIP) was developed, based on the recommendations from the 2022-2025 strategic plan. Throughout the year there was a larger number of absences due to Covid and the Flu however the leadership team was committed to ensuring that the teaching and learning program was uninterrupted wherever possible - including specialist classes and the Tutor Learning Initiative.

In 2023, CPPS's enrolment declined slightly, with 449 (at the August census) students and 21 classes. The slight decrease was largely attributable to fewer international students coming into the country as a result of the travel restrictions created by the pandemic, fewer families migrating to Australia for the same reason as well as lengthy delays for visa applications. In 2023, the staffing profile was 1 principal class, 2 assistant principal class, 2 learning specialist positions, 28.3 teachers, and 14.21 support staff (administration and classroom). The school's Student Family Occupation and Education Index (SFOE) dropped slightly to .4577. The school ICSEA (Index of Community Socio-Educational Advantage) increased slightly to 991, with CPPS was ranked at the 42 percentile in 2023. There a small number of students enrolled at CPPS (2%) with indigenous backgrounds and 57% of students were EAL learners. In 2023 there were 25 students supported through the PSD program, which equates to 5.5% of our school population. In 2023 CPPS had seven international students enrolled across various year levels.

The facilities at the school include permanent classrooms for 17 classes and relocatable (Mod 5) classrooms for 4 classes. There is also a full sized gymnasium for sport and community use, with a modern canteen and utility space that is used for our breakfast programme. Other dedicated classrooms include a performing arts room (music), visual arts studio (art), LOTE classroom (Mandarin), STEAM classroom (science, technology, engineering, arts and mathematics). A Before, After School and Holiday Care program is operated on site by Theircare, a registered care provider. The grounds are spacious and include a variety of play areas, established trees and gardens, space for organised sports such as basketball and soccer, and an all-weather playing field and track.

In 2023 improvements made throughout the school included the installation of Promethean Boards (interactive whiteboards) in six classrooms within the Waratah building. A new set of flag poles was added to ensure CPPS were being inclusive of Aboriginal and Torres Strait Islander cultures. In addition, the school extended its one-to-one device (Chromebooks or laptops) program for all students in Years 3 to 6, in addition to its iPad provision

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2023 Key Improvement Strategy (KIS) for learning, identified by DET to enable the achievement of its state-wide priorities goal was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. CPPS's learning Key Improvement Strategy was to 'support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy'.

Our key actions to support this KIS were to:

- Continue to recruit and build the capacity of the school's Data Champions (e.g. through Data Wise in Action)
- Identify and schedule school-based professional learning related to the inquiry cycle, building data literacy, identifying learner centred foci and problems of practice (informed by Data Wise), delivered by PLT leaders
- Support the implementation of the TLM through continuing engagement with school improvement consultant (Pamela Macklin), as critical friend, and leadership coach
- Build our middle leaders capacity to coach staff in the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the use of Promethean Boards to support teaching and learning)
- Create a data base of practitioner expertise (e.g. literacy, numeracy, behaviour support, technology, etc.) within the school collated from a self-identification tool and colleagues' recommendations.
- Create a professional learning video resource of high quality teaching/pedagogical practice linked to the whole school data base of expertise
- Whole school professional learning focused on extending and the 'Act Phase' of the Data Wise improvement cycle
- Engagement with external Data Wise coach working through whole school and team level improvement cycle/s
- Develop and implement agreed coaching practices, informed by the Jim Knight 'Impact Cycle' framework, to support the continuing work with the Self-reflection to Action process that all teachers and support staff undertake
- Each teacher and classroom ES personnel to film their practice at least once per semester, complete self-reflection and set focused improvement goal (connected to PDP), with a particular focus on the middle phase of the TLM (with either a Teaching and Learning or a Wellbeing focus)
- All staff members to engage with at least one coaching conversation each semester with a member of the leadership team
- Support PLT leaders to deliver school-based professional learning related to the inquiry cycle, building data literacy, identifying learner centred foci and problems of practice (informed by Data Wise) through modelling and coaching.

Our 12 month targets:

Increase the percentage of Year 5 students above benchmark growth on NAPLAN Reading to 28% at or above Writing to 13% at or above Numeracy to 24% at or above

Decrease the percentage of Year 5 students below benchmark growth on NAPLAN Reading to 26% below Writing to 25% below Numeracy to 20%

PAT Data Increase of 2% in stanine 5+ and a decrease of 2% of students in stanine 4 and below in reading and mathematics for each cohort in comparison with the 2021 data.

Increase the percentage of Positive Endorsement of Instructional Leadership in the school Staff Survey Data to be 60% or above

AToSS Domain Teacher Student Relations 'Teacher Concern' factor to be 71% or above

AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor to be 83% or above by 2025

AToSS Domain Social Engagement 'Student Voice & Agency' factor to be 78% or above by 2025

Reflection on Student Learning Targets

NAPLAN Data:

Due to NAPLAN reporting differently in 2023 the targets have needed to be adjusted.

NAPLAN targets - Met Overall Percentage of Year 5 students in the proficiency levels Exceeding and Strong ranged from 60% to 71% for Reading, Writing and Numeracy.

Percentage of Year 5 students in the proficiency level 'Needs Additional Support' ranged from 8% to 11% for Reading, Writing and Numeracy, however the data provided is inconclusive when very few students are involved.

PAT Data:

PAT targets - Partially Met Due to a change in its administration to an adaptive format in 2023. Consequently, the data is reported differently.

Percentage of students working above the expected level in Reading for each cohort.

Percentage of students working above the expected level in Mathematics ranged from 10.5% to 41% across the cohorts with year 3 showing the greatest level of achievement.

Staff Survey Data - Met

This target was achieved with the percentage of Positive Endorsement of Instructional Leadership in 2023.

Attitudes to School Survey Data:

There is no 2022 Attitudes to School Survey Data due to the high number of student and staff absences meaning the surveys could not be completed.

Teacher Student Relations 'Teacher Concern' was met.. Through a strong and targeted focus from school leadership and staff this 2025 target has been met 2 years in advance.

Learner Characteristics and Dispositions 'Sense of confidence' factor indicates that we are on track to achieving this target by 2025.

Social Engagement 'Student Voice and Agency' factor indicates that we are on track to achieving this target by 2025.

****Identify and schedule school-based professional learning related to the inquiry cycle, building data literacy, identifying learner centred foci and problems of practice (informed by Data Wise), delivered by PLT leaders****

At the beginning of 2023 whole school norms were developed to ensure all teams built a consistent understanding of PLT culture, behaviours and attitudes.

Based on advice from our Data Wise Coach we systematically implemented the use of Plus (what worked well)/Deltas (what could improve) at the end of each PL, PLT and Strategic Team collaboration. This feedback was used to modify, address and respond to staff ideas to ensure the professional learning was meeting their needs. We used a tiered approach to unpack data beginning with the Data Champions, who then led the conversations with the whole staff in professional development sessions.

A tiered approach for PLT Leaders took place at after school meetings and we continued to support them to deliver the professional learning to the whole school. Specifically we built their capacity to use protocols when analysing data, facilitating professional discussions and to ensure equity of voice.

****Support the implementation of the TLM through continuing engagement with school improvement consultant (Pamela Macklin), as critical friend, and leadership coach****

The school improvement consultant has continued to provide one-to-one coaching for the PCT and the LTs/LSs. She has acted as a critical friend to assist us to monitor the implementation of the TLM and challenged us to consider our evidence of this. Pamela explored with the LTs/LSs how the Self-Reflection for Action process is supporting the implementation of the TLM.

****Build our middle leaders capacity to coach staff in the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the use of Promethean Boards to support teaching and learning)****

The Teaching and Learning AP coached PLT Leaders through personal goals linked to leading their teams. The common trend for the PLT leaders was leading teams through the change of planning documentation, and how this links with the TLM. Some strengths

include the structured use of protocols to ensure equity of voice, structured agendas for each meeting and teams demonstrating growth in collaborative practice.

****Whole school professional learning focused on extending and the 'Act Phase' of the Data Wise improvement cycle****

Professional Learning focused on moving from the Data Wise Inquire Phase to the Act Phase.

Teaching staff worked together to understand how to observe practice using the Objectivity/Specificity Matrix (Data Wise tool). Teachers were coached to develop their skills in writing observations. The observations occurred in triads to collect data focused on male and female interactions during the explicit teaching component of the lesson. These observations derived from the Learner Centred Problem which was: 'Focusing on the value of our female contributions during explicit teaching will nurture their engagement.' All teachers completed two observations and were observed once, with this as the focus. In each observation a Principal Class member was present to ensure consistency of observational note taking and tallying of boy vs girl response data. The data was analysed with the data champions and with the teaching staff and informed our Problem of Practice and Action Plan.

****Engagement with external Data Wise coach working through whole school and team level improvement cycle/s****

The Data Wise coaching sessions coincided with the steps of the Data Wise Inquiry Cycle. This provided the DW Implementation Team with guidance and support to continue the process with fidelity through Steps 5 to 8. The coach provided a number of tools to facilitate our work and data collection practices. He provided specific feedback on our progress, implementation practices and the quality of the data collected. The DW coach's feedback was particularly positive in relation to our detailed and thorough observation process; and the inclusive processes used to consult and collaborate throughout the steps of the inquiry cycle.

****Each teacher and classroom ES personnel to film their practice at least once per semester, complete self-reflection and set focused improvement goal (connected to PDP), with a particular focus on the middle phase of the TLM (with either a Teaching and Learning or a Wellbeing focus)****

All teachers and ES staff followed the Self-reflection for Action process. Each teacher set two goals, one focused on teaching and learning and one on wellbeing. The LS have provided one-to-one coaching to support achievement of individual goals. The ES staff members focused on a wellbeing goal, with a recording of practice each semester. This process was new to ES this year, hence the expectation of one goal rather than two. Teacher identified goals were developed from PIVOT data and linked to individual PDPs. PIVOT data was also used to track progress against goals.

Throughout the course of 2023, a significant emphasis was placed on the imperative task of ensuring that all students are appropriately engaged with the prescribed curriculum. Given that 57% of our student body comprises English as an Additional Language (EAL) learners, it was paramount to ensure that these individuals were directed towards the EAL continuum, as opposed to adhering strictly to the Victorian Curriculum. By doing so, educators were better equipped to discern and address the unique linguistic requirements of EAL students, thereby facilitating the development of their English language proficiency within the classroom environment.

Wellbeing

The 2023 Key Improvement Strategy (KIS) for wellbeing, was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our key actions to support this KIS were to:

- Develop a whole school approach to inclusion through alignment of our beliefs and practices, with a particular focus on IEPs
- Investigate the pre-conditions that underpin optimal learning and wellbeing for all

The expected outcomes from these actions were:

- Leaders will build the capacity of staff to strengthen their professional practice in building strong relationships with students
- Students will feel supported, engaged and safe at school in their interactions with peers and staff which will reflect a strong, healthy school culture
- Staff have a stronger understanding and commitment to inclusion, student voice and agency
- Staff has a clear understanding of the future direction for establishing a social regulation engagement model (e.g. SWPBS)
- Community trust and relationship are strengthened through improved communication practices

Professional activities that were implemented to achieve the actions included:

Investigate a whole school tiered social regulation/engagement model such as School Wide Positive Behaviour Support (SWPBS)

The Wellbeing Strategic Team attended a SWPBS information webinar to gain a greater understanding about the Framework as well as the process and timeline for our school's application. This information supported a whole school PL session to teaching staff and ES staff to inform them of the Framework and the application process.

The Wellbeing Team focused on visiting other schools whose implementation of SWPBS is at different stages of maturity. The Wellbeing Team presented their findings and the benefits of SWPBS to the whole staff. All staff were asked to communicate their commitment to the implementation of SWPBS at Chandler Park Primary School. The support was unanimous in favour of applying to become a SWPBS school in 2024. Our staff responded unanimously to a whole school consistent approach toward student behaviour and a focus on recognising positive student behaviours to create a sense of safety and strong sense of belonging for all of our students.

Unfortunately, our application for SWPBS in 2024 was unsuccessful. We will contact the SWPBS coach to assist us to begin the implementation of SWPBS independently as this will enable us to gain valuable experience and insights into a whole school approach. We will seek feedback regarding our application, in order to increase success for our reapplication in 2025. Further school visits may assist us with this.

Identify current practice in establishing and maintaining a calm and orderly learning environment

We recruited a Leading Teacher - Inclusion, who is spearheading the implementation of the Disability Inclusion initiative. The inclusion leader role primarily includes providing essential professional learning to staff on how to implement individualised adjustments effectively, in order to provide an inclusive and supportive learning environment. Weekly professional learning was undertaken with Education Support staff by the Wellbeing AP and Inclusion Leader, initially focused on building staff capacity to manage incidents. Reflective sessions to determine the problem of practice to inform professional learning, moving student behaviours from the current/present state to the desired state. Our initial problem of practice focused on how we communicate with children to ensure they follow all staff instructions. We delivered PL on three consistent strategies for ES to use, which centred largely on behaviour management. We then surveyed ES staff to monitor the impact of the professional learning and to set goals. Behaviour management and student engagement was explored through the Self-Reflection for Action process, in particular individual wellbeing goals. A number of teaching and ES staff members chose personal goals to work on this year based on behaviour and engagement. Learning Specialists supported staff in the goal setting process, as well as creating action plans to facilitate achievement of individual goals. Staff participated in professional conversations with Learning Specialists and other colleagues to assist in building/developing their use of learning strategies to support individual goals. They sought out professional readings, and ES staff accessed professional learning delivered on a weekly basis.

Strengthen the use of IEPs as authentic ongoing planning and monitoring documents, through the use of the improvement cycle and through 1:1 coaching with the Learning Specialists:

To ensure alignment with the new Disability Inclusion platform in 2024, an IEP audit was conducted to identify the school's current strengths and areas for development.

Teachers completed a staff IEP survey. Results of the survey identified a need for PD regarding IEPs, transition processes of IEPs from one teacher to another and a system to track and monitor goals.

Strengthen the implementation of the Respectful Relationships curriculum to ensure schoolwide consistency of practice through professional learning

Our Respectful Relationships school toolkit was expanded with new resources added by the Assistant Principal (Wellbeing), and provides staff with support and professional learning to assist implementation in the classroom. Through the 'Self-Reflection For Action' process and professional conversations with colleagues, staff were directed to this resource. Staff new to RRRR were assisted and directed to resources to support the RR curriculum, such as the online school resources on Google Drive mentioned previously, as well as the RR Teacher Manuals and Departmental resources. Middle leaders enabled staff to observe lessons where required and newly-returned classroom teachers were supported to deliver the program with their classes.

The PLTs actively collaborate to plan RRRR lessons based on the needs of each cohort. This is reflected in each term and weekly planner with teams taking on the suggestion of delivering RRRR lessons early in the week to use as a visual teaching tool for the rest of the week. Teams have been more cohesive and consistent with the implementation of RRRR. Teams sometimes begin their planning with RRRR to allow for development of the concepts through other curriculum areas.

Our 12-month targets were:

1. AToSS Domain Teacher Student Relations 'Teacher Concern' factor to be 71% or above with a particular focus on improving the Year 5 and Year 6 positive endorsement

This target was met as overall with Year 4-6 students. Year 5 and 6 students met or exceeded the 12 month target.

2. AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor to increase to 83% with a particular focus on improving the Year 5 and Year 6 positive endorsement.

This target was not met as overall. Results were quite varied; whilst the Year 5 students had a low response rate, the Year 6 students' responses were close to the target.

3. AToSS Domain Social Engagement 'Student Voice & Agency' factor increase to 78% or above

This target was not met as overall. Results were quite varied; whilst the Year 5 students had a low response rate the Year 6 students' responses met the target.

4. Reduce the whole school average student absence rate to below 20 days with a particular focus on reducing the number of unexplained absences.

In 2023, 37% of students had 20 or more days absent. This is a decrease from 44% of students with 20 or more days absent in 2022.

Engagement

The 2023 Key Improvement Strategy (KIS) for wellbeing, was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. One of the Department's measures for monitoring student engagement is attendance at school. Our Strategic Plan target (four-year target) is to reduce the whole school average student absence rate to 10 days or less by 2025. Attendance/absence data for the past five years indicates that this four-year target is an extremely ambitious one.

Student absence rates were reduced in 2023. This may have been due to less families travelling overseas for family holidays in 2023 than in 2022, when the travel restrictions were first removed. The number of students with 30+ days' absence slightly decreased from 25% in 2022 to 24% in 2023. However, this was not consistent across all cohorts.

A range of strategies to address non-attendance have continued to be implemented. Parents are contacted daily if their child has an unexplained absence. Letters are sent home to parents/guardians with a list of absence dates, and they are required to advise the school of reasons for these absences. Attendance meetings and plans are put in place when there are ongoing concerns.

In 2023, all students completed Pivot Student Surveys on Teaching in Term 2 and 3. This was an opportunity for our students to provide feedback to teachers on how best they learn and teaching practices. The survey promoted student voice and improved student-teacher relationships. Results from the surveys showed teachers care about students wellbeing and set clear expectations about behaviour. Areas for improvement identified goal setting and relating learning to 'real life'.

Teachers were then provided with resources to support meaningful action from their student survey results and the leadership team were given clear areas for further professional development of staff.

We recruited a Mental Health and Wellbeing Leader to work across the school to implement a whole-school approach to mental health and wellbeing for students, staff, and families based on a broad knowledge of the needs of our school community.

Unfortunately in 2023, we lost the services of our school based speech pathologist, occupational therapist and psychologist. Although we have repeatedly advertised for these positions, we have been unsuccessful in recruiting these services. The school ensured that students and their families were supported through referrals to external support services and the school continues to maintain a strong working connection with a number of external agencies.

Our Parent/Guardian/Caregiver Opinion Survey in 2023, showed an increase in positive endorsement across all areas with improvements between 5% and 14%. In 2022, only 26 families completed the Parent/Guardian/Caregiver Opinion Survey and this has been an historical pattern. The school identified this as an issue and put strategies in place to assist families to remove barriers, gain

better access to the survey and a positive incentive for completing it. In 2023, 236 families completed the survey which ensured the results were far more representative of our school community.

As community engagement was a focus for our school in 2023, we provided community support and engagement through our close working relationship with Foodbank. We have continued to provide our school community with daily breakfasts through the Breakfast Club and provide lunches when needed. The school organised for Foodbank Fresh Food Markets throughout the year to support the community with fresh food and staples and had Family Cooking Classes.

Other highlights from the school year

The new assistant principals brought fresh ideas about Harmony Day celebrations and implemented a significantly new approach, including a live cultural dance performance and student performances. Students were encouraged to wear cultural dress to represent their family backgrounds. Attendance from families and the wider community exceeded all expectations and the feedback was entirely positive.

The traditional multi-day swimming program had reasonable participation levels for Years Prep - 2 however the enrolment numbers in years 3 - 6 showed a significant decline from previous years. The numbers were too low at significantly below 50% for the school to continue with the program. As an alternative, the 3 - 6 students took part in a one-day water safety program at Gumbuya World. Approximately 92% of students attended the day and the overwhelming positive feedback from students and parents means this program will continue in 2024.

The leadership team submitted an application for an Inclusive Schools Grant to develop a sensory garden and labyrinth. The school was advised at the end of 2023 that its application had been successful and the work will commence in 2024.

Financial performance

Chandler Park Primary School completed 2023 in a financially sound position. The Financial Performance and Position report shows a surplus of \$175,696 and this will be factored into 2024's budget as a part of the school's financial management processes. Revenue raised from fundraising activities such as Mother's Day stall, & Father's Day stall purchased reading books and contributed to purchasing one set of soccer goals.

To upgrade our IT, we replaced another six interactive whiteboards for classrooms at a cost of approximately \$22,000.

We also continued to upgrade 1:1 device for all students in Years 5 to 6, with the lease of 75 Chromebooks.

Chandler Park Primary School is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

For more detailed information regarding our school please visit our website at
www.chandlerparkps.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 449 students were enrolled at this school in 2023, 214 female and 235 male.

57 percent of students had English as an additional language and 2 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).

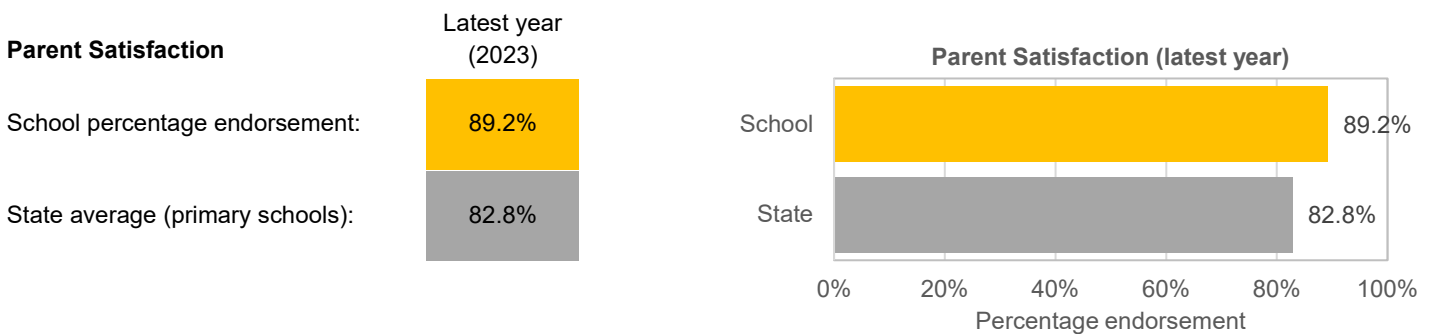
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

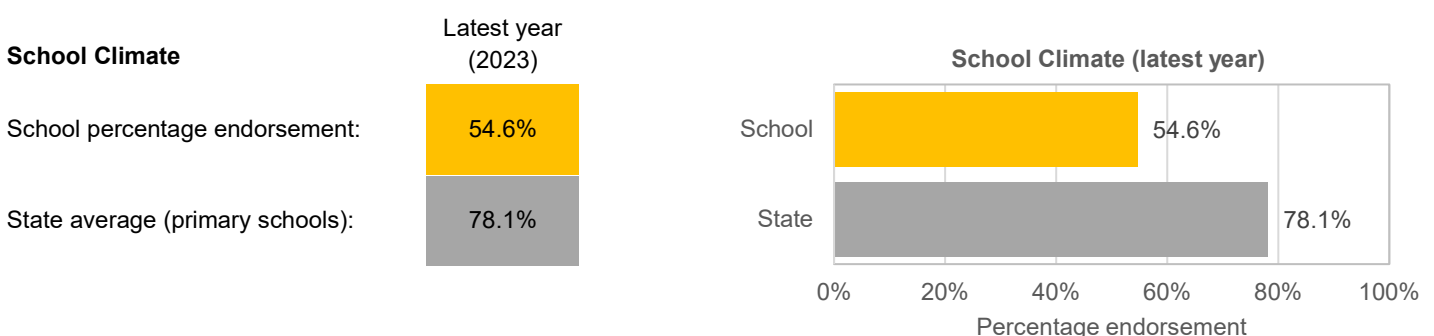


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

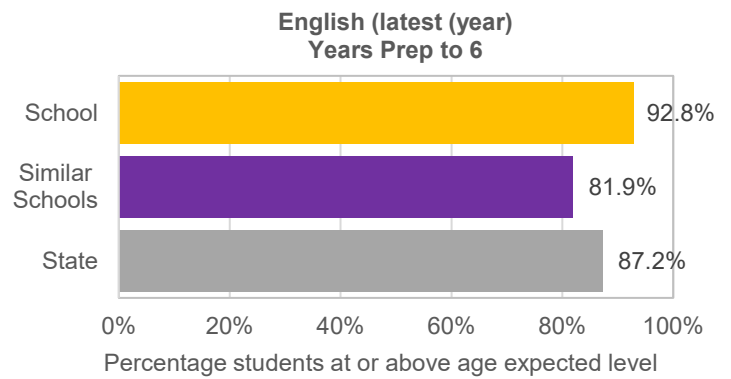
92.8%

Similar Schools average:

81.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

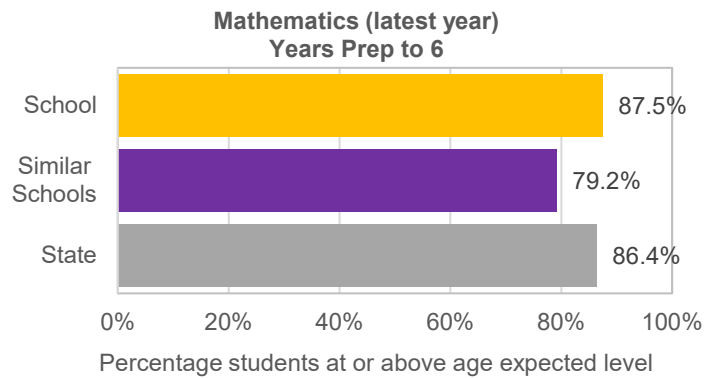
87.5%

Similar Schools average:

79.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

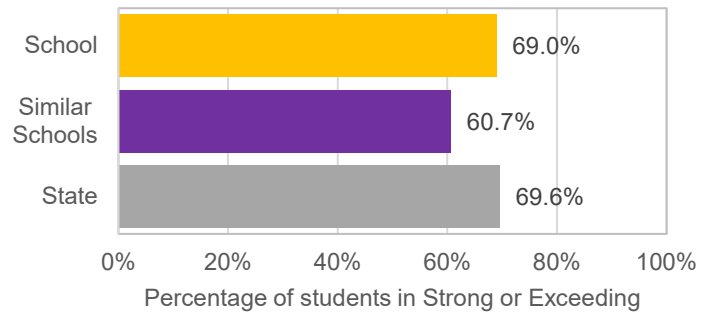
Similar Schools average:

60.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

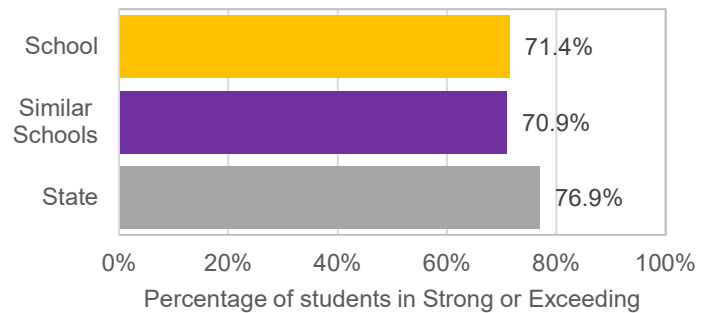
Similar Schools average:

70.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.1%

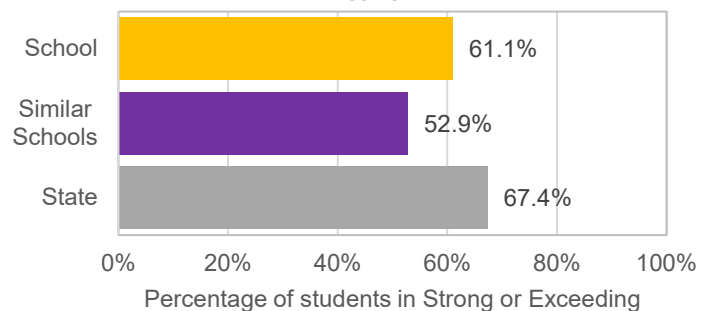
Similar Schools average:

52.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

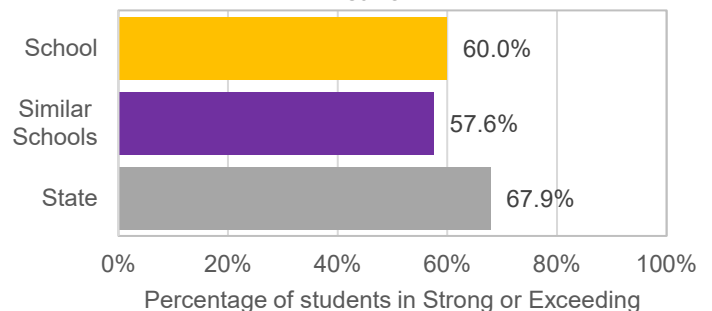
Similar Schools average:

57.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

71.9%

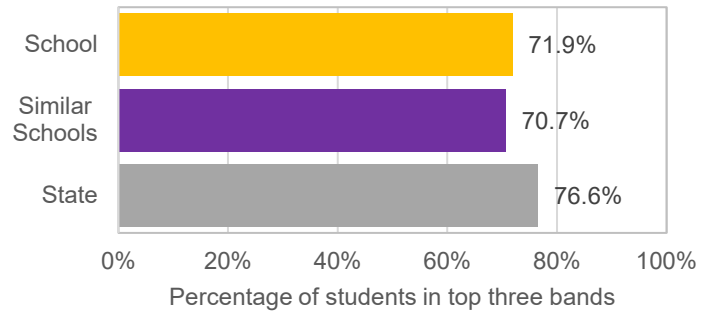
Similar Schools average:

70.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

70.7%

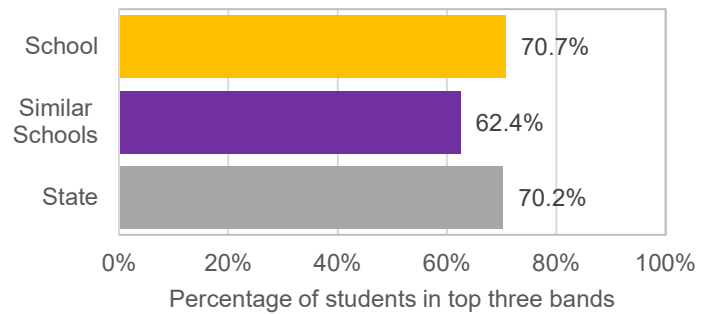
Similar Schools average:

62.4%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

49.1%

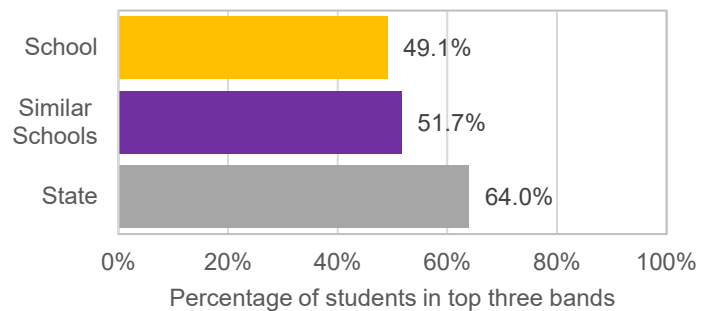
Similar Schools average:

51.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

63.2%

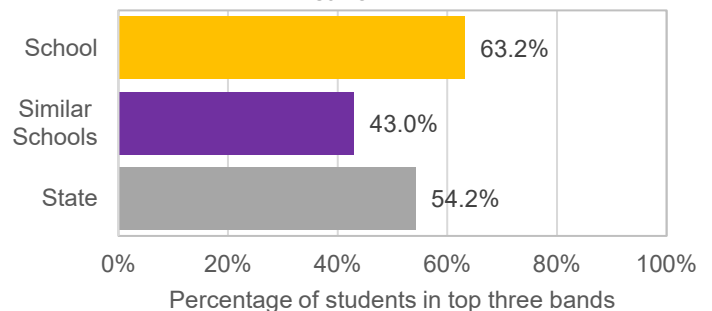
Similar Schools average:

43.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

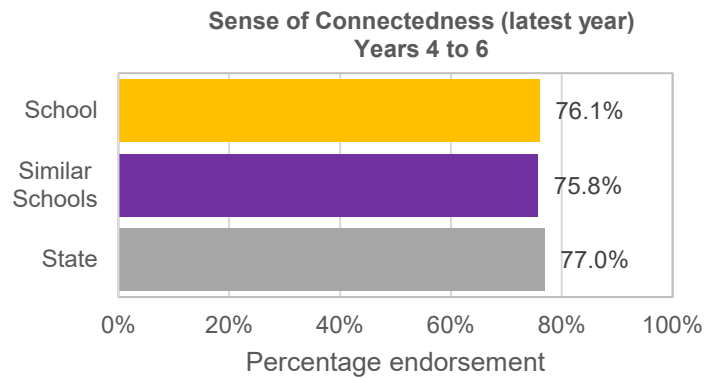
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.1%	83.8%
Similar Schools average:	75.8%	78.9%
State average:	77.0%	78.5%

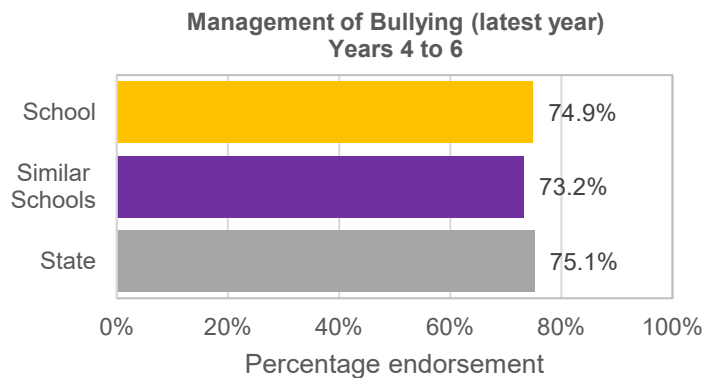


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	74.9%	80.2%
Similar Schools average:	73.2%	76.1%
State average:	75.1%	76.9%



ENGAGEMENT

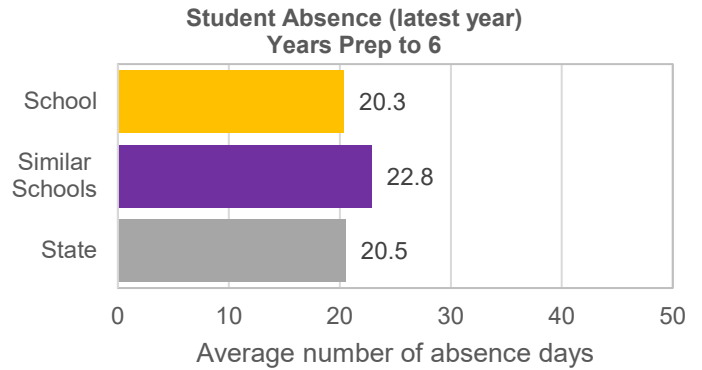
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.3	19.0
Similar Schools average:	22.8	20.2
State average:	20.5	18.1



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 (2023):	86%	90%	90%	89%	91%	90%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,282,895
Government Provided DET Grants	\$669,099
Government Grants Commonwealth	\$8,667
Government Grants State	\$4,516
Revenue Other	\$42,843
Locally Raised Funds	\$232,397
Capital Grants	\$0
Total Operating Revenue	\$6,240,418

Equity ¹	Actual
Equity (Social Disadvantage)	\$382,838
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$382,838

Expenditure	Actual
Student Resource Package ²	\$5,089,023
Adjustments	\$0
Books & Publications	\$1,035
Camps/Excursions/Activities	\$108,860
Communication Costs	\$10,789
Consumables	\$114,804
Miscellaneous Expense ³	\$20,767
Professional Development	\$16,795
Equipment/Maintenance/Hire	\$142,056
Property Services	\$59,847
Salaries & Allowances ⁴	\$201,987
Support Services	\$76,724
Trading & Fundraising	\$16,169
Motor Vehicle Expenses	\$1,917
Travel & Subsistence	\$166
Utilities	\$23,481
Total Operating Expenditure	\$5,884,420
Net Operating Surplus/-Deficit	\$355,998
Asset Acquisitions	\$30,948

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$630,121
Official Account	\$66,581
Other Accounts	\$0
Total Funds Available	\$696,702

Financial Commitments	Actual
Operating Reserve	\$126,923
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$35,202
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$69,265
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$246,390

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.