

# 2025 Annual Report to the School Community

School Name: Brighton Primary School (1542)



- 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 23 March 2026 at 01:51 PM by Steve Meade (Principal)

- As executive officer of the school council, I attest that this 2025 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 23 March 2026 at 01:56 PM by Steve Meade (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
  - 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

#### VISION

Brighton Primary School's vision is to empower students to Learn. Grow. Become.

#### MISSION

Brighton Primary School's mission is encapsulated in our tagline: Learn. Grow. Become. These three pillars serve as the foundation for our approach to education. We are committed to providing a comprehensive and enriching educational experience that goes beyond the classroom, nurturing each student's academic, social, and emotional development.

#### OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

#### VALUES

Brighton Primary School's values are:

- **Excellence** - Prioritising the fundamentals of learning, we believe in nurturing our students' intellectual curiosity, critical thinking skills, and creative pursuits, making a meaningful difference in their lives.
- **Inclusivity** - We believe in creating a fair learning environment that recognises and supports the diverse needs of each student.
- **Community** - We cultivate a community that champions collaboration, instils social responsibility, and empowers students to positively impact their world.
- **Individuality** - We believe every child has unique potential. They deserve the support to express themselves, discover their passions and find confidence in who they are.

#### CURRICULUM OVERVIEW

Brighton Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from primary school to secondary school, to work, other training, and/or further education.

Brighton Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework, and in line with the F-10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level

- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Since 2020, Brighton Primary School has been working to develop robust systems and structures to support common unit planning while also strengthening our guaranteed, viable curriculum. We have developed common yearly, term, and unit plans as well as common formative and summative assessments across all subject areas. In addition, we introduced Professional Learning Communities (PLC's) with teacher teams setting student learning focused SMART goals each year. We have also provided our teachers with significant professional learning to enhance both student and teacher learning.

In 2025, we demonstrated significant growth on our student outcomes for reading, writing and numeracy as reflected in our 2025 NAPLAN results as outlined below.

#### NAPLAN Results 2025

To increase the percentage of students achieving in the top two bands (exceeding or strong) in 2024 compared with the top two bands (exceeding or strong) in 2025 in NAPLAN for:

- **Year 3 Reading** from 85 per cent in 2024 to **81 per cent in 2025**
- **Year 5 Reading** from 92 per cent in 2024 to **89 per cent in 2025**
- **Year 3 Writing** from 93 per cent in 2024 to **97 per cent in 2025**
- **Year 5 Writing** from 95 per cent in 2024 to **89 per cent in 2025**
- **Year 3 Numeracy** from 85 per cent in 2024 to **88 per cent in 2025**
- **Year 5 Numeracy** from 79 per cent in 2024 to **91 per cent in 2025**

The 2025 NAPLAN results present a mixed performance across year levels and learning areas. In Reading, there was a slight decline in the proportion of students achieving in the top two bands, with Year 3 decreasing from 85% to 81% and Year 5 from 92% to 89%. Writing results were more variable, with a notable improvement in Year 3 (93% to 97%), while Year 5 saw a decline from 95% to 89%. Numeracy showed overall positive growth, particularly in Year 5, which increased significantly from 79% to 91%, alongside a smaller improvement in Year 3 from 85% to 88%. Overall, the data indicates strong gains in Numeracy and early Writing, alongside some areas for review in Reading and Year 5 Writing.

## Wellbeing

At Brighton Primary School, we pride ourselves on fostering an inclusive and supportive learning environment for all students. Our goal is to create a setting where every learner remains actively engaged, overcomes challenges, and achieves success.

While most students thrive through high-quality classroom teaching, some benefit from additional support or extension tailored to their individual learning needs. Our experienced Learning Enhancement Team works closely with classroom teachers to regularly assess student progress and identify these needs. Through this collaborative approach, we are able to provide timely, targeted support aligned with the curriculum.

This support may include:

- Revisiting foundational concepts
  - Practising essential skills
  - Preparing for upcoming learning
  - Extending and deepening understanding of concepts
  - Strengthening social skills
- Support is delivered flexibly—within the classroom, in small groups, or through targeted one-on-one sessions—ensuring each student receives the assistance they need to succeed.

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Our Learning Enhancement Team works in partnership with classroom teachers through a co-teaching model. This approach draws on a range of instructional strategies, adapted to suit students' needs, their stage of learning, the content being taught, and practical considerations such as classroom environment and space.

The benefits of this co-teaching approach include:

- Increased student engagement and a positive classroom environment
- Improved academic outcomes, along with enhanced social communication—particularly for students with additional needs
- Strengthened professional practice through collaboration, fostering innovation and shared expertise among staff

By investing time and resources into co-teaching, we strengthen our commitment to personalised learning. This approach enables us to provide targeted support at every level, empowering students to build skills at their own pace and reach their full potential.

## Engagement

Brighton Primary School has established itself as a vibrant hub for student and community engagement, closely aligned with the Framework for Improving Student Outcomes (FISO) 2.0 to

enhance both learning and wellbeing. Through a range of intentional and innovative practices, the school fosters an environment where students are active participants in their learning and valued contributors to the broader school community.

A key strength of Brighton Primary is its strong emphasis on student voice and agency. Through Junior School Council, the Grade 6 Leadership Program, and regular classroom discussions, students are provided with authentic opportunities to share their ideas, raise concerns and contribute to school improvement. These opportunities not only strengthen students' sense of ownership and belonging but also develop essential communication, leadership and collaboration skills.

In alignment with FISO 2.0, the school also prioritises a rich range of extracurricular opportunities to further enhance engagement. Students can access a diverse selection of clubs, programs and teams spanning sport, the arts and other areas of interest. These experiences extend learning beyond the classroom, strengthen peer connections and contribute to a strong sense of school connectedness.

Student attendance remains a key indicator of engagement. In 2025, Brighton Primary maintained an attendance rate above 91.2%, consistent with previous years. Notably, 33% of students achieved an attendance rate of 95% or higher. The school adopts a proactive and supportive approach to attendance, providing targeted support for students and families where required to ensure every student can fully participate in their learning.

Community engagement is also a central pillar of the school's work. Regular events such as whole-school assemblies, lapathons, community breakfasts and parent–teacher conferences provide meaningful opportunities for families to connect with the school. These strong partnerships foster a shared commitment to student success and wellbeing, creating a supportive and inclusive community.

In summary, Brighton Primary School demonstrates a clear and sustained commitment to student and community engagement. Through its focus on student voice and agency, diverse learning opportunities, strong attendance practices and authentic community partnerships, the school continues to cultivate an inclusive, connected and high-performing learning environment, closely aligned with the priorities of FISO 2.0.

## Other highlights from the school year

In 2025, a standout achievement was the successful delivery of our school camp program for students in Years 3–6. These camps provided memorable and meaningful experiences, while also developing key capabilities such as teamwork, resilience and independence. Students returned with overwhelmingly positive feedback, reflecting on new friendships, personal challenges and a strengthened sense of confidence and connection.

In addition, all year levels participated in a rich range of excursions and incursions throughout the year. These experiences were carefully selected to complement classroom learning and broaden students' understanding of the world. Opportunities included visits to local historical sites, science-based learning experiences and workshops with guest speakers and community experts, all of which enhanced student engagement and curiosity.

Together, these programs made a significant contribution to students' academic, social and emotional development. Brighton Primary School is proud to provide such high-quality, enriching

experiences that strengthen connections with the local community and foster a culture of growth, exploration and excellence.

## Financial performance

In 2025, the school concluded the year with a surplus of \$985,059. A portion of these funds has been carried forward from previous years and is committed to significant projects that were unable to be completed during 2025. These include the replacement of the Junior Playground, new school fencing, sleeper wall works, solar panel installation, and various building repairs and maintenance.

Additionally, funds raised throughout 2025—including contributions to the Building and Library Funds—have been allocated to priority improvements such as new classroom furniture, technology upgrades, painting, and ongoing building maintenance.

The school's primary source of funding is the Student Resource Package provided by the Department of Education, supplemented by parent contributions. These include curriculum contributions and other voluntary contributions such as the IT Levy, which supports the maintenance and enhancement of the school's digital learning environment and subscriptions.

Further contributions include the Grounds Levy (supporting employment of a grounds person and general upkeep), Health Centre Levy (supporting the employment of the school nurse), Building Fund (supporting works such as painting, roof repairs and air-conditioner replacement), and the Library Fund (supporting the purchase of books and furniture for both the central library and classroom libraries).

Additional revenue streams in 2025 included: facility hire (\$89,311), Before and After School Care licence agreement (\$138,037), Uniform Shop (\$14,492), newsletter advertising (\$4,827), photography commission (\$2,273), and fundraising activities (\$103,238).

The school also received targeted funding and grants, including Sporting Schools funding (\$3,150) and income from overseas fee-paying students (\$220,974).

Major areas of expenditure in 2025 included:

- IT equipment, student laptops, iPads, licences and additional IT support (\$97,153)
- Disability Inclusion resources, including decodable books and sensory supports (\$15,970)
- Library resources and guided reading materials (\$12,860)
- Building painting (\$76,512) and gymnasium lighting upgrade (\$23,045)
- Professional development (\$48,153)
- Casual Relief Teachers and Education Support staff (\$283,506)
- Re-carpeting and new vinyl flooring (\$80,690)
- Acoustic panels (\$52,120) and performing arts stage lighting (\$14,577)
- Outdoor and grounds improvements, including sprinkler system, sandstone seating, and outdoor furniture (\$68,375)
- Playground design and soil testing (\$22,865)
- Swimming in Schools program (\$21,080)

For more detailed information regarding our school please visit our website at  
<https://www.brighton.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 542 students were enrolled at this school in 2025, 261 female and 281 male. 17% had English as an additional language and NDP 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**.


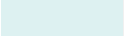

### Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	85.0%	
	Similar schools	78.8%	
	State	82.0%	

### School Staff Survey

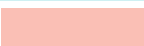
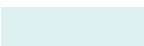


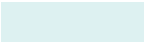

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.3%	
	Similar schools	79.0%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>96.0%</b>	
	Similar schools	95.5%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.7%</b>	
	Similar schools	94.9%	
	State	84.2%	

## NAPLAN

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


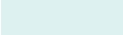


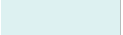

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.2%</b>	<b>84.3%</b>
	Similar schools	85.8%	85.8%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>89.3%</b>	<b>91.7%</b>
	Similar schools	88.4%	89.6%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.7%</b>	<b>86.7%</b>
	Similar schools	84.8%	84.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>91.1%</b>	<b>87.4%</b>
	Similar schools	86.7%	85.9%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>89.1%</b>	
	Similar schools	79.3%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>87.0%</b>	
	Similar schools	77.6%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>79.5%</b>		<b>75.8%</b>
	Similar schools	78.4%		78.6%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>72.5%</b>		<b>67.5%</b>
	Similar schools	76.0%		76.4%
	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
<b>Prep - 6</b>	<b>School</b>	<b>17.4</b>	<b>19.3</b>
	Similar schools	17.3	17.8
	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	
<b>Prep</b>	<b>School</b>	<b>92.8%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 2</b>	<b>School</b>	<b>91.7%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.8%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.7%</b>	
<b>Year 5</b>	<b>School</b>	<b>91.6%</b>	
<b>Year 6</b>	<b>School</b>	<b>89.9%</b>	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$5,763,202
Government Provided DET Grants	\$784,720
Government Grants Commonwealth	\$19,291
Government Grants State	\$0
Revenue Other	\$64,489
Locally Raised Funds	\$1,093,876
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,725,578</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$7,218
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,218</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$5,898,569
Adjustments	\$0
Books & Publications	\$16,013
Camps/Excursions/Activities	\$280,859
Communication Costs	\$5,597
Consumables	\$142,617
Miscellaneous Expenses <sup>2</sup>	\$61,465
Agency Staff	\$192,718
Professional Development	\$42,930
Equipment/Maintenance/Hire	\$164,207
Property Services	\$222,932
Salaries & Allowances <sup>3</sup>	\$123,162
Support Services	\$58,788

Expenditure	Actual
Trading & Fundraising	\$170,962
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$75,489
<b>Total Operating Expenditure</b>	<b>\$7,456,309</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$269,269</b>
<b>Asset Acquisitions</b>	<b>\$210,225</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

<b>Funds Available</b>	<b>Actual</b>
High Yield Investment Account	\$707,221
Official Account	\$58,215
Other Accounts	\$561,219
<b>Total Funds Available</b>	<b>\$1,326,655</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$259,623
Other Recurrent Expenditure	\$3,521
Provision Accounts	\$6,772
Funds Received in Advance	\$40,213
School Based Programs	\$12,811
Beneficiary/Memorial Accounts	\$4,643
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$437,853
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$765,436</b>

*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.*