

# 2025 Annual Report to the School Community

School Name: Brighton Beach Primary School (2048)



- 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 12:08 PM by Kim Ancrum (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 02 April 2026 at 02:24 PM by Kim Ancrum (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

Brighton Beach Primary School (BBPS) has a proud history and strong connection to its local community. Located in Windermere Crescent in Brighton, Victoria, the school opened in April 1878 as the Brighton Orphanage School. Historical accounts describe the original site between Dendy Street and Windermere Crescent as a place where children and staff worked together to build gardens, pathways and a small farm, reflecting a strong sense of community and shared purpose.

This history informs the school's vision: *Building Better Pathways to Success – a community learning together*. At BBPS we seek to guide and foster the natural curiosity of our students to discover the world, encouraging them to be reflective thinkers who ask questions, listen to others and confidently articulate their learning.

Our improvement work is guided by the priorities of the Victorian Department of Education *Framework for Improving Student Outcomes (FISO 2.0)*, with a focus on excellence in teaching and learning, strong leadership at all levels, positive learning environments and deep partnerships with our community. These priorities support a culture of high expectations and continuous improvement.

Brighton Beach Primary School has an enrolment of approximately 270 students. The school is staffed by two co-principals and a strong middle leadership team, supported by 22 teaching staff, 8 education support staff and 5 administration staff who work collaboratively to support student learning and wellbeing.

The school maintains a strong academic focus, underpinned by explicit teaching practices designed to both support and extend students in their learning. Teachers draw on evidence-based instructional approaches to ensure learning is structured, purposeful and responsive to individual student needs.

Students participate in a comprehensive curriculum aligned to the Victorian Curriculum, complemented by a specialist program in Physical Education, Performing Arts, Visual Arts and Japanese. A STEM (Science, Technology, Engineering and Mathematics) program is delivered through integrated curriculum opportunities across the year, further enriching student learning and encouraging curiosity, creativity and problem-solving.

The BBPS community is united by the belief that it takes a village to raise a child. Our values of Respect, Resilience, Relationships, Responsibility, Reflection and Reconciliation underpin the way students, staff and families work together to support every learner to belong and thrive. BBPS is recognised as a high-performing school with a strong reputation for consistent instructional practice, a focus on student wellbeing and building positive relationships so that each learning community supports every student to be ready to learn and to achieve their best.

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

### Learning

In 2025, Brighton Beach Primary School continued to strengthen student learning outcomes through a consistent, evidence-based approach to teaching and learning. A key focus of our Annual Implementation Plan was to build teacher capability to purposefully plan and apply explicit teaching, with particular attention to the refinement of the school's instructional model in line with the Victorian Teaching and Learning Model (VTLM 2.0).

Student learning growth remained a strong focus, with all 2025 NAPLAN results showing the percentage of students in the Strong or Exceeding proficiency levels above the state. In 2025, in Reading, 87% of students from Years 3 to 5 achieved medium or high relative growth, significantly above similar schools. In the final year of our School Strategic Plan, the school has demonstrated significant improvement against 2022 baseline data. This includes an increase in Year 5 Reading - students at Exceeding from 10% (in 2022) to 34% (in 2025), reflective of our introduction of literacy practices such as vocabulary instruction and novel study comprehension focus in the middle school; and a reduction in Year 3 students identified as Needs Additional Support in both Reading and Numeracy from 35% (2022) to 0-2% (2025), affirming our intervention practices both within the classroom and utilising expert staff in the junior school.

Key highlights include:

- Development of a guaranteed and viable curriculum with consistent expectations across all year levels
- Implementation of knowledge-rich, integrated units linking Literacy to other curriculum domains such as Science and History
- Refinement of the instructional model in line with VTLM 2.0, strengthening explicit teaching and guided practice - a focus on scaffolding learning
- Successful full year implementation of a systematic synthetic phonics approach to teaching Literacy P-2, in line with Department priorities.

Through this work, BBPS continues to deliver a coherent and high-quality learning program that supports all students to achieve their best.

### Wellbeing

In 2025, Brighton Beach Primary School maintained a strong focus on student wellbeing, recognising that high-quality teaching and learning is underpinned by safe, supportive and well-managed learning environments that maximise on task learning time. A key goal of the Annual Implementation Plan was to develop teachers' use of classroom management strategies to set high expectations that enable learning.

Student Attitudes to School Survey (ATOSS) data reflects the positive impact of this work, with results above similar and network schools across all domains. Notably, 90% of students endorsed effective classroom behaviour, 96% reported high expectations for success from their teachers, and 92% indicated a strong sense of school safety, including feeling they have an advocate at school.

Key highlights include:

- Establishment of clear, shared expectations aligned to school values of Respect and Responsibility, co-created with our Student Representative Council, using a shared language through our semester mantras for Respect “*When kindness grows, respect shows*”, and Responsibility, “*Self-responsibility comes alive in 2025*”.
- Strengthened teacher capability in supporting student regulation, including the use of embedded proactive strategies, including the intentional use of brain breaks, to support students to remain engaged and ready to learn.
- Implementation of whole-school Positive Classroom Management Strategies, aligned with Department frameworks, including:
  - PCMS 1: unpacking values and establishing shared norms and expectations
  - PCMS 2: developing consistent fixed and flexible routines for classroom entry, exit and transitions

Through this work, BBPS continues to foster a positive and inclusive learning environment where all students feel safe, supported and ready to learn.

## Engagement

In 2025, Brighton Beach Primary School continued to prioritise student engagement as a key enabler of both learning and wellbeing. Our work aligned with the Victorian Department of Education *Framework for Improving Student Outcomes (FISO 2.0)*, with a focus on strengthening student voice, agency and connectedness to school.

Student attendance remained strong, with the majority of students attending school regularly. The school continues to monitor attendance closely, recognising its critical role in supporting learning continuity and positive outcomes. Overall attendance rates remained consistent with previous years, with the greatest impact to school attendance being illness and family holidays.

Student engagement in 2025 was further strengthened through a range of authentic learning opportunities, leadership experiences and community partnerships that connected students to their learning and the wider world.

Key highlights include:

- Introduction of *Enrichment@BBPS*, a whole-school critical thinking program providing extension opportunities in curriculum areas beyond our explicit literacy and numeracy program. Students in Grades 1-6 engaged in weekly workshops in STEM (Grade 1/2 - aerodynamics, Grade 3/4 - robotics, Grade 5/6 coding), History and Geography, and even Creative Writing, which saw the launch of our first school newspaper

- Strengthened home-school partnerships in learning through open classroom sessions, where teachers showcased their pedagogy, alongside the return of parent-teacher interviews and three-way conferences to celebrate student learning growth
- Strong Year 5/6 leadership opportunities in our well-established leadership program, including Grade 5 Waste Warrior community presence, Grade 5 Upstanders publishing a book - 'Words are Muscles, Use them to Lift' in partnership with the Upstander Network and Bayside Council; and Grade 6 community action projects authentically connected students with community organisations such as The Sacred Heart Mission, Hamble Court Residence and Neighbourhood Watch. Selected Grade 6 students also participated in the *Raise Our Voice* student campaign at Federal Parliament.

Through these opportunities, BBPS continues to foster high levels of student engagement, ensuring students are connected, empowered and actively involved in their learning and community.

## Other highlights from the school year

In 2025, Brighton Beach Primary School strengthened its connection to the community through authentic and meaningful learning experiences.

What began as a celebration of 100 days of school in Prep evolved into a whole-school *100 Acts of Kindness* initiative, recognised in national and local media including *Sunrise* and *The Age*. Each year level engaged with local and broader community groups, acknowledging the contributions of emergency services, healthcare workers and animal welfare organisations through acts of gratitude such as card writing, donation drives and beach clean-up events. This initiative fostered a strong sense of civic responsibility and student agency, and sits with our commitment to Gratitude, Empathy and Mindfulness through our partnership with The Resilience Project.

Our Creative Arts Specialist program continued to flourish, providing students with opportunities to express creativity and showcase their talents. The bi-annual Art Show was a huge success, and celebrated the work of all students from Prep to Year 6, highlighting the depth and quality of artistic learning across the school. In addition, the Victorian State School Spectacular provided students in Grade 5/6 with the opportunity to perform as part of a large-scale event, building confidence and a sense of pride. Students represented BBPS proudly at this event.

Significant investment in our learning environment focussed on the refurbishment of the Kitchen Garden space, supported by Parent Association fundraising from previous years. This enabled the beginnings of the development of a rich hands-on, experiential learning program, driven in 2025 by the Year 3/4 Hub, enriching student learning through practical and engaging experiences linked to sustainability cross-curriculum priorities.

## Financial performance

In 2025 the school entered an anticipated deficit, where small class sizes and meeting the needs of our students was prioritised and resourced with an experienced workforce. The impact of flattening

enrolments due to the high cost of real-estate in the school's zoned area provides opportunities for smaller class sizes, however the reconfiguration of school zoning, based on the Department's algorithm, continues to put pressure on our budget and the provision of resources beyond our main priority areas, as identified by the school. Vigilance and purposeful use of resources has ensured that strong educational outcomes were achieved, and the operational needs of the school met in 2025.

Government provided DE Grants, such as Mental Health In Schools Funding and Tier 2 Intervention funding, allowed us to continue to offer opportunities such as our strong partnership with The Resilience Project and the engagement of School of Play for both students and parents, as well as the establishment of the What I Need sensory regulation space at BBPS.

We show huge appreciation to our Parent Association, with another year of outstanding fundraising through community events such as the Dreamers Football/Netball, Mother's Day Lunch, Parent Social event, and our bi-annual Christmas Fair. The generous efforts of all of our community supports the school to complete projects and provide learning resources across the school. In 2025, funds went towards resources such as junior school reading resources to reflect a phonics approach to teaching reading and SchoolTV - a platform that provides parents and carers with resources to support positive student mental health. Fundraising supported the school to meet the stage 1 target for the refurbishment of the Exon Playground. Additional fundraising and efforts to gain government grants in 2026 will further contribute to the school starting the long-term project.

**For more detailed information regarding our school please visit our website at  
<https://www.brightonbeachps.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

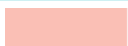
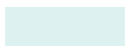
A total of 268 students were enrolled at this school in 2025, 127 female and 141 male. 8% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

### 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**.


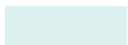

### Parent Satisfaction Summary

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	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>80.0%</b>	
	Similar schools	77.7%	
	State	82.0%	

### School Staff Survey


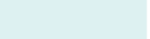


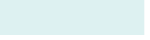

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>88.8%</b>	
	Similar schools	79.9%	
	State	77.4%	

## LEARNING


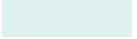


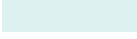


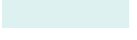




### Teacher Judgement of student achievement against the Victorian Curriculum

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>98.0%</b>	
	Similar schools	94.7%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>96.9%</b>	
	Similar schools	94.2%	
	State	84.2%	

## NAPLAN

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


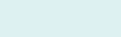


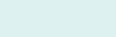

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>80.0%</b>		<b>78.3%</b>
	Similar schools	85.7%		85.1%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.5%</b>		<b>82.5%</b>
	Similar schools	89.0%		89.8%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.6%</b>		<b>80.8%</b>
	Similar schools	82.5%		82.9%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.8%</b>		<b>81.7%</b>
	Similar schools	85.5%		84.3%
	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'.


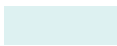

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>87.2%</b>	
	Similar schools	79.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>69.2%</b>	
	Similar schools	76.0%	
	State	74.0%	

## WELLBEING


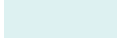

### Student Attitudes to School – Sense of Connectedness

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>84.3%</b>		<b>80.0%</b>
	Similar schools	76.9%		77.3%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.8%</b>		<b>79.8%</b>
	Similar schools	75.7%		75.6%
	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>18.4</b>	<b>20.1</b>
	Similar schools	18.0	18.5
	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>93.4%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.9%</b>	
<b>Year 2</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 3</b>	<b>School</b>	<b>89.4%</b>	
<b>Year 4</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 6</b>	<b>School</b>	<b>89.1%</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.

Revenue	Actual
Student Resource Package	\$2,746,919
Government Provided DET Grants	\$314,132
Government Grants Commonwealth	\$7,459
Government Grants State	\$0
Revenue Other	\$51,608
Locally Raised Funds	\$616,546
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,736,664</b>

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,021,745
Adjustments	\$769
Books & Publications	\$1,145
Camps/Excursions/Activities	\$226,778
Communication Costs	\$7,183
Consumables	\$97,522
Miscellaneous Expenses <sup>2</sup>	\$29,041
Agency Staff	\$17,967
Professional Development	\$29,644
Equipment/Maintenance/Hire	\$33,138
Property Services	\$129,454
Salaries & Allowances <sup>3</sup>	\$165,649
Support Services	\$85,474

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$54,926
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,805
<b>Total Operating Expenditure</b>	<b>\$3,935,241</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$198,577)</b>
<b>Asset Acquisitions</b>	<b>\$4,631</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

Funds Available	Actual
High Yield Investment Account	\$279,125
Official Account	\$77,241
Other Accounts	\$77,933
<b>Total Funds Available</b>	<b>\$434,299</b>

Financial Commitments	Actual
Operating Reserve	\$152,121
Other Recurrent Expenditure	\$2,172
Provision Accounts	\$2,962
Funds Received in Advance	\$0
School Based Programs	\$73,804
Beneficiary/Memorial Accounts	\$0
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	\$144,795
Maintenance - Buildings/Grounds < 12 months	\$17,550
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$393,405</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.*