

2024 Annual Report to the School Community

School Name: Cheltenham East Primary School (4754)



- 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 27 March 2025 at 01:20 PM by Robert Ridgway (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 27 March 2025 at 01:20 PM by Robert Ridgway (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

Cheltenham East Primary School is dedicated to fostering a supportive and inclusive learning environment. The school's vision emphasises the importance of nurturing students to become confident, responsible, and active members of the community. Core values such as respect, responsibility, courtesy and cooperation are instilled in the school's culture.

With a total enrolment of 394 students, comprising 206 female and 188 male students, a highly experienced staffing profile who are committed to providing high-quality education and support to all students. Located in the suburb of Cheltenham, Cheltenham East Primary School offers a safe and conducive environment for learning.

The school community is notably multicultural, with 27% of the students having English as an additional language. This diversity enriches the school environment and reflects the inclusive nature of the school. Additionally, the school falls into the 'Low' socio-economic band, indicating a low level of socio-educational disadvantage among its students.

Cheltenham East Primary School is renowned for its strong focus on academic excellence. A high percentage of students perform at or above age-expected standards in English and Mathematics, showcasing the school's commitment to academic achievement. The school community is highly engaged, with positive feedback from parents and staff regarding school satisfaction and climate. Parent focus groups in the lead up to the Term 4 School Review also reflected such positivity.

Special programs and initiatives are in place to support student wellbeing, engagement, and academic success. These efforts contribute to a positive and inclusive school culture that supports the holistic development of every student. Cheltenham East Primary School remains committed to continuous improvement, ensuring that all students receive the best possible education and opportunities for growth.

Progress towards strategic goals, student outcomes and student engagement

Learning

Cheltenham East Primary School has made significant strides in progressing its educational goals and improving student learning outcomes. The school's commitment to academic excellence is evident through various initiatives and programs designed to enhance student achievement and engagement. One of the key highlights is the impressive performance in English and Mathematics. According to the latest data, 88.1% of students are working at or above age-

expected standards in English, while 91.0% of students meet or exceed these standards in Mathematics. These figures are a reflection of the school's effective teaching strategies and targeted support for all students. Another notable achievement is the school's performance in the NAPLAN assessments. In 2024, 89.8% of Year 3 students and 84.2% of Year 5 students achieved Strong or Exceeding proficiency levels in Reading. Similarly, in Numeracy, 89.8% of Year 3 students and 84.2% of Year 5 students reached these high proficiency levels. These results highlight the school's focus on developing strong foundational skills in literacy and numeracy.

The school has made significant progress in enhancing staff capabilities in using formative assessment to regularly check for student understanding and guide teaching and learning. Professional learning sessions provided by Bayside Peninsula Area's (BPS) Educational Improvement Leaders (EILS) have been instrumental, leading to scaffolded data conversations among staff. These discussions have helped teachers use assessment data to inform their instructional practices. The 2024 School Staff Survey shows that 96% of staff now use data for curriculum planning, reflecting the success of these initiatives. While progress is ongoing, the school plans to continue this focus next year, aligning it with 'student opportunities to respond' to enhance student engagement and learning outcomes further.

The school had a strong focus on 'student active participation' which now aligns perfectly with one of the Department of Education's Positive Classroom Management Strategies (PCMS), 'Opportunities to Respond'. Teachers check for understanding by asking questions or using signals to elicit students' responses. These can include oral, written, or hand gestures to respond. Through this strategy, students are more engaged and focused. We also make ensure every student has the opportunity to, and expectation to, actively participate in their learning.

Wellbeing

In 2024, the school continued to review and refine its structured three-tier CEPS Wellbeing Framework', inclusive of Respectful Relationships following implementation in 2023. The framework incorporates the Department of Education's Respectful Relationships lessons to support and promote respect and gender equality, reinforcing the learning of how to build healthy relationships. This assists students in developing problem-solving skills and building resilience and confidence. Our approach complements the existing school values of Courtesy, Respect, Cooperation, and Responsibility.

Cheltenham East Primary School has made significant progress in enhancing student wellbeing, aligning with its strategic goals to create a supportive and inclusive environment. The school's commitment to student wellbeing is evident through various initiatives and programs designed to promote a positive school culture and address the diverse needs of its students.

One of the key highlights in the area of wellbeing is the school's focus on creating a strong sense of connectedness among students. According to the latest data from the Student Attitudes to School Survey, 73.4% of students in Years 4 to 6 reported a positive sense of connectedness. Although this is slightly below the average for similar schools, it reflects the school's ongoing efforts to build a cohesive and supportive community. The school has implemented various programs, such as calm spaces, lunchtime clubs and buddy systems, to strengthen relationships and ensure students feel a sense of belonging.

The school has also prioritised mental health and wellbeing by providing access to counselling services and wellbeing programs. These initiatives aim to support students' emotional and

psychological needs, ensuring they have the resources and support necessary to thrive. The positive feedback from parents and staff, as reflected in the Parent Opinion Survey and School Staff Survey, underscores the effectiveness of these efforts. With an 87.2% endorsement of general school satisfaction from parents and an 83.0% endorsement of the school climate from staff, it is clear that the school community values the emphasis on wellbeing.

Engagement

Cheltenham East Primary School has demonstrated a strong commitment to enhancing student engagement, recognising it as a crucial factor for both learning and wellbeing. The school's analysis of student attendance reveals a positive trend, with an average attendance rate of 92% across all year levels in 2024. This high attendance rate indicates that students are consistently participating in their education, which is essential for social/emotional and academic success.

Another significant achievement is the emphasis on student voice and agency. Cheltenham East Primary School has actively involved students in decision-making processes, allowing them to contribute to the development of school policies and initiatives. This approach has empowered students, making them feel valued and respected, which in turn has positively impacted their engagement and attendance. The Junior School Council has been a highly successful vehicle for enabling authentic voice and agency. An example of this is the newly installed link markings that we selected by the students through JSC consultation.

Additionally, the school has implemented targeted interventions to address attendance issues. By closely monitoring attendance data and identifying students at risk of chronic absenteeism, the school has been able to provide timely support and resources to these students and their families. This proactive approach has contributed to maintaining high attendance rates and ensuring that all students have the opportunity to succeed.

The school continues to promote attendance at school via Newsletter entries and whole-school assembly presentations. Classroom teachers contact relevant families to promote clear communication and refer to the Assistant Principal where further support is required. The Assistant Principal contacts families where non-attendance is a factor, to triage the support required and contact external agencies where appropriate. The school's emphasis on creating a positive and inclusive learning environment has contributed to high levels of student engagement and satisfaction. The Parent Opinion Survey indicates an 87.2% endorsement of general school satisfaction, while the School Staff Survey shows an 83.0% endorsement of the school climate. These positive responses reflect a strong sense of community and collaboration within the school.

Other highlights from the school year

The 2024 school year was filled with memorable events and activities that have enriched our school community. One of the highlights was Italian Day, where students immersed themselves in Italian culture through food, music, and art. The Colour Run was another exciting event, bringing together students, staff, and families for a fun-filled day of running and vibrant colours.

Our sporting events were a great success, with students showcasing their talents in Cross Country athletics and swimming competitions. These events not only promoted physical fitness but also encouraged a spirit of teamwork and perseverance.

We also hosted school experience sessions for prospective 2025 Foundation students, giving them an insight into school life at CEPS. These sessions were well-received and helped ease the transition for our future students.

The community came together for working bees, where parents, students, and staff collaborated to improve our school grounds. These events strengthened our sense of community and pride in our school.

Our camps, excursions, and incursions complemented classroom learning, providing students with hands-on experiences and opportunities to explore new environments. These activities enhanced students' understanding and engagement with the curriculum.

We celebrated Mothers and Special Persons Day and Fathers and Special Persons Day, honouring the important people in our students' lives with special events and activities. Book Week was another highlight, encouraging a love of reading through themed days and book-related activities.

Open Classrooms allowed parents and guardians to engage with their children's learning environment, enabling a closer connection between home and school.

Financial performance

Cheltenham East Primary School concluded the previous year in a strong financial position. The total operating revenue for 2024 was \$4,730,839, with the majority coming from the Student Resource Package (\$3,965,968). Additional funding was received from Government Provided DET Grants (\$369,723), Commonwealth Government Grants (\$36,697), and locally raised funds (\$346,803).

The school's total operating expenditure was \$4,720,912, resulting in a net operating surplus of \$9,928. Notable expenditure items included \$189,832 for camps, excursions, and activities, and \$95,867 for property services. The school also invested \$84,347 in asset acquisitions.

Equity funding amounted to \$28,414, supporting students from disadvantaged backgrounds. The school did not report any extraordinary revenue or expenditure items. Financial commitments at year-end totalled \$316,051, with significant allocations for operating reserves and funds received in advance.

Overall, Cheltenham East Primary School effectively managed its financial resources, ensuring the provision of quality education and support for its students.

**For more detailed information regarding our school please visit our website at
<https://cheltenhameast.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 394 students were enrolled at this school in 2024, 206 female and 188 male.

27 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

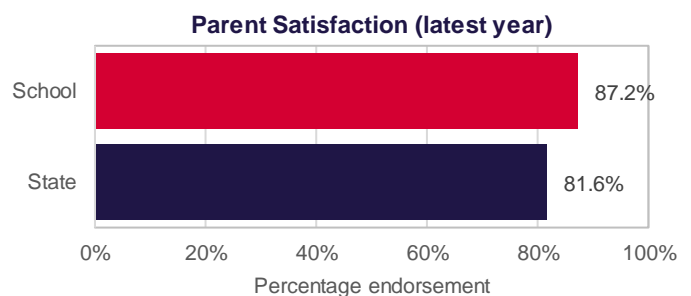
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	87.2%
State average (primary schools):	81.6%



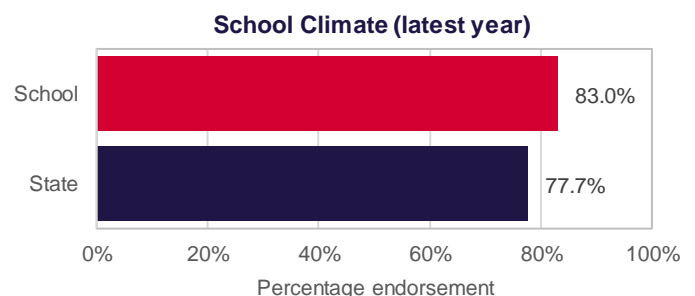
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	83.0%
State average (primary schools):	77.7%



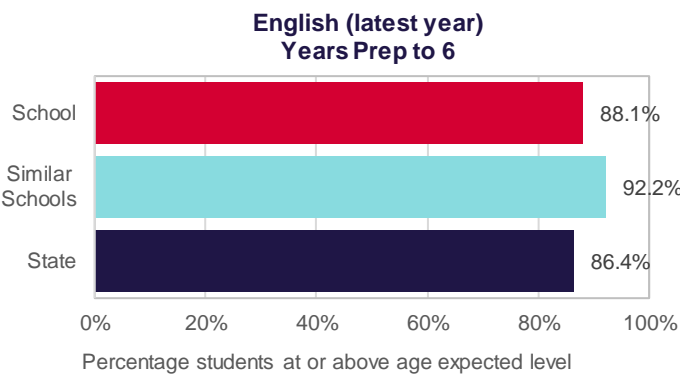
LEARNING

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.*

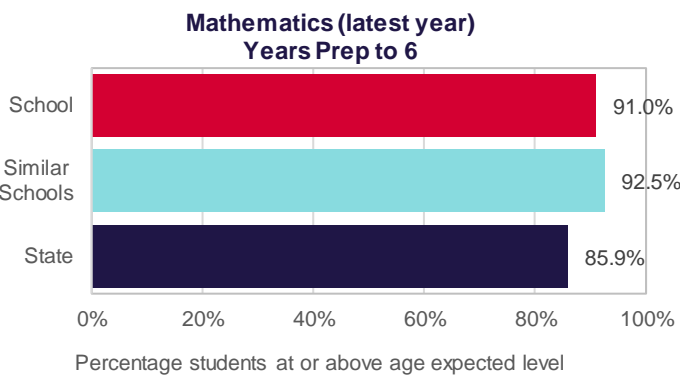
Teacher Judgement of student achievement against the Victorian Curriculum

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:	88.1%
Similar Schools average:	92.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.0%
Similar Schools average:	92.5%
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.

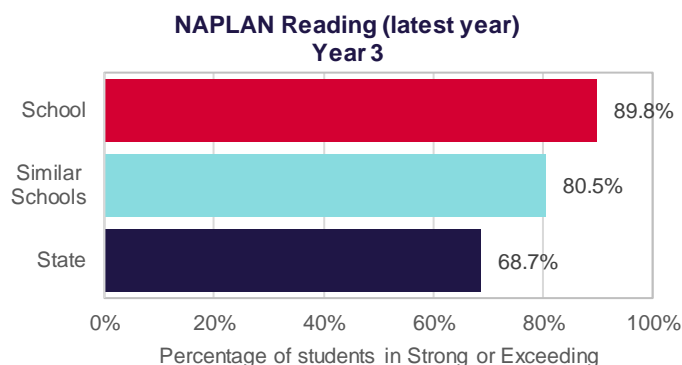
NAPLAN

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.

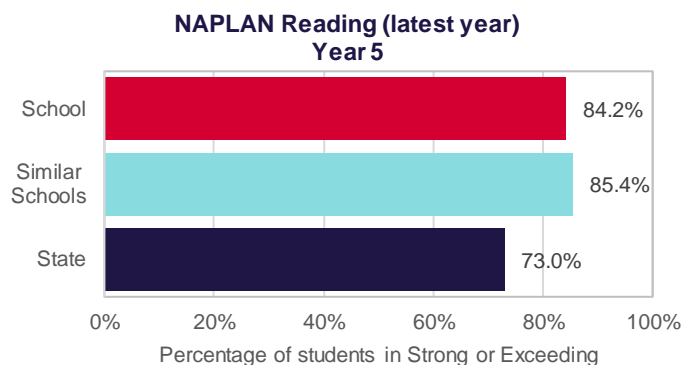
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.8%	86.3%
Similar Schools average:	80.5%	81.5%
State average:	68.7%	69.2%



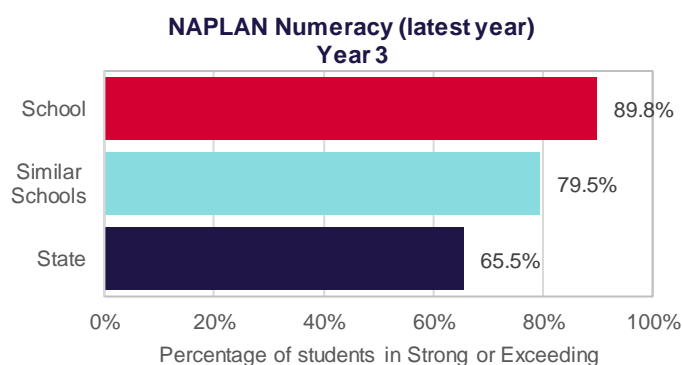
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.2%	86.4%
Similar Schools average:	85.4%	86.8%
State average:	73.0%	75.0%



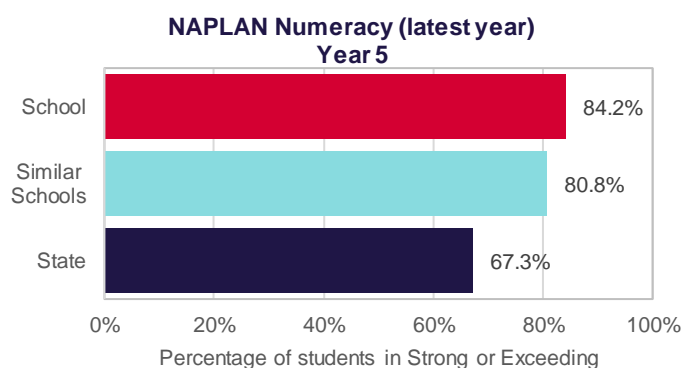
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.8%	86.2%
Similar Schools average:	79.5%	80.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.2%	79.1%
Similar Schools average:	80.8%	80.9%
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:

93.2%

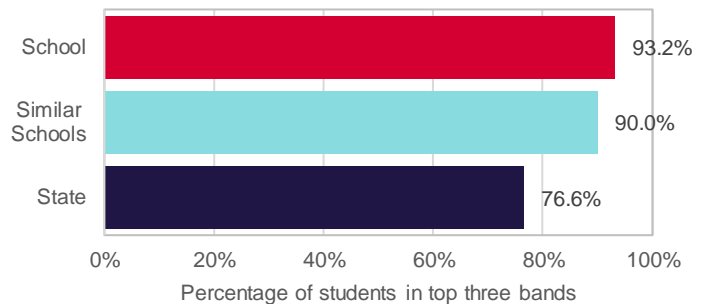
Similar Schools average:

90.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

89.2%

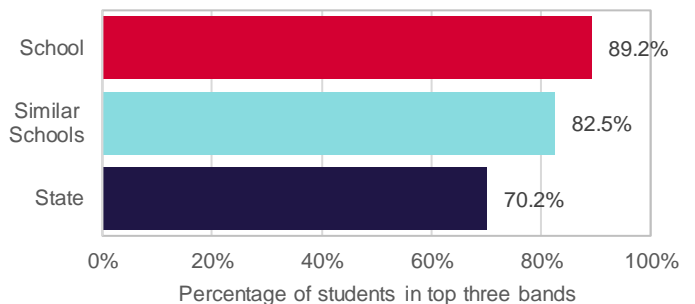
Similar Schools average:

82.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

79.7%

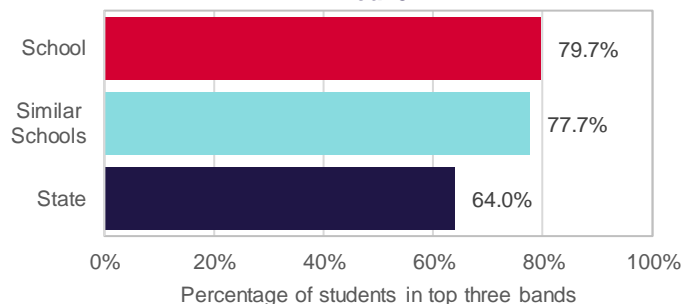
Similar Schools average:

77.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

73.8%

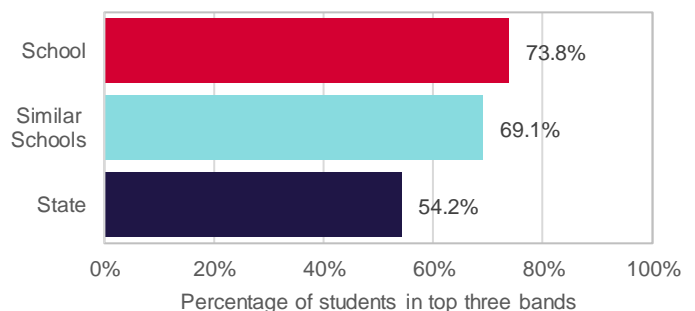
Similar Schools average:

69.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

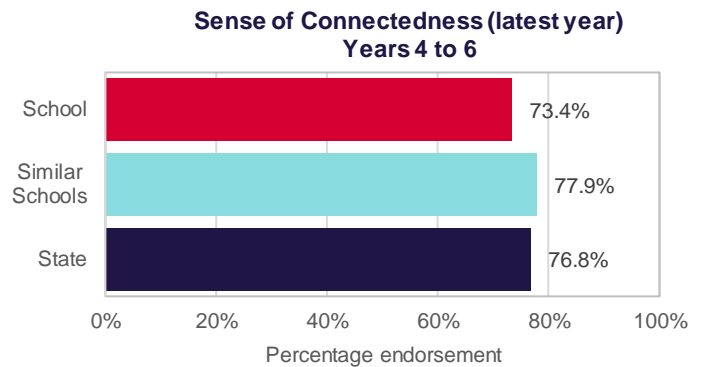
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.4%	77.3%
Similar Schools average:	77.9%	79.1%
State average:	76.8%	77.9%

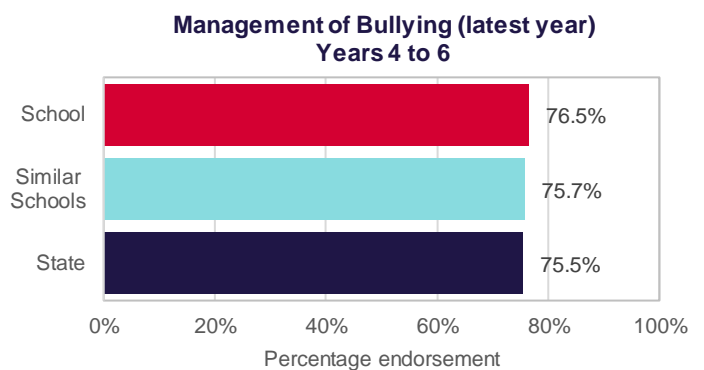


Student Attitudes to School – Management of Bullying

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:	76.5%	80.3%
Similar Schools average:	75.7%	76.8%
State average:	75.5%	76.3%



ENGAGEMENT

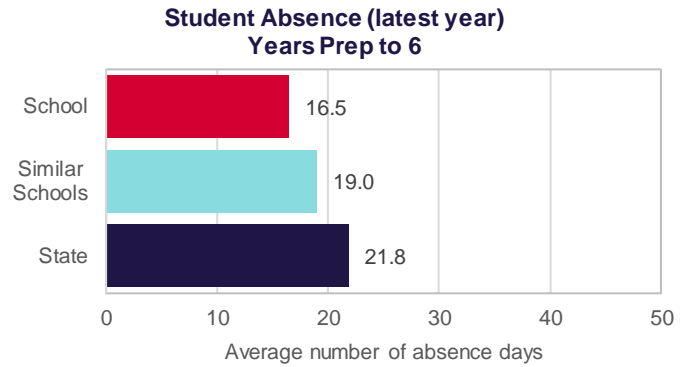
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	16.5	15.7
Similar Schools average:	19.0	17.2
State average:	21.8	20.1



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 (2024):	93%	92%	92%	93%	91%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,965,968
Government Provided DET Grants	\$369,723
Government Grants Commonwealth	\$36,697
Government Grants State	\$0
Revenue Other	\$11,647
Locally Raised Funds	\$346,803
Capital Grants	\$0
Total Operating Revenue	\$4,730,839

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,414
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,414

Expenditure	Actual
Student Resource Package ²	\$3,996,074
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$189,832
Communication Costs	\$2,392
Consumables	\$69,366
Miscellaneous Expense ³	\$13,878
Professional Development	\$9,821
Equipment/Maintenance/Hire	\$92,669
Property Services	\$95,867
Salaries & Allowances ⁴	\$125,575
Support Services	\$72,224
Trading & Fundraising	\$19,422
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,790
Total Operating Expenditure	\$4,720,912
Net Operating Surplus/-Deficit	\$9,928
Asset Acquisitions	\$84,347

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$271,379
Official Account	\$47,159
Other Accounts	\$0
Total Funds Available	\$318,538

Financial Commitments	Actual
Operating Reserve	\$120,994
Other Recurrent Expenditure	\$9,155
Provision Accounts	\$0
Funds Received in Advance	\$160,331
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,571
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$316,051

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.