

2024 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 24 March 2025 at 12:17 PM by Steve Gammon (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 24 March 2025 at 12:17 PM by Steve Gammon (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

Chandler Park Primary School is located in Keysborough and, in 2024, served a diverse community of 435 students. Guided by our motto, 'Pride in Excellence,' we are dedicated to providing high-quality education and a supportive environment where every child can thrive. Our vision is to foster confident, creative and resilient learners who embody the school's core values of Collaborate, Respect, Resilience and Innovation.

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

In 2024, our staffing profile includes 3 Principal Class members, 30 classroom teachers, 14 Education Support staff and 5 Multicultural Education Aides, ensuring that students receive personalised attention and care. The school structure comprises 21 classes across Foundation to Year 6, all designed to encourage active engagement, collaboration and curiosity.

Reflecting the cultural richness of our community, 52% of our students speak English as an additional language. We emphasise inclusive teaching strategies to cater to the varied backgrounds and learning needs of all children, creating a safe, supportive and welcoming atmosphere.

The school is well-resourced, with classrooms featuring interactive technologies. Our facilities include a gymnasium, a performing arts room, a library and a dedicated space for STEAM. The school grounds feature multiple play areas, an all-weather sporting field and attractive gardens that encourage active, outdoor learning.

Looking ahead, Chandler Park Primary School remains dedicated to delivering high-quality education supported by strong community partnerships. We are committed to continually refining our approach to literacy, numeracy and student wellbeing, empowering children to become confident, creative and resilient learners who embody our values in both their schooling and future pursuits.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, Chandler Park Primary School continued to embed and refine its whole-school Teaching and Learning Model (TLM), emphasising differentiation, formative assessment and data-informed practice. Professional Learning Teams (PLTs) met regularly to investigate effective teaching strategies and use evidence-based approaches, guided by the Data Wise Improvement Process. This structure enabled teachers to analyse student achievement data, set targets and adapt their practice for their students' specific needs.

A key highlight was our progress in building teacher expertise to differentiate instruction. Staff participated in peer observations and used the Self-Reflection for Action process, focusing on purposeful guided and

independent practice. This collaborative culture led to more inclusive learning experiences for our diverse student community.

Teachers have demonstrated a commitment to ensuring our English as an Additional Language (EAL) learners are well supported, including students who are newly arrived. This tailored approach, with assistance from Multicultural Education Aides, has enriched language acquisition and reinforced the importance of culturally responsive teaching.

Our NAPLAN results showed pleasing gains. For instance, 53% of Year 5 students achieved Strong or Exceeding proficiency levels in Numeracy, reflecting ongoing efforts to strengthen mathematical understanding. Similarly, Year 5 Writing results of 73% and Year 3 Writing of 84% achieving Strong or Exceeding proficiency highlighted further progress in literacy. We will continue to refine our formative assessment checklists and expand peer observation cycles to build on these successes.

Overall, Chandler Park PS is proud of its strides in creating rigorous, engaging learning environments. We remain committed to ensuring every student benefits from high-quality teaching, effective feedback and a supportive culture where individual needs are recognised and celebrated.

Wellbeing

In 2024, Chandler Park Primary School continued to prioritise student wellbeing through a multifaceted approach that emphasised positive behaviour, inclusive practices and a sense of belonging. Guided by our strategic goals, we worked to implement consistent Tier 1 provisions across all classrooms, ensuring teachers proactively applied supportive strategies for both learning and social-emotional development.

A major highlight was the further embedding of our School-Wide Positive Behaviour Support (SWPBS) approach. Staff collaborated to finalise a whole-school Behaviour Matrix, explicitly outlining expected behaviours in various settings. This consistent framework helped students recognise and adopt positive behaviours, while also providing a clear reference point for staff when responding to challenges. As part of this initiative, 73.6% of our Year 4 to 6 students reported a strong sense of connectedness in the Attitudes to School Survey, reflecting the positive impact of our shared values and practices.

Additionally, the school placed a strong emphasis on building teacher capability to deliver Respectful Relationships and social skills lessons within the curriculum. These lessons were informed by regular student feedback and supported by the Wellbeing Team, who modelled lesson structures and provided resources. This proactive, whole-school approach supported a reduction in incidents of challenging behaviour and contributed to our improved 'Management of Bullying' endorsement of 75.5% on the Attitudes to School Survey.

Another highlight was the strengthening of our mental health support systems. Through the work of our Mental Health and Wellbeing Leader, staff received targeted training on early identification of students needing additional support. This enabled timely referrals to external providers and more consistent follow-up of strategies in the classroom.

By maintaining a collaborative focus on inclusion, respect and proactive behaviour supports, Chandler Park Primary School continues to foster a learning environment in which all children feel safe, supported and ready to engage deeply in their learning.

Engagement

Regular school attendance is essential for student learning, and our school continues to demonstrate strong engagement in this area. In 2024, our average number of student absence days (21.6 days) was lower than the average for similar schools (23.8 days), highlighting our commitment to fostering a culture of

attendance. Over a four-year period, our school has also maintained fewer absence days than similar schools.

These figures reflect the positive impact of our engagement strategies, which support students in feeling connected to their learning. We continue to work closely with families to reinforce the importance of regular attendance and minimise absences wherever possible.

In our commitment to student wellbeing and engagement, we provided several targeted programs throughout the year to support confidence, resilience and social development. Selected Year 5/6 students participated in a 10-week Martial Arts Therapy program, which focused on building self-worth, resilience and confidence. In Term 4, the whole school enjoyed the Circus Crew incursion, an interactive experience that encouraged risk-taking, perseverance and self-belief. Additionally, selected students took part in Social Skills Groups to support their development of essential interpersonal skills. To measure the impact of these initiatives, students and their teachers completed pre- and post-program assessments, providing valuable insights into the progress and benefits experienced.

A key focus of our engagement strategies was the introduction of regular special events to encourage attendance and create a sense of excitement within the school community. Initiatives such as special lunch days, Zooper Dooper days, and the highly anticipated Colour Fun Run motivated students to be present at school and actively participate in the school culture. These events not only promoted attendance but also contributed to a positive and inclusive school environment.

Engaging with families and the wider school community was also a priority throughout the year. We actively welcomed parents into the school for various events, fostering a strong sense of connection and involvement. Parent helpers were invaluable in supporting school activities, ensuring events ran smoothly and successfully. To further strengthen community ties, we hosted tea and coffee sessions and working bee afternoons, providing families with opportunities to interact, share experiences and build relationships within our school community. These initiatives reinforced our commitment to creating an inclusive and supportive environment where students and families feel valued and engaged.

Other highlights from the school year

This year, our school community enjoyed a range of enriching experiences that fostered growth, engagement and connection. We take great pride in reflecting on the events that brought students, staff and families together.

One of the standout experiences was the Grade 5/6 camp at Mill Valley Ranch and the Grade 3/4 camp at Sovereign Hill. These camps provided students with hands-on learning opportunities, team-building activities and immersive historical experiences. Students developed resilience, independence and collaboration skills while enjoying memorable adventures outside the classroom.

In December, our school community came together for a wonderful end-of-year Christmas concert and family barbecue. This event was a fantastic celebration of student creativity and school spirit, with performances that showcased the musical and dramatic talents of our students. Families and staff joined in the festive atmosphere, making it a highlight of the year.

Many of our Grade 3-6 students demonstrated perseverance and sportsmanship by participating in the District Athletics. Their enthusiasm and dedication to representing our school were commendable, and we celebrated their achievements both in competition and in their commitment to personal growth.

Adding to our school's strong performing arts culture, the school choir had the exciting opportunity to perform at Parkmore Shopping Centre. This event allowed students to showcase their talents to a wider audience, bringing joy to the community and boosting the confidence of those involved.

A special highlight of the year was the outstanding efforts of our incredible fundraising committee. Through their dedication, creativity and hard work, they successfully raised a significant amount of funds to support our school community. Their efforts not only provided valuable resources and opportunities for students but also strengthened the sense of community and collaboration within our school.

These highlights exemplify the vibrant and supportive environment our school cultivates. We are incredibly proud of our students' enthusiasm, achievements and willingness to engage in new challenges throughout the year.

Financial performance

Chandler Park Primary School financial position is solid, characterised by responsible budgeting and a focus on student-centric initiatives. We are grateful for the support of our community and the dedicated staff who contribute to the success of our school.

Revenue raised from fundraising activities such as Mother's Day stall, Father's Day stall, Pizza & Fish & Chips lunches contributed to upgrading the front garden and prep area and purchasing additional reading books.

A major focus in 2024 was modernising the school's technology infrastructure to enrich teaching and learning. This included the purchase of 28 personal computers, 4 desktop computers, 140 Chromebooks and 4 air conditioning units for the gym, improving comfort during indoor sporting activities and assemblies.

Enrolments dropped slightly to 435, and the school continued its commitment to enhanced student support services through funding for mental health resources, tutoring programmes and updated classroom equipment.

Looking ahead, we remain committed to financial sustainability and educational excellence. Our future goals include initiatives to further diversify revenue streams, enhance fundraising efforts and expand community partnerships. These efforts will enable us to continue providing a well-rounded education that prepares our students for success in an ever-changing world.

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
<https://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 435 students were enrolled at this school in 2024, 209 female and 226 male.

58 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).

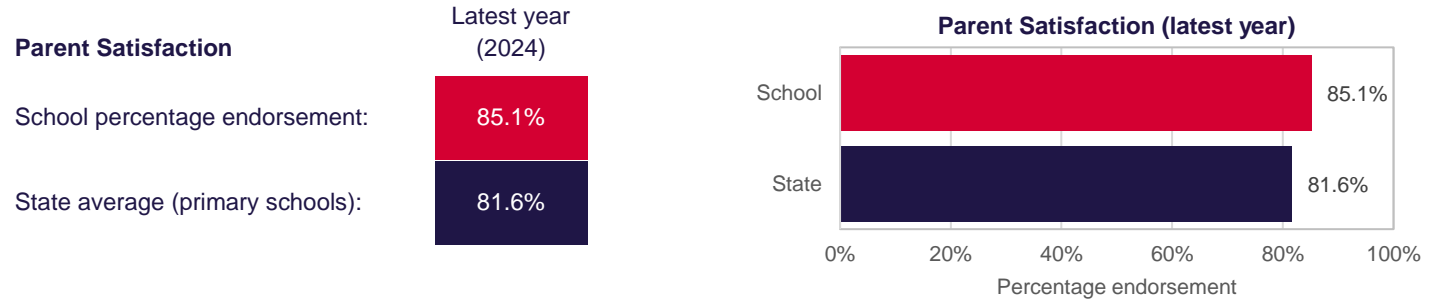
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

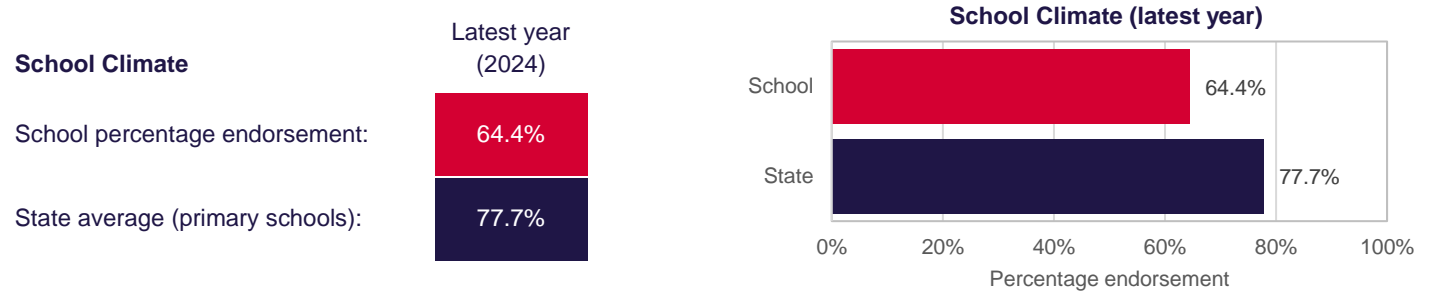


School Staff Survey

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.



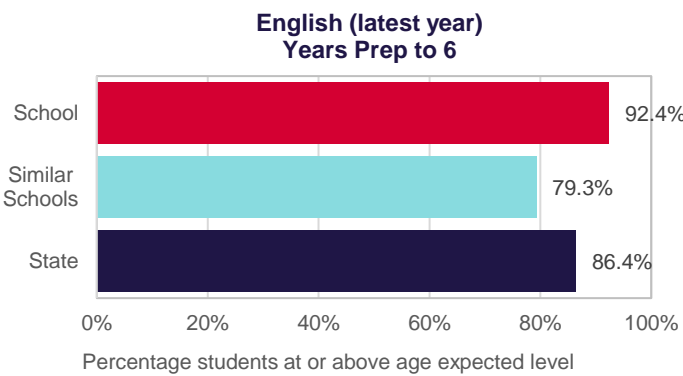
LEARNING

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.

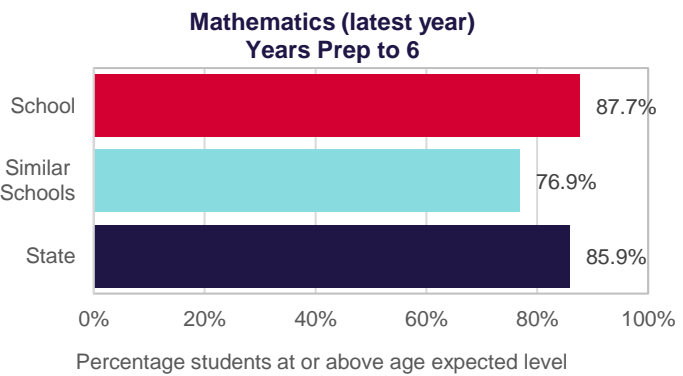
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.4%
Similar Schools average:	79.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.7%
Similar Schools average:	76.9%
State average:	85.9%



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.

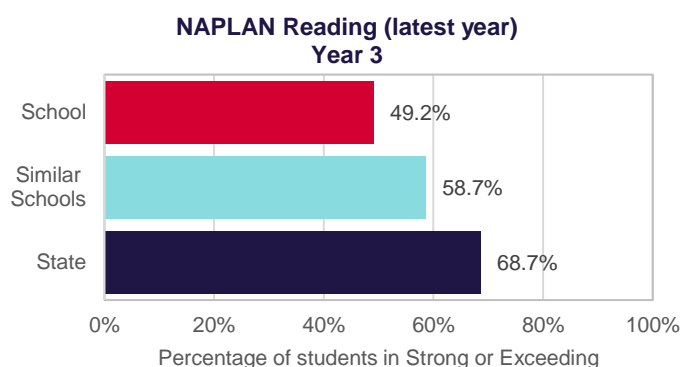
NAPLAN

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

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

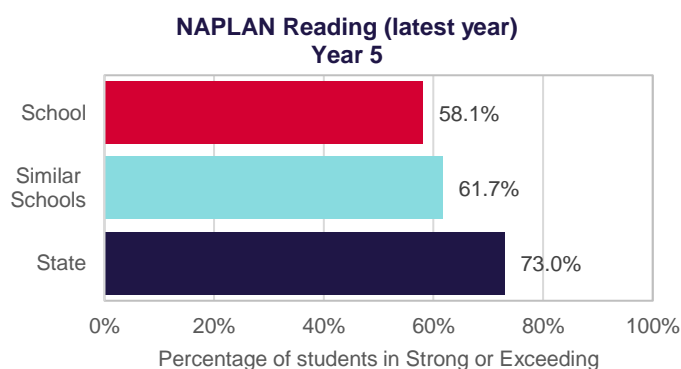
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.2%	58.7%
Similar Schools average:	58.7%	58.9%
State average:	68.7%	69.2%



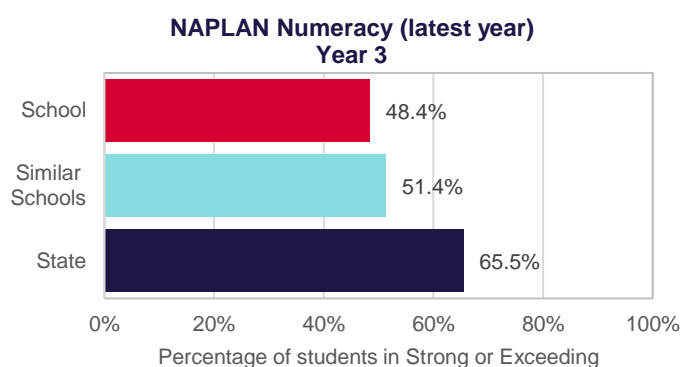
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.1%	65.2%
Similar Schools average:	61.7%	65.1%
State average:	73.0%	75.0%



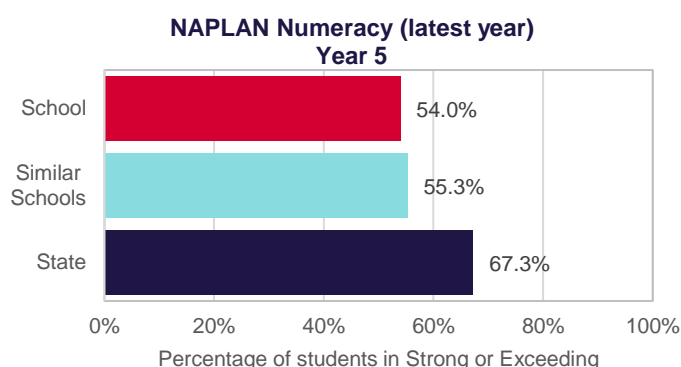
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.4%	54.3%
Similar Schools average:	51.4%	51.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.0%	57.1%
Similar Schools average:	55.3%	54.9%
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:

71.9%

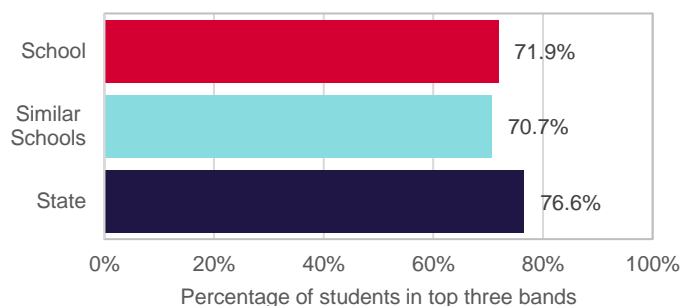
Similar Schools average:

70.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.7%

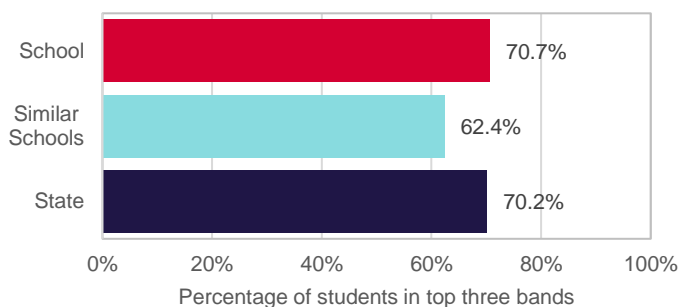
Similar Schools average:

62.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

49.1%

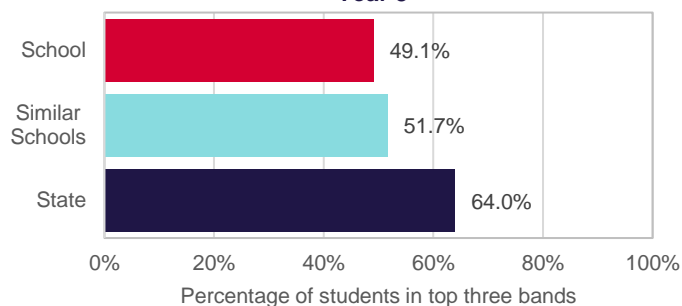
Similar Schools average:

51.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

63.2%

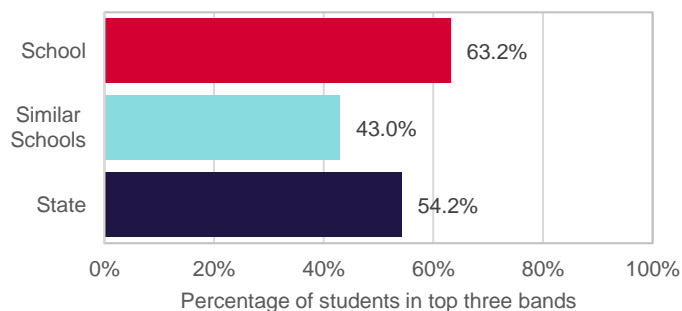
Similar Schools average:

43.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

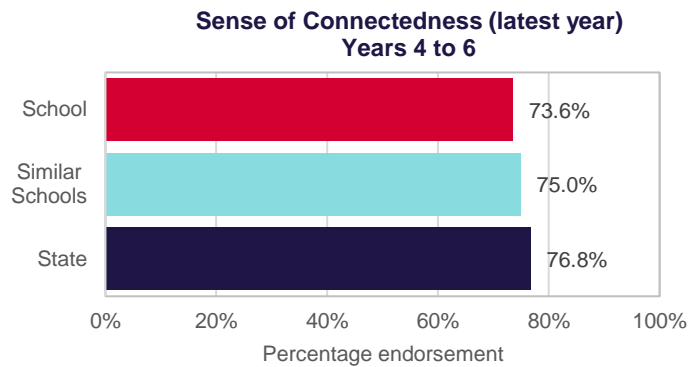
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	73.6%	78.7%
Similar Schools average:	75.0%	76.9%
State average:	76.8%	77.9%

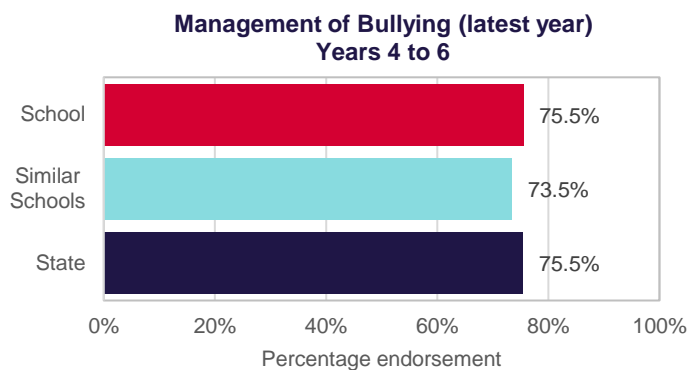


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	75.5%	77.0%
Similar Schools average:	73.5%	74.1%
State average:	75.5%	76.3%

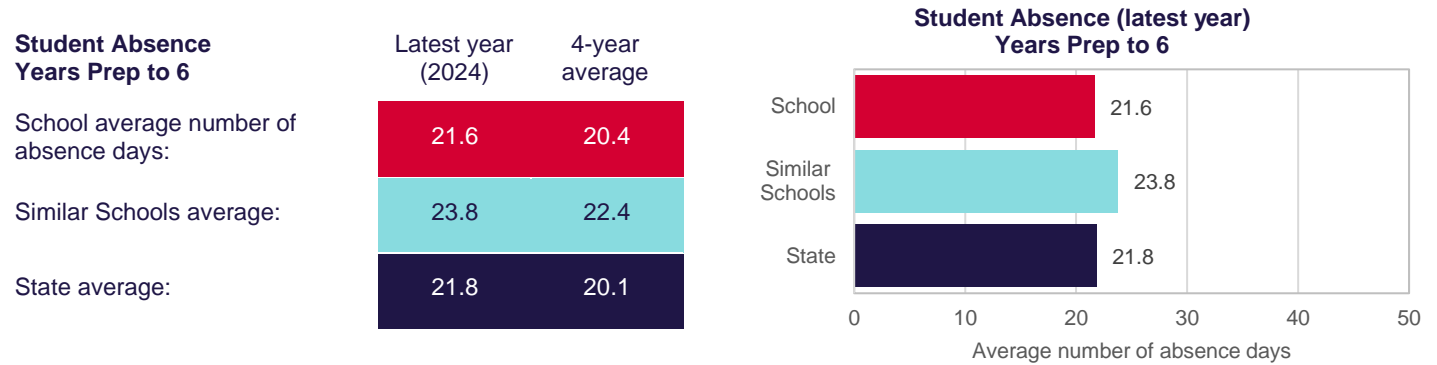


ENGAGEMENT

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):	90%	87%	88%	91%	90%	89%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,122,389
Government Provided DET Grants	\$706,648
Government Grants Commonwealth	\$8,918
Government Grants State	\$0
Revenue Other	\$86,811
Locally Raised Funds	\$210,210
Capital Grants	\$0
Total Operating Revenue	\$6,134,977

Equity ¹	Actual
Equity (Social Disadvantage)	\$379,498
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$379,498

Expenditure	Actual
Student Resource Package ²	\$5,323,857
Adjustments	\$0
Books & Publications	\$3,828
Camps/Excursions/Activities	\$137,139
Communication Costs	\$5,177
Consumables	\$114,900
Miscellaneous Expense ³	\$28,574
Professional Development	\$9,300
Equipment/Maintenance/Hire	\$137,590
Property Services	\$108,170
Salaries & Allowances ⁴	\$131,681
Support Services	\$141,364
Trading & Fundraising	\$17,066
Motor Vehicle Expenses	\$2,427
Travel & Subsistence	\$480
Utilities	\$26,838
Total Operating Expenditure	\$6,188,393
Net Operating Surplus/-Deficit	(\$53,416)
Asset Acquisitions	\$62,674

- (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 24 Mar 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	\$881,590
Official Account	\$45,454
Other Accounts	\$0
Total Funds Available	\$927,044

Financial Commitments	Actual
Operating Reserve	\$144,821
Other Recurrent Expenditure	\$437
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,330
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$182,588

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.