

2025 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 \(PDF\)](#).

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Chandler Park Primary School is a government primary school located in Keysborough in Melbourne's south-east. The school's vision is to be a caring and inclusive school where positive relationships, strong partnerships and a strong sense of belonging support every child to become an engaged and confident learner. Working together with families, the school aims to nurture respectful, kind and resilient young people who take responsibility for themselves and their learning and are prepared for a bright future. The school's values of Respect, Kindness, Resilience and Responsibility guide the work of staff and students and underpin the positive culture across the school community.

In 2025 the school had an enrolment of 419 students from Prep to Year 6. Chandler Park Primary School serves a culturally and linguistically diverse community, with a large proportion of students who speak English as an Additional Language. Families represent a wide range of cultural backgrounds, which contributes to a rich and diverse school community. The school's socio-educational profile is classified as High on the Student Family Occupation and Education (SFOE) index, indicating a higher level of socio-educational disadvantage within the school community. A small proportion of students identify as Aboriginal or Torres Strait Islander.

The school is staffed by a team of teachers, education support staff and school leaders who work collaboratively to support student learning and wellbeing. Leadership is provided by the principal team and supported by learning specialists and leading teachers who focus on improving teaching practice and student outcomes. Education support staff provide additional support across classrooms and intervention programs.

Chandler Park Primary School places a strong emphasis on evidence-informed teaching and learning practices. In 2025 the school continued to strengthen its focus on explicit teaching, consistent curriculum delivery and the use of student learning data to inform instruction. Staff work collaboratively through strategic teams to analyse student learning data, plan instruction and monitor student progress to ensure that all students are supported to achieve success.

The school also values strong partnerships with families and the wider community. Opportunities for student leadership, extracurricular activities and whole-school events contribute to a positive and inclusive school culture where students feel connected and supported. These contextual factors provide an important foundation for the improvement work outlined throughout this report.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025, Chandler Park Primary School continued to strengthen its whole-school approach to teaching and learning, with a clear focus on explicit teaching, consistency of practice and student engagement. The school aligned its instructional approach with the Victorian Teaching and Learning Model (VTLM 2.0), with an emphasis on clear learning intentions, structured lesson delivery and regular checks for understanding.

Professional Learning Teams (PLTs) played a central role in this work, engaging in inquiry cycles focused on improving classroom practice and student outcomes. Through collaborative planning, observation and reflection, teachers refined their use of explicit instruction, including modelling, guided practice and independent application. This work has supported greater consistency in teaching across the school, particularly in English and Mathematics.

Student learning outcomes in 2025 reflected areas of both strength and ongoing focus. Teacher judgements indicated that 90.1% of students were achieving at or above age expected standards in English and 87.1% in Mathematics. In NAPLAN, the proportion of students achieving Strong or Exceeding in Reading was above similar schools in Year 3 and just below in Year 5. Numeracy results showed continued growth, with Year 5 performance above similar schools. Relative growth data also indicated that a high proportion of students achieved medium or high growth in both Reading and Numeracy.

The school has identified Numeracy as an ongoing area for improvement, alongside continued work in Reading. A key focus moving forward is the consistent use of assessment and data to inform teaching, ensuring targeted support for students who require additional assistance.

Chandler Park Primary School is proud of the progress made in 2025. The continued focus on explicit, evidence-informed teaching, combined with strong collaboration between staff, has strengthened consistency of practice and supported improved outcomes for students.

Wellbeing

Throughout 2025, Chandler Park Primary School strengthened its whole-school approach to student wellbeing, with a focus on creating safe, predictable and inclusive learning environments where all students can feel connected and supported.

A key priority was the implementation of School-Wide Positive Behaviour Supports (SWPBS). A whole-school Behaviour Matrix was developed and explicitly taught, providing clear expectations for student behaviour across all settings. This was supported by consistent processes for responding to behaviour, including clearly defined minor and major behaviour responses and improved documentation practices through Compass. These changes have supported greater consistency for staff and clearer expectations for students.

The school also strengthened its processes to support students with additional needs. Structured Student Support Group (SSG) schedules were introduced, with clear agendas aligned to Disability Inclusion processes. Staff were supported to develop and monitor Individual Education Plans (IEPs), improving the quality and consistency of adjustments made for students.

These whole-school improvements were reflected in student wellbeing data. The Attitudes to School Survey showed positive outcomes across several measures, with Managing Bullying achieving 90.1% positive endorsement, significantly above similar schools and the state. Sense of Connectedness also remained strong at 86.4%, indicating that students feel a strong sense of belonging at school. Teacher Concern showed improvement, reflecting increased staff awareness and responsiveness to student needs.

The school also focused on strengthening classroom practices that support engagement and behaviour. Consistent classroom routines and instructional practices were implemented across the school, including strategies such as opportunities to respond, checking for understanding, and structured student interaction routines. These approaches have contributed to calmer, more orderly classrooms and increased student engagement in learning.

Chandler Park Primary School is proud of the progress made in strengthening both systems and practices to support student wellbeing. The school remains committed to building a consistent, proactive and supportive environment where all students can succeed.

Engagement

Throughout 2025, Chandler Park Primary School continued to strengthen student engagement, recognising its critical role in supporting both learning and wellbeing. A key focus was improving student attendance and ensuring that all students were connected to school and ready to learn.

The school maintained an average attendance rate of 90.6%. While this reflects consistent attendance across the school, analysis of attendance data highlighted variation between year levels and individual students, reinforcing the importance of early identification and targeted support. The school strengthened its processes for monitoring attendance, with a focus on identifying patterns of absence and intervening early to support students and families.

A range of targeted supports were implemented to improve engagement for students requiring additional assistance. This included small group and individual interventions such as social skills programs, supported by both school staff and Student Support Services, and access to a provisional psychologist through the Psychs in Schools program. These supports aimed to strengthen students' confidence, relationships and readiness to engage in learning.

The school also prioritised opportunities to build strong connections with families and the wider community. Events such as Mother's and Father's Day celebrations, Harmony Day, the school picnic and end-of-year celebrations provided opportunities for families to engage with the school and strengthen their connection to their child's learning. Parent information sessions and opportunities for volunteering further supported positive partnerships between home and school.

Connections with the local community were also strengthened through initiatives such as kindergarten transition visits and student performances within the community. These opportunities supported students to feel a sense of belonging and pride in their school.

Chandler Park Primary School remains committed to improving student attendance and engagement through a proactive, supportive and data-informed approach, ensuring that all students are connected, supported and ready to learn.

Other highlights from the school year

During 2025, Chandler Park Primary School provided a wide range of opportunities that enriched students' experiences and strengthened connections across the school community.

Students participated in several camps and special events throughout the year. Year 3 and 4 students took part in an overnight camp held on the school grounds, while Year 5 and 6 students attended camp at CYC The Island on Phillip Island. Year 2 students also enjoyed a school sleepover, which included a much-anticipated evening disco. Interschool sport was reintroduced for Year 5 and 6 students, providing opportunities for students to represent the school, develop teamwork and build school pride.

The school community came together to celebrate a number of events during the year, including Mother's Day and Father's Day celebrations, Harmony Day and a whole-school cultural awareness day. These events provided opportunities for families to engage with the school and celebrate the diversity of the Chandler Park community. Students also participated in a whole-school basketball incursion that promoted physical activity and teamwork.

Students were provided with opportunities to extend their learning and leadership through a range of programs and performances. Several students participated in the John Monash Science School program and the school choir performed at a number of community events, including the Kmart Wishing Appeal opening and local community centres.

The year concluded with the school's Christmas Concert and BBQ, as well as celebrations for graduating Prep and Year 6 students. A working bee in Term 4 and fundraising activities such as Wear Pink and/or Red Day to support Monash Children's Hospital highlighted the strong partnerships between the school and its community.

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. Together, we are laying a strong foundation for the future of education at Chandler Park Primary School.

Revenue raised from fundraising activities such as Mother's Day stall, Father's Day stall, Pizza & Fish & Chips lunches helped to contribute to upgrading the front garden & the veggie garden in the prep area.

We upgraded our Prep Playground Equipment and enclosed our open space area in the Wattle Building to 6 classrooms. In 2024 we were successful in receiving a grant to structure a sensory

garden which was finalised mid 2025 and in IT we upgraded our leased Chromebook for another upgraded 140 Chromebooks.

Our enrolments remained steady, with 407.4 students benefiting from our programs. We have enhanced student support services, investing in mental health resources, tutoring programs, and technology.

Looking ahead, we remain committed to financial sustainability and educational excellence. Our future goal includes 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 419 students were enrolled at this school in 2025, 194 female and 225 male. 63% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	90.1%	
	Similar schools	86.8%	
	State	82.0%	

School Staff Survey

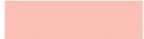
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.2%	
	Similar schools	75.1%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	90.1%	
	Similar schools	79.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.1%	
	Similar schools	75.4%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	62.3%		59.8%
	Similar schools	60.1%		59.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	61.9%		64.1%
	Similar schools	64.0%		64.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	46.3%		51.8%
	Similar schools	52.6%		51.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	60.7%		58.2%
	Similar schools	56.3%		55.4%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

			2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	72.5%	
	Similar schools	72.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	72.7%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	86.4%		78.7%
	Similar schools	76.8%		76.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	90.1%		80.2%
	Similar schools	76.4%		74.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.4	21.5
	Similar schools	23.4	23.8
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	90.8%	
Year 1	School	92.3%	
Year 2	School	88.8%	
Year 3	School	88.7%	
Year 4	School	90.6%	
Year 5	School	91.2%	
Year 6	School	89.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,449,044
Government Provided DET Grants	\$744,921
Government Grants Commonwealth	\$15,450
Government Grants State	\$0
Revenue Other	\$49,334
Locally Raised Funds	\$234,621
Capital Grants	\$0
Total Operating Revenue	\$6,493,370

Equity	Actual
Equity (Social Disadvantage)	\$451,948
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$451,948

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

Expenditure	Actual
Student Resource Package ¹	\$5,201,664
Adjustments	\$0
Books & Publications	\$4,838
Camps/Excursions/Activities	\$106,280
Communication Costs	\$5,292
Consumables	\$140,515
Miscellaneous Expenses ²	\$16,839
Agency Staff	\$200,860
Professional Development	\$35,285
Equipment/Maintenance/Hire	\$143,065
Property Services	\$151,765
Salaries & Allowances ³	\$158,502
Support Services	\$58,872

Expenditure	Actual
Trading & Fundraising	\$16,827
Motor Vehicle Expenses	\$1,356
Travel & Subsistence	\$0
Utilities	\$43,767
Total Operating Expenditure	\$6,285,727
Net Operating Surplus/-Deficit	\$207,642
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$615,894
Official Account	\$176,886
Other Accounts	\$0
Total Funds Available	\$792,780

Financial Commitments	Actual
Operating Reserve	\$180,677
Other Recurrent Expenditure	\$0
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	\$17,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$232,677

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.