

## 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/>**