

# Bramfield Park Primary School

## Annual Report 2025



### School Overview

Bramfield Park Primary School is located in Maddington, Western Australia and caters for students from Kindergarten to Year 6. The school continues to focus on Achievement, Engagement and Wellbeing as outlined in the 2024–2026 Business Plan.

Bramfield Park Primary School provides high-quality educational programs from Kindergarten to Year 6 and is committed to developing confident, capable and resilient learners. Our culturally rich community reflects the diversity of the broader Maddington area, and we celebrate inclusivity, mutual respect and high expectations for all students.

In 2025, Bramfield Park Primary School continued to focus on:

- Excellence in teaching and learning
- Explicit instruction and evidence-based practice
- Strong student wellbeing frameworks
- Community engagement and partnerships
- Continuous improvement aligned to our Business Plan

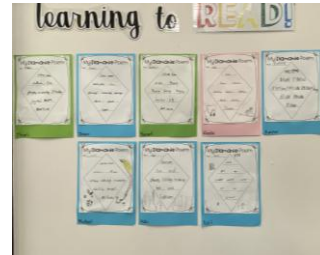


## Principal's Report – 2025

2025 was a year of consolidation, growth and renewed focus on explicit, data-informed teaching practices. Our staff demonstrated professionalism, collaboration and an unwavering commitment to student success.

Throughout the year, we strengthened our whole-school approaches in:

- Structured and explicit literacy implementation
- Consistent and structured numeracy instruction
- Student and staff wellbeing
- Data moderation and analysis cycles
- Tiered intervention frameworks



Our student achievement data reflected steady improvement in literacy and numeracy outcomes, focussed on year on year growth for our students.

Student Wellbeing remained a priority. Our Aussie Optimism framework continued to embed consistent expectations across all year levels, contributing to improved classroom engagement and reduced behavioural incidents. Staff also used the Aussie Optimism program to develop social and emotional skills, competencies and resilience.

Attendance continued to be an area of focus, with targeted follow-up procedures and strengthened communication with families to support regular school attendance.

We remain proud of our culturally responsive practices and our strong partnerships with families and community agencies that support our students holistically.

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### Student Numbers and Staffing (Census Semester 1: 2025)

- Total enrolments: 318 students
- Teaching staff: 23 including 5 specialist teachers: 5
- Education assistants: 9
- Administration staff: 4
- Support staff: 6



The school increased student enrolments throughout 2025, finishing the year with 339 students. A large percentage of our enrolments are from families with diverse cultural and linguistic backgrounds. Staffing numbers also increased, particularly with the employment of an additional 5 part or full time Education Assistants.

## A snapshot of 2025

### Term 1

It was a positive and busy start to the 2025 school year at Bramfield Park Primary School. The year began welcoming new and returning staff and celebrating our 2025 Student Leaders, who had already taken on important roles supporting students and representing the school community. Students across the school were engaged in their learning and participated in valuable curriculum enrichment activities including the Life Education and World of Maths incursions. Year 3 and Year 5 students also completed their NAPLAN assessments, demonstrating the skills they have been developing through quality teaching and learning programs.

Throughout the term, students enjoyed special events that celebrated community, diversity and healthy lifestyles. Harmony Day was a highlight, with students and staff proudly wearing cultural dress or orange to celebrate the many cultures represented within our school community. National Ride2School Day also encouraged students to ride, scoot or walk to school, promoting active travel. Our Year 4–6 students represented the school at the Interschool Summer Carnival, competing in volleyball, softball and cricket, and achieving excellent results including first place in cricket.

Another significant highlight was the Year 5/6 Camp at Nanga Bush Camp in Dwellingup. Students participated in a range of outdoor and team-building activities that challenged them to build confidence, resilience and teamwork. The school community also supported World Autism Awareness Day, raising funds for the Autism Association of WA. In addition, installation of a new playground began during the term, which provided exciting new play opportunities for our students.

### Term 2

Term 2 was filled with significant learning, community engagement and positive developments across the school. The term began with the arrival of several new Education Assistants and staff members who strengthened support for students from Years 1–6, along with the reopening of the Nature Play area, which quickly became a popular space for creative and active play. Classes also engaged in the *Unstoppable Me!* wellbeing program run by Linda Bancroft, helping students learn strategies to calm their minds and bodies through movement and stretching.

Community involvement remained a strong feature of Term 2, with the P&C leading multiple successful initiatives including the Mother's Day stall and a sausage sizzle for students and staff. Families continued to be involved through Reporting to Parents interviews, where teachers, students, and caregivers met to discuss Semester 1 progress.

The term concluded with celebrations of student participation and achievement, most notably at the Winter Carnival where Bramfield Park students competed in hockey, soccer, and netball. The school also reflected on a year of progress through the Centre for Excellence Literacy Internship, which has strengthened literacy teaching and boosted engagement through Daily Reviews and Engagement Norms.



### Term 3

Term 3 was filled with rich learning experiences, community connection, and important milestones for staff and students. The term featured the school's *Public School Review*, where the review team commended the strong community culture, dedicated staff, and high-quality learning programs. Students engaged in transitions for Year 6s who visited Cannington Community College and Sevenoaks Senior College to explore secondary subjects including science, art, drama, IT, and cooking. Program Kaartdijin was also introduced, beginning the school's transition to the Compass platform for attendance and communication.

The term was also packed with vibrant events that brought joy and celebration to the school community. Highlights included Book Week, where students and staff embraced colourful costumes and reading celebrations, and Crazy Hair Day, which filled classrooms with fun and creativity. Classes enjoyed a range of excursions and cultural experiences, such as the Year 2/3 Scitech visit and a festive French Day featuring café-style activities and crêpes. Community spirit shone through with fundraising events including Pyjama Day for Diabetes WA—which raised \$290—and a highly successful Father's Day stall run by the P&C. The Learning Journey evening, supported by an External Agency Expo, offered families a chance to see classrooms in action and connect with community services.

Sporting achievements rounded out the term on a positive note. Students proudly represented the school at the Interschool Cross Country Carnival and demonstrated strong teamwork and enthusiasm at both the jumps and throws events and the Faction Athletics Carnival, where Wirli Wirli won the shield. Staff development remained a priority, with professional learning focusing on EALD strategies, teamwork, and resilience.

### Term 4

Term 4 was a vibrant and eventful end to the school year, marked by celebrations, performances, and important transitions. Students across Years 4–6 enjoyed enriching experiences, including the Barking Gecko Theatre excursion and follow-up workshops exploring theatre arts. The school community also engaged in broader initiatives such as awareness events for Telethon, diabetes, hearing loss, and other community causes, with staff and students proudly representing the school.

Students represented the school at the A-Division Interschool Athletics Carnival, earning a commendable 5th place and celebrating a Year 6 Champion Boy win. Significant upgrades also began in the undercover area—including new lighting, insulation, flooring, and enclosed spaces—ensuring improved facilities for future school events. In addition, the school worked closely with families to update enrolments for 2026, including Kindy places and Year 6 high school preparations

The term concluded with major celebrations recognising student achievement, leadership, and community contributions. The Presentation Assembly highlighted book prize winners and musical performances, while the announcement of the 2026 Student Leaders was a proud moment. Year 6 Graduation was a joyful farewell, with a formal ceremony and a dinner dance showcasing students' rehearsed routines.



## Business Plan 2024 - 2026

After consultation with our staff and school community, a new Business Plan was created and endorsed in 2024. This was the second year of the plan and progress continued to be monitored against set targets.



### Our vision

**Bright minds,  
big hearts,  
solid futures.**

### What teachers believe:

- Effective teachers believe they can unlock the learning potential of every student.
- Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve.
- Effective teachers believe in inclusion and value student diversity.
  - Effective teachers believe student wellbeing and engagement are essential to student achievement.
  - Effective teachers believe they share the responsibility for student success with schools, families and the broader community.
- Effective teachers believe in equity and reconciliation.
- Effective teachers believe in preparing students to become their own teachers and successful life-long learners.

### Priority Area: Achievement

#### Overarching Statement:

Maintain a focus on ensuring that all students are achieving year on year progress.

#### Conditions:

- Ensure staff are familiar with the Quality Teaching Strategy and engage with its components.
- Use available data and evidence to identify targeted support for students.

### Priority Area: Engagement

#### Overarching Statement:

Culturally responsive teaching creates the conditions for Aboriginal students to succeed as Aboriginal people.

#### Conditions:

- Learning Environment:** Create culturally safe and engaging learning environments for Aboriginal students.
- Culturally Responsive Teaching:** Ensure all staff recognise the importance of and provide opportunities to teach Aboriginal peoples' histories and cultures.
- Relationships:** Expand and embed education conversations with Aboriginal families.

### Priority Area: Wellbeing

#### Overarching Statement:

Building social and emotional competence to create happy, motivated, resilient young people and promoting a culture of wellbeing to maintain a healthy, supportive workplace.

#### Conditions:

- A whole school approach that makes wellbeing a priority.
- Knowing our students and building positive relationships.

2024 - 2026

### Priority Area: Achievement

**Overarching Target: Students achieve year on year progress.**

**PAT (Reading, Numeracy Year 3-6)**

**Target: Stable cohort average percentile to improve by 7 points or higher**

Stable cohort. Students completed the test in Semester 2 of 2023 / 2024 / 2025.

The 2025 cohorts performed above the school's long-term average in Years 4 and 6 in Reading and above the school's long-term average in Years 3, 4 and 6 in Maths.

## Reading

	Year Avg Percentiles			LT Avg
	S2 '24	S2 '25	Change	
3	NA	34.6	NA	36
4	37.3	40.4	3.1	40
5	31.5	32.6	1.1	40.2
6	52.3	50.8	-1.5	44.8

## Math

	Year Avg Percentiles			LT Avg
	S2 '24	S2 '25	Change	
3	NA	41.5	NA	40
4	39.3	42.1	2.8	40.1
5	33.9	35.7	1.8	38
6	41.6	46.1	4.5	44.2

## Brightpath (Writing Year 1-6)

**Target: Stable cohort to maintain their year-on-year Brightpath progress.**

2024			2025		
Year	Narrative	Informational Text	Year	Narrative	Informational Text
Year 1	-	85%	Year 1	-	94%
Year 2	80%	29%	Year 2	100%	93%
Year 3	77%	97%	Year 3	92%	100%
Year 4	100%	100%	Year 4	69%	86%
Year 5	76%	48%	Year 5	71%	77%
Year 6	89%	83%	Year 6	60%	70%

Across the school, maintenance of progress improved in most areas in 2025, particularly in Informational Text, where several cohorts showed substantial gains. However, there were notable declines in upper year levels, particularly Years 4 and 6, which indicates challenges in sustaining writing progress as text complexity and expectations increase.

### On Entry Assessment (Reading, Numeracy)

**Target: To increase percentage of students demonstrating high /very high progress between Pre-primary (On Entry Assessment) and Year 3 (NAPLAN)**

	Numeracy	Reading
2024	30%	34%
2025	20%	28%

Our students are still making progress between Pre-primary and Year 3; however, our focus is on the percentage of students making high / very high progress between the two assessments.

### Priority Area: Engagement

- 60% of our Aboriginal students will have an attendance rate of 80% or higher.

This target was achieved in Semester 1 and 2 of 2025.

- In the 3 Standards of the Aboriginal and Cultural Standards Framework, Relationships, Teaching and Learning Environment, we will be at the Cultural Competence (Capable) stage of the Continuum.

At the midway point of our Business Plan (August 2025):

- Relationships 4 out of 4 areas at Cultural Competence (Capable).
- Teaching 3 out of 4 areas at or above Cultural Competence (Capable).
- Learning Environment 3 out of 4 areas at Cultural Competence (Capable).

Achievement of these targets is tracking well in this priority area.

## Wellbeing Priority Area

Revised Targets set after initial data collection for 2025:

1. To maintain or increase 78.5% of Year K-2 students having a high, very high or the highest level of Social Emotional Wellbeing. 2025 - 81.2%
2. To maintain or increase 70.6% of our Year 3-6 students having a Social Emotional Wellbeing score of either developed, highly developed or very highly developed. 2025 – 72%
3. To improve the data from both Year 1 Boy (Year 2 boys in 2025) and Year 5 Girl (Year 6 in 2025) focus groups. Success stories from 2025 survey – a decrease in both indicators of social and emotional wellbeing for Year 2 boys in 2025 recorded under the 2 questions; *Student appears to argue about doing something he does not want to do*, and *Student appears to disrupt ongoing activities*. There was also a significant decrease in office referrals for Year 2 boys across the year.

The Year 6 girls participated in the Flourish program and our observations were students understood the topics and key messages but struggled to embody and live them. Recommendations included starting the program earlier in the year and looking for strategies to bridge the gap between knowledge and application.



## Student Achievement Data (NAPLAN 2025)

Areas of positive trend:

- Increased percentage of students in Strong and Exceeding proficiency bands
- Continued outstanding achievement in Year 3 Writing, Spelling and Grammar & Punctuation
- Over expected achievement in Year 5 Writing and Grammar & Punctuation

The school continues to track longitudinal cohort progress to ensure sustained growth over time.

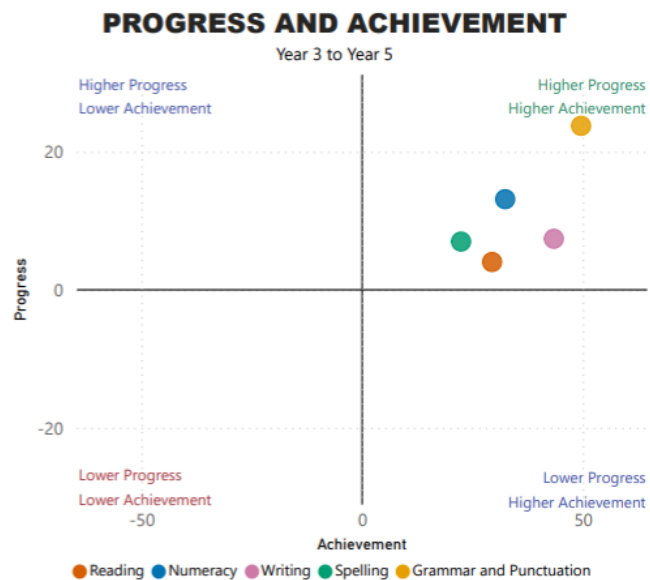
### Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	1.0	1.4	0.5	1.3	1.1	-0.3
Reading	1.2	1.9	0.9	0.8	2.1	-0.5
Writing	1.6	2.3	2.1	1.0	2.0	0.3
Spelling	1.2	2.3	1.6	1.8	2.2	-0.7
Grammar & Punctuation	1.4	1.8	1.7	1.5	1.5	0.3

2025 (and onwards) comparative performance calculations are based on both ICSEA and prior cohort performance. 2023 and 2024 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

The Comparative Performance Summary compares our school's average against schools with statistically similar backgrounds (ICSEA) and the national average. Cohort and the change in performance calculations have had an impact on 2025 achievement. This will continue to be monitored, and individual student progress tracked.

### Progress and Achievement



From Year 3 to Year 5, our students remained in the Higher Progress / Higher Achievement quadrant. Our stable cohort of students outperformed the cohort, like schools, and WA Public Schools in Progress and Achievement in all assessment areas.

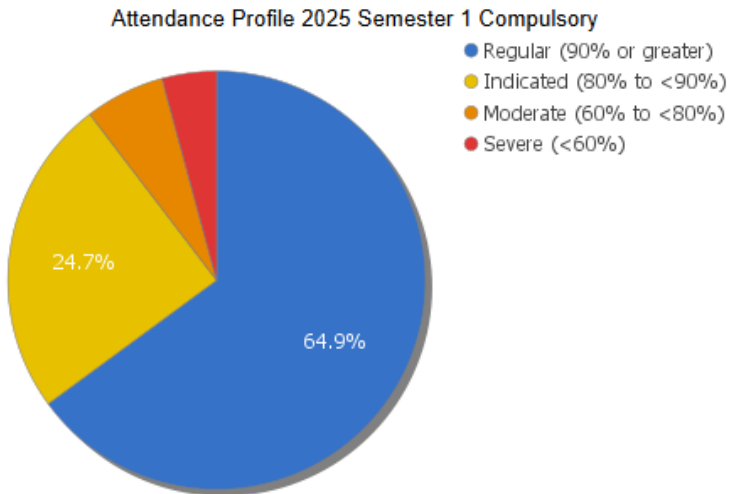
## Attendance

Attendance remained a key improvement priority in 2025.

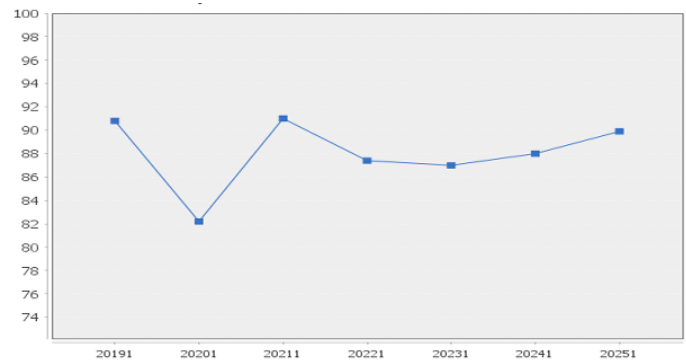
Focus areas included:

- Early identification of attendance concerns
- Follow up of unexplained absences
- Sharing Semester 1 and Semester 2 data with the School Board, explaining those students with severe and moderate attendance.

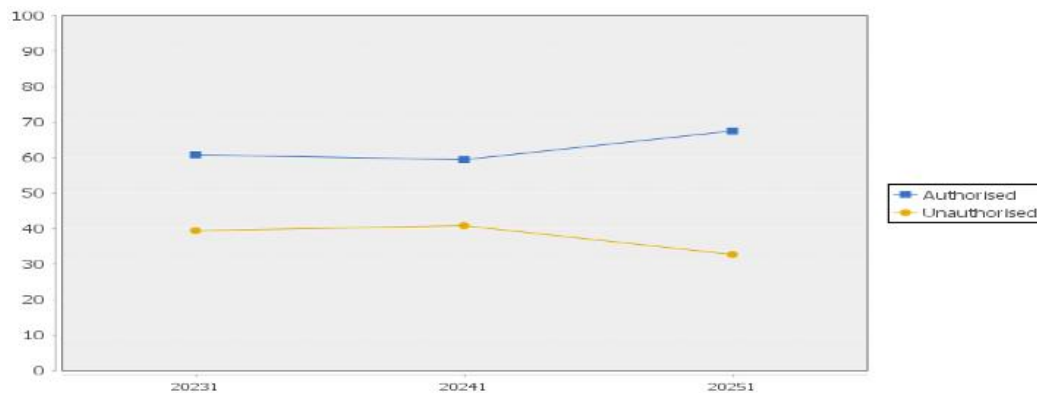
The overall attendance rate for Semester 1, 2025 was 89.9% with 64.9% of our students attending regularly.



Longitudinal Regular Attendance Data Semester 1



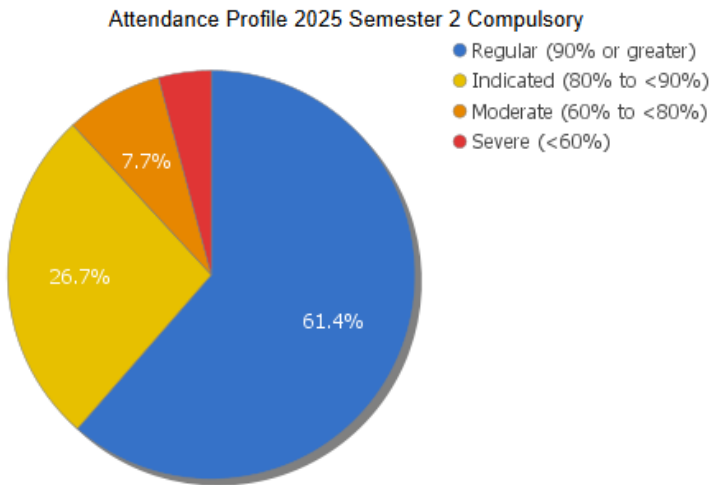
Longitudinal Authorised / Unauthorised Attendance Data Semester 1



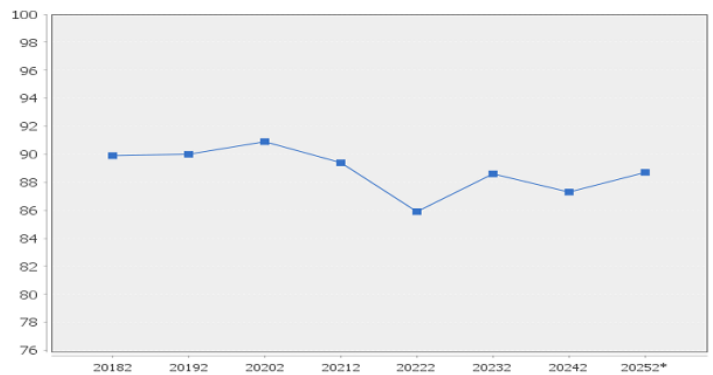
Authorised absences are absences that have been explained i.e., notified as sick, a reasonable cause, cultural reasons or even an unacceptable reason. Unauthorised absences consist of holidays taken during the school term.

## Semester 2:

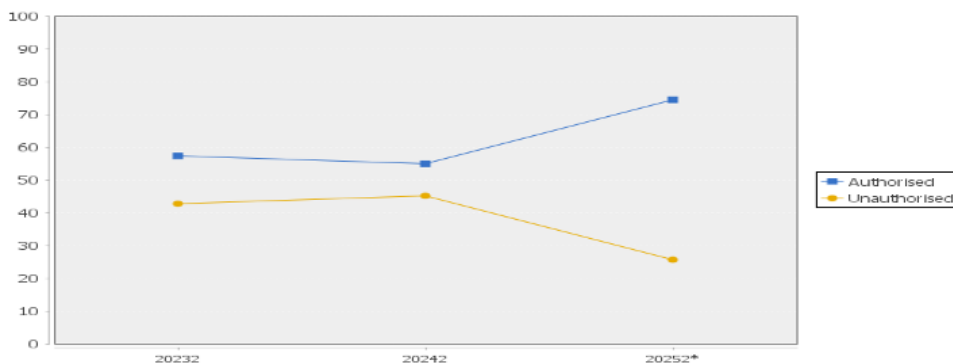
The overall attendance rate for Semester 2, 2025 was 88.7% with 61.4% of our students attending regularly.



Longitudinal Regular Attendance Data Semester 2



Longitudinal Authorised / Unauthorised Attendance Data Semester 2



Absences for our students not attending regularly are due to families travelling overseas for holidays or family reasons. The number of unauthorised absences has significantly decreased due to regular follow up by Administration staff.

## Year 7 Destination Schools

Year 6 2025	
	39 students
Australian Islamic College (Gosnells)	1
Broome Senior High School	1
Byford Secondary College	1
Cannington Community College	3
Carmel Adventist College	1
Cecil Andrews	1
Darling Range Sports College	3
Harrisdale SHS	2
Kelmscott SHS	1
Lesmurdie SHS	2
Lumen Christi College	9
Lynwood SHS	3
Providence Christian College (Southern River)	1
Rehoboth Christian School (Kenwick)	1
Southern River College	2
Thornlie SHS	1
Yule Brook College	6

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## Community Engagement

Strong partnerships continue to be central to school success.

In 2025, we strengthened connections with:

- Local early childhood providers
- Community health services
- Parent volunteers
- Cultural community groups



School events, assemblies and celebration days provided opportunities to build connection and showcase student achievement.

## School Survey

In 2025 the National School Opinion Survey was conducted with our families. We had 90 responses, which is 33% of our families. Overwhelmingly the responses were very positive with most families responding Agree or Strongly Agree to all responses.

Our top performing items are highlighted below.

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do their best.	2	1%	1	2%	3	3%	30	33%	54	66%
Teachers at this school provide my child with useful feedback about their school work.	1	1%	1	1%	7	8%	26	29%	55	61%
Teachers at this school treat students fairly.					4	4%	30	33%	56	62%
This school is well maintained.			1	1%	5	6%	26	29%	58	64%
My child feels safe at this school.							26	29%	64	71%
I can talk to my child's teachers about my concerns.	1	1%	1	1%	4	4%	24	27%	60	67%
Student behaviour is well managed at this school.	1	1%			6	7%	36	40%	47	52%
My child likes being at this school.					5	6%	23	23%	62	69%
This school looks for ways to improve.	1	1%			7	8%	36	40%	46	51%
This school takes parents' opinions seriously.	1	1%			9	10%	33	37%	47	52%
Teachers at this school motivate my child to learn.	1	1%	1	1%	4	4%	27	30%	57	63%
My child is making good progress at this school			1	1%	9	10%	29	32%	51	57%

My child's learning needs are being met at this school	1	1%	2	2%	6	7%	36	40%	45	50%
The school works with me to support my child's learning	1	1%	1	1%	7	8%	28	31%	53	59%
The school has a strong relationship with the community	1	1%	1	1%	5	6%	35	39%	48	53%
The school is well led	1	1%			4	4%	31	34%	54	60%
I am satisfied with the overall standard of education achieved at this school	1	1%	1	1%	4	4%	35	39%	49	54%
I would recommend this school to others	1	1%	1	1%	5	6%	32	36%	51	57%
My child's teachers are good teachers			2	2%	1	1%	26	29%	61	68%
Teachers at this school care about my child			3	3%	2	2%	27	30%	58	64%



## Public School Review 2025

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

A self-assessment of the school's performance is provided to the review team based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

### *Excerpts from the Public School Review:*

The Principal submitted a purposefully structured, reflective and celebratory school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Preparation for the Public School Review was an intentional and highly collaborative process, with responsibility distributed through the identification of domain leaders, and staff engagement in evidence selection.
- The Electronic School Assessment Tool submission provided a holistic reflection of the school's strengths and areas of growth against the Standard and the domain foci and elaborations respectively, framed by domain statements to synthesise analysis of impact and evidence selection.
- The Public School Review was viewed positively as an opportunity to reflect on the impact of the school's dedication to the commendations and recommendations from the previous Public School Review, giving cause to celebrate the fidelity with which whole-school practices are implemented and propelling the school forward, as a consistently high performing school.
- Privileging self-assessment to drive continuous improvement is embedded practice. The engagement of staff and School Board members in cyclical and collaborative reflection has led to a strong sense of unity of purpose and a deep understanding of the improvement agenda, and subsequently collective responsibility for student success.
- Staff shared a high level of understanding of the value of their involvement in self-assessment processes and avowed judgements about the effectiveness of the school's operations, seeking affirmation and challenge from the process to support continued improvement.
- A purposeful tour of learning environments by proud and articulate student leaders provided valuable insights into their relationships with staff. Sharing their experiences at the school, and opportunities they have been given, added much to the positive tone of the validation process.



- Committed School Board and P&C members provided genuine reflections in support of the school’s self-assessment and added value to the validation process, describing their individual and collective dedication to the school and its student-centred operation and compassionate, relational and transformational leadership.

Commendations and Recommendations are shared through the report for each of the six domains of The Standard.

### **Relationships and Partnerships:**

High quality relationships underpin the effectiveness of school improvement processes. This fortifies the foundation for ensuring consistent actions are embedded with an authentic and unrelenting commitment to the core business of teaching and learning.

There were 6 commendations and 1 recommendation for this domain.

### **Learning Environment**

The school unapologetically prioritises the provision of an inclusive and caring learning environment. It has built an inspiring atmosphere where students are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes for support and consistent routines.

There were 4 commendations and 1 recommendation for this domain.

### **Leadership**

The Principal intuitively, strategically and expertly leads a professional and high performing team culture. School leaders’ expectations profoundly influence team dynamics and individual development. High standards of communication, initiative, problem solving and integrity foster a culture of excellence and accountability.

There were 5 commendations and 1 recommendation for this domain.

### **Use of Resources**

Well-established consultative planning and review processes ensure that resources are directed in a balanced manner, ensuring the sustainability of established educational programs and activities and the pursuit of innovative teaching and learning opportunities.

There were 5 commendations and 0 recommendations for this domain.



## Teaching Quality

Underpinned by excellence, driven by high expectations and continually assessing impact, instructional systems are focused on the application of evidence-based pedagogical practices. This optimises student opportunities and promotes and sustains teaching excellence.

There were 4 commendations and 1 recommendation for this domain.

## Student Achievement and Progress

The school focuses on rigorous data analysis to inform classroom practice and identify appropriate and proactive interventions. Feedback for and from students, in combination with a culture of high aspirations, contributes to precisely regulated student achievement, tracking and monitoring.

There were 5 commendations and 1 recommendation for this domain.



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## Workforce Development

In 2025, professional learning priorities included:

- Explicit instruction pedagogy
- Data literacy
- Cultural responsiveness
- Curriculum alignment

Collaborative planning and moderation sessions supported consistency across year levels.

## Financial Summary (2025)

The school maintained responsible financial management practices aligned with Department guidelines. The 31 December 2025 Financial Summary is as follows:

### Income Report

<b>ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>175,940</b>	<b>175,940</b>
<b>Carry Forward (Salary):</b>	<b>599,628</b>	<b>599,628</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,366,525	4,366,525
Locally Raised Funds:	217,140	217,110
<b>Total Funds:</b>	<b>5,359,234</b>	<b>5,359,204</b>
<b>EXPENDITURE</b>		
Salaries:	3,996,716	3,996,716
Goods and Services (Cash):	772,253	606,926
<b>Total Expenditure:</b>	<b>4,768,968</b>	<b>4,603,641</b>
<b>VARIANCE:</b>	<b>590,265</b>	<b>755,562</b>
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>175,940</b>	<b>175,940</b>
<b>Carry Forward (Salary)</b>	<b>599,628</b>	<b>599,628</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,797,799	2,797,799
School and Student Characteristics	1,129,564	1,129,564
Disability Adjustments	11,322	11,322
Targeted Initiatives	347,090	347,090
Operational Response Allocation	56,650	56,650
<b>Total Funds:</b>	<b>4,342,425</b>	<b>4,342,425</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	28,538	28,538
School Transfers – Salary	(272,469)	(272,469)
School Transfers - Cash	268,032	268,032
Department Adjustments	0	0
<b>Total Funds:</b>	<b>24,101</b>	<b>24,101</b>

**LOCALLY RAISED FUNDS (REVENUE)**

Voluntary Contributions	10,350	11,155
Charges and Fees	36,405	30,794
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	7,246	6,469
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	11,000	11,000
Revenue from CO, Regional Office and Other schools	3,500	3,844
Other Revenues	38,230	43,439
Transfer from Reserve or DGR	110,409	110,409
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>217,140</b>	<b>217,110</b>
<b>TOTAL</b>	<b>5,359,234</b>	<b>5,359,204</b>

**Expenditure report****EXPENDITURE - Dec 2025 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,609,336	3,609,336
New Appointments	0	0
Casual Payments	370,306	370,306
Other Salary Expenditure	17,073	17,073
<b>Total Funds:</b>	<b>3,996,715</b>	<b>3,996,715</b>

**GOODS AND SERVICES (CASH EXPENDITURE)**

Administration	30,350	19,676
Lease Payments	0	0
Utilities, Facilities and Maintenance	176,657	157,070
Buildings, Property and Equipment	200,955	167,266
Curriculum and Student Services	270,513	176,460
Professional Development	26,527	18,004
Transfer to Reserve	31,750	31,750
Other Expenditure	24,005	20,490
Payment to CO, Regional Office and Other schools	11,496	16,211
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>772,253</b>	<b>606,927</b>
<b>TOTAL</b>	<b>4,768,968</b>	<b>4,603,642</b>

Business Plan Priority Area expenditure included:

### Achievement:

- Literacy and numeracy resources
- Intervention and support staffing
- Professional learning
- Technology upgrades
- Furniture
- Incursions – Book Week, Author visit
- Teacher release time – Small Group Tuition, Level 3 Classroom Teacher
- Centre for Excellence Literacy Internship



### Engagement

- Aboriginal and Islander Education Officer
- Cultural advisor / consultant
- Culturally responsive resources
- Professional Learning



### Wellbeing

- Wellbeing for Kids program
- Aussie Optimism Professional Learning for new staff
- Aussie Optimism resource kits
- New playground
- Student / Gold card rewards



## School Board Annual Report

The School Board had a very productive year in 2025. The biggest highlight was the Public School Review where members of the board met with the assessors to discuss what a fantastic school Bramfield Park Primary is. It was such a positive experience and gave us a chance to reflect on all the ways that the school, its staff and the community supports our students.

At our final meeting for this year, we asked our Board Members to complete a Self-Reflection Survey to identify our strengths and where we could improve.

The majority of members felt that the Board is well managed and transparent in regards to information presented. They felt that the data provided to the Board reflects the positive impact the school has on student and staff wellbeing.

The Board members noted that it would like the membership to greater reflect the diversity and multicultural population of our school but acknowledged that this would continue to be a long term goal.

Thank you to all the Bramfield Park Primary School Board members for your continued support.

Amber Haydon  
School Board Chairperson

