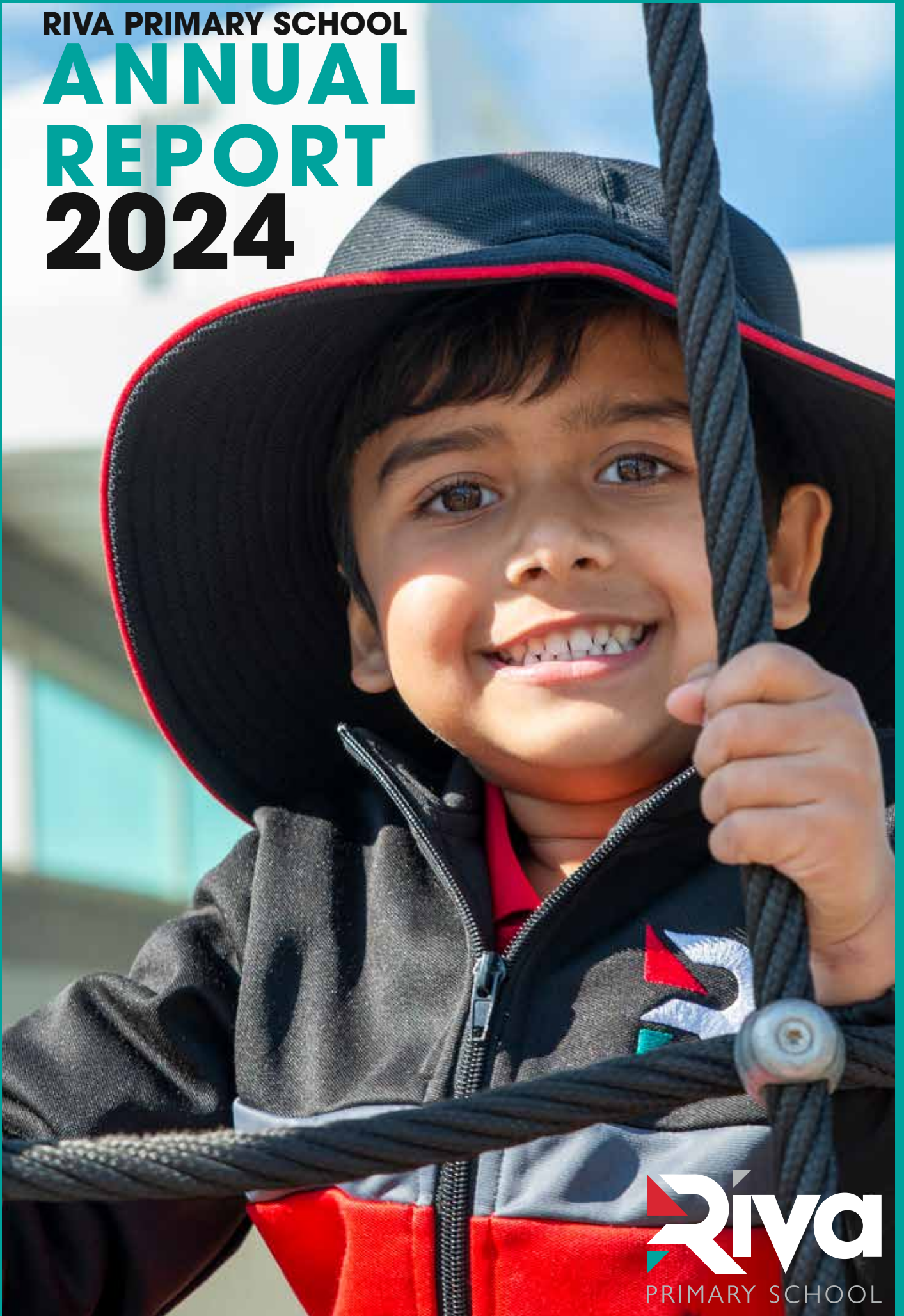


RIVA PRIMARY SCHOOL

ANNUAL REPORT 2024



Riva
PRIMARY SCHOOL

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We at Riva Primary School acknowledge and respect the Beeliiar Noongar people and their continuing connection to language, stories, culture and history. On Noongar Boodjar, from the hills to the waters, we open our hearts and our eyes as we walk this land, listening, learning and caring for Country and it's people. We extend this respect to Elders; past, present and emerging and to all First Nations Australians reading this today.

We are all included and respected here.



WELCOME

I am excited to share the 2024 Annual Report for Riva Primary School.

This year has been one of notable transformation and growth for our school, highlighted by a thorough evaluation and enhancement of our inclusive programs and multi-tiered student support system. We also focused strategically on fostering high-quality teaching and connected practices. It was a year where we strengthened our core values, ensuring that our school not only envisioned a better future but took meaningful steps toward becoming that future.

The Annual Report gives snapshots of school performance and achievement for the year, organised around the priority areas of our school plan, **Voyage**. It highlights our strengths and offers recommendations for continued progress as we move into 2025.

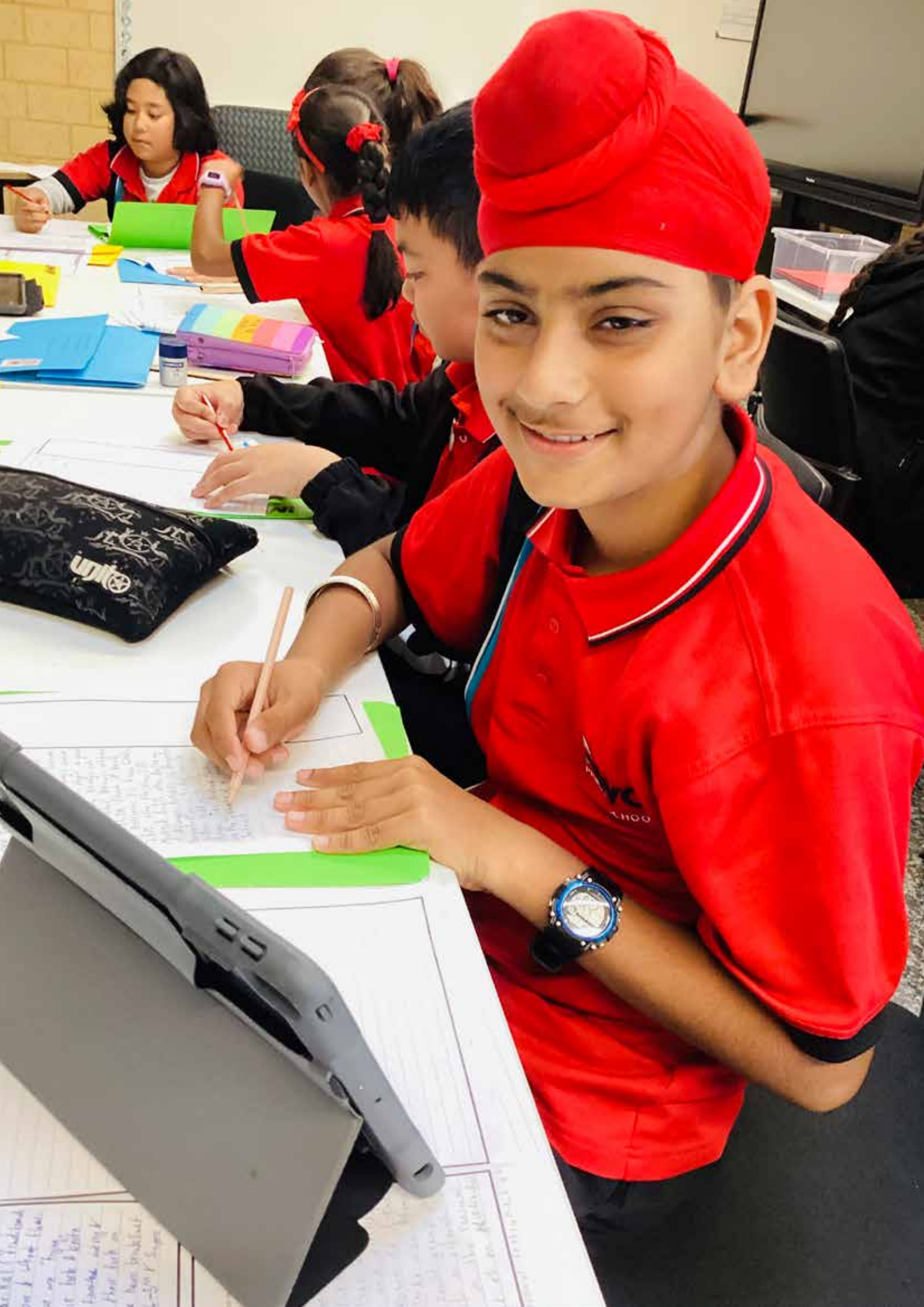
As a united school community, we have achieved so much in our first three years together, and I am excited and eager to continue building on these successes in 2025.

Yours sincerely

Aaron Chaplin
Principal

“We imagine a better school for every student and then become that better school, every day.”

The *Riva Primary School Annual Report 2024* was approved by the Riva Primary School Board on Tuesday 11th March 2025.



OUR STUDENTS

Our school is richly diverse, encompassing a significant proportion of students with disabilities and a large percentage for whom English is a second language.

This diversity is not just a characteristic of our school but is central to our approach to education, shaping how we support and engage every learner.

We are proud to be a fully inclusive school that meets the needs of students from all backgrounds and abilities, ensuring that each child has the opportunity to thrive.

While Riva Primary School may share a similar index of socio-economic advantage (ICSEA) score with other schools, our student profile is markedly more diverse.

This diversity spans not only cultural and linguistic backgrounds but also cognitive and developmental abilities, making direct comparisons with other schools less meaningful. We are committed to ensuring that every student, regardless of their starting point, has the opportunity to make measurable progress and achieve success.

Our approach to data, assessment, and reporting reflects our commitment to inclusion. We present the performance of all students, including those with diverse needs, without altering or excluding data. This transparent approach allows us to see the true picture of our students' progress and achievement.

At Riva Primary School, we are dedicated to fostering a learning environment where all students, no matter their background or ability, are given the support, encouragement, and opportunity to reach their full potential.

10.7%

of students at Riva Primary School are eligible for an Individual Disability Allocation.

The WA Public Schools average is 4.9%

24.1%

Of students at Riva Primary School are included in the Nationally Consistent Collection of Data on students with Disability (NCCD).

25

The number of Countries of Birth of our students, with 82.5% of students born in Australia.

40

Languages other than English are spoken by our students. For 56% of our students, English is not their first language.

Student numbers

The school will sustain a trajectory of growth over many years, having opened with significant enrolments in the Kindergarten and Pre-primary cohorts, which continue to flow through the school, with our largest cohort entering Year 3 in 2025.

Five transportable classrooms were installed for the commencement of 2024, to accommodate our growing student numbers, with an additional six transportable classrooms installed at the end of the year due to sustained growth heading into 2025.

Our student numbers remained steady throughout the year, with a small rise as new homes were completed. Our school enrolments will peak in 2028, when our initial Pre-primary cohort of 2022 reaches Year 6.

756

Students from Kindergarten to Year 6.

An **increase of 55%** since our school opened in 2022.

Student attendance

The school attendance rate improved slightly in 2024, and surpassed the WA Public Schools average attendance, which was pleasing.

There were 2,817 school days lost to students on family vacations during school terms, many of these vacations for extended periods of several weeks or even months.

The school continues to focus on reducing the number and frequency of requests for holidays during school time, as well as highlighting the negative impact these cumulative absences have on student achievement.

The percentage of students attending regularly, at least 90% or more of available school days, increased by more than 5%. There were corresponding decreases in the at-risk indicated and at-risk moderate categories, but a 0.2% increase in the number of students with less than 60% attendance.

90%

Our student attendance rate in 2024.

Above the WA Public School Average of 89.4%

An improvement on our 2023 rate, but still **below our target**.

93%

of student absences are explained / authorised.

Attendance % by Category



	2024
Regular (90% or greater attendance)	65.4%
At-risk Indicated (80% - 89% attendance)	20.9%
At-risk Moderate (60%-79% attendance)	11.6%
At-risk Severe (Less than 60% attendance)	2.1%

22%

of student absences are due to **Vacations that are taken during school time**.

Graduating Student Destinations

We are proud of the sixty students who completed Year 6 at Riva Primary School in 2024. They played a vital role in defining and developing our student leadership program, setting a fine example and leaving a lasting legacy for others to aspire to.

Our school has built strong, collaborative partnerships with both Harrisdale and Piara Waters Senior High Schools, ensuring smooth transitions for our students as they progress to secondary education.

Our school continues our focus on creating clear pathways and ensuring continuity for students, especially those requiring education support placements in Secondary School. This focus will help maintain the progress made during their time at Riva and support their ongoing success.

In 2024, several students were successful in gaining entry to specialised programs at public secondary schools, including Gifted and Talented Education (GATE) selective academic programs, as well as Aviation, Cricket, Soccer and Tennis programs, showcasing their diverse talents and achievements.



Harrisdale Senior High School	58%
Private / Independent Schools	21%
Other Public Secondary Schools	16%
Piara Waters Senior High School	5%

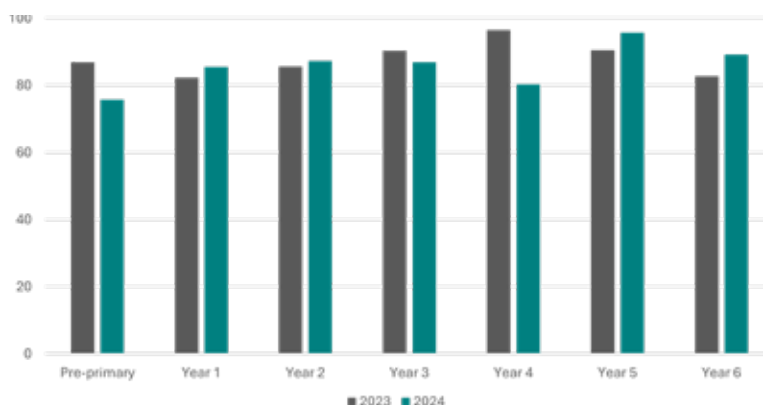
Student Behaviour and Engagement

Riva has a proactive and positive approach to supporting student behaviour. In 2024, we focused on refining and more clearly defining our behaviour support policy and processes to ensure they were effective, clear and consistently understood by staff, students and the community.

Student behaviour is overwhelmingly positive, the majority of the time, and consistent with the school values and expectations. During the year, the school issued 35 suspension notices to 13 students for serious breaches of the code of conduct. Six students were suspended from attendance once only, while seven students were suspended from attendance more than once. The total number of students suspended during the year represents less than 2% of our student population.

With the school moving to the new student management system, Compass, we now have enhanced capacity to quickly and accurately record positive behaviour data, which will assist in highlighting the effort of all students.

Percentage of students by Year Level demonstrating positive Attitude, Behaviour & Effort often or consistently 2023/2024



RESPECT

Creating a school culture of excellence

English as an Additional Language

In 2024 we continued the development of our enrolment interviews to enable early and accurate planning for student language support. We have also reviewed processes around the transition from Kindergarten to Pre-primary, to ensure that students are assessed and identified for intervention and support. Next year will see the introduction of an in-school consulting teacher to assist with teaching and learning support and adjustments, and capacity building of staff in the use of the progress maps.

Aboriginal Cultural Standards Framework

We continued to ensure that First Nations perspectives, voices and representation were featured across the school, a little each day, as well as building upon and embedding this in featured and significant days and projects. This included our NAIDOC celebrations, workshops, First Nations gardens, classroom research of flora and fauna and an art competition. Our focus in 2025 will be on formalising our plan in alignment with the Aboriginal Cultural Standards Framework.

Student Attendance

As evidenced earlier in this report, the student attendance rate improved slightly in 2024 to be just over 90%, however, further improvement is necessary to achieve our target of 95%. The school continues to focus on strategies that will have maximum impact, particularly around the significant number of non-essential absences for vacation during school time, and this focus will continue into 2025.

Social & Emotional Health and Wellbeing

Throughout 2024 the Respect Team spent their time rolling out the first wave of *Tracking Better* teaching within classrooms. Tracking Better is a science based social and emotional program, developed by psychiatrist Dr. Deeta Kimber, that teaches educators and students alike how to understand their own behaviours through reading their nervous system in response to their environment.

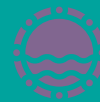
The intention of this, beyond understanding of self, is to develop empathy and compassion for others who are learning to build resilience and skills when controlling their instinctual responses. different lens, and implement actionable tips to co-regulate with students to lessen distress for the individual, their peers and the educators alike.

A recommendation for 2025 is to increase the scope of lessons to specifically target developmental age, incorporating more detailed school wide practices so vocabulary, restorative practices and educator communication is more consistent, along with increased learning opportunities for educators to dive deeper into the science behind the Tracking Better content.

Teachers acknowledged that the program has so far given them the tools to begin to better understand their students, common language and visual references to discuss social and emotional issues and allowed students to be more vulnerable when these discussions arose.

A Voyage of Respect

Creating a school culture of excellence.



All students with a beginning level of English will be tracked on EAL/D progress maps.



Every classroom will rate as competent or higher on the Aboriginal Cultural Standards Framework.



Our Attendance Rate will improve to be 95% or above.



75% of students respond that they are confident in their skills to regulate their emotions and problem-solve social situations.



INCLUSION

Leading the way in meeting student needs

Special Needs Education

In 2024 we established Riva Alternative Pathways Programs (RAPP) that focused on high quality, intensive and individualised support for students. Each of the three RAPP supported 10 students, and was facilitated by an Education Support Teacher and a team of Education Assistants, Inclusive Education.

The focus was on Literacy, Numeracy, Social and Emotional developments, Protective Behaviours, Functional Skills, Play Skills, Independent Living Skills and Fine and Gross Motor Skills. Students worked for up to 60% of the week in RAPP with the remaining 40% of the time in their home classroom, with their peers.

Student achievement was tracked through ABLES Assessments, Individual Education Plans and Mastery Learning checklists, and the results and impact of the program has been shown to be substantial, with RAPP to be continued and expanded in 2025.

In 2024, 113 students were assessed on a Special Education Needs (SEN) plan in either Literacy, Numeracy or Personal and Social Capabilities. This is up from 105 students with SEN plans in 2023.

There was an increased use of the Abilities Based Learning Education (ABLES) Assessment tool in 2024, with 45 students being assessed, compared to 33 in 2023. This data allows teachers to plan effective and precise goals for students working at an ABLEWA level. Of the 33 students assessed in 2023 who were assessed again in 2024, 86% showed progression in Literacy, while 69% showed progression in Numeracy.

Throughout the year, Riva's Support EA worked to support and build the capacity of our Inclusive Education Assistants, working closely with 29 out of 57 of our Assistants during the year on the classroom strategies identified in **RISE**.

Universal Design for Learning

Riva continues with our lesson design approach known as Universal Design for Learning (UDL) to facilitate inclusion in all classrooms. This teaching and learning approach supports meeting the needs of students requiring additional support, as well as extension and challenge, through providing multiple ways to engage students and for students to demonstrate their learning, consistent with curriculum standards.

UDL is compatible with our instructional approaches and framework as detailed in our *Pedagogy Atlas*.

National Quality Standard

The school completed our annual reflection and self-assessment against the National Quality Standard for Early Childhood Education. We have requested an independent verification visit in 2025.

Transitions

We planned for and facilitated transitions for programs within the school, for new students entering the school, as well as for our Year 6 students entering secondary school. Significantly this year was a focus on in-school transition, between home classes and programs, specialist classes, and aligning our timetable and resources to make this as smooth as possible, opening up access and inclusion possibilities for students across the school.

In our Mastery program, of 8 participating students, 7 mastered at least 20 outcomes, 5 mastered at least 30 outcomes, and 2 mastered more than 100 outcomes. By the end of 2024, half of the students in the Mastery program were transitioned back into their home classroom full time. Over the course of the Mastery program, student engagement time grew from an average of 2 minutes at a time at the beginning of the year, to 8 minutes at a time by the end of the year – a 400% improvement!

A Voyage of Inclusion

Leading the way in meeting student needs.



All staff supported to achieve accredited qualifications in Special Needs Education.



Riva is recognised as an exemplary school for application of Universal Design for Learning.



All Areas of the National Quality Standard for Early Childhood achieved and verified.



Every transition point is resourced and supported.



ACHIEVEMENT

High quality teaching and learning, every day

A focus on teaching quality in every classroom

This was a year of rapid progress and consolidation of quality teaching practice, with the expansion of consistent school wide programs, and the implementation of the structure in our *Pedagogy Atlas*. This approach, coupled with training, coaching and modelling for staff has built consistent, predictable routines for students, with highly engaging and active teaching and learning.

The implementation of *Spelling Mastery* across all Year 3 – Year 6 classes, as well as *PRIME Mathematics* from Year 1 to Year 6 has further built predictable routines with evidence-based programs, which are now familiar to students, and results have been steadily improving. We will continue our partnership with *Shaping Minds* in 2025, consolidating further our evidence-based teaching and learning approaches that ensure that across every classroom and learning area, quality teaching is at the centre.

Low variability in teacher judgements against achievement standards

We are achieving low variability in teacher judgements with grade distributions, particularly around a consistent understanding of the 'satisfactory' or C grade standard. Our overall distribution awards fewer A grades than like schools, which is a line of enquiry for action in 2025, with our student profile suggesting that we should be seeing more students receiving A grades.

Riva does not issue "E" grades, instead reporting using the ABLEWA curriculum and Special Education Needs (SEN) Reports which link to student documented plans, and detail what a student *can* do and achieve. Similarly, our school has a much higher proportion of Not Assessed, or N/A grades. Where marked N/A, this is where the student is reported on in the SEN report.

Comparative data to demonstrate High progress and High Achievement

The reporting and description of achievement bands and proficiency in NAPLAN was changed in 2022, meaning that the first time that results can be compared for the same cohort of students will occur in 2025.

Consistent improvement in school-based assessment data

Reading was a focus for school-wide practice and school-based assessment in 2024. Our school-based Achievement Team investigated current best practice in the teaching of reading, and, as a result, introduced whole school practices including Paired Reading Fluency (PP - 6) and the program Let's Decode (PP - 2) in Semester Two. We also commenced a trial of intervention and academic support for targeted students in Year 1 and Year 2.

School-based assessment data focused on Reading demonstrated the unique composition of each cohort, with no consistent pattern of achievement across the school. The data suggests that more work is required in this area, both in the systematic teaching of reading, as well as in expanding the intervention programs within the school.

The key recommendations for improvement in 2025 are:

- Further EAL/D support to help improve Vocabulary and comprehension results;
- Extension of the intervention program due to the dramatic increase in results in the Year 2 cohort in 2024;
- To have programs and processes embedded and started from Term 1; and
- Report the results of school-based assessments to parents each term, as well as being tracked to monitor student progress and adapt support in a timely manner.

A Voyage of Achievement

High quality teaching and learning, every day.



In every classroom, there is a focus on teaching quality.



There will be low variability in our teacher judgements against achievement standards.



Our comparative data will demonstrate High Progress and High Achievement.



There is consistent improvement in school-based assessment data.

Percentage of students achieving Strong or Exceeding in NAPLAN 2024

Year 3

55% of Riva Year 3 students achieving Strong or Exceeding in Numeracy	58% of Riva Year 3 students achieving Strong or Exceeding in Reading	69% of Riva Year 3 students achieving Strong or Exceeding in Writing	65% of Riva Year 3 students achieving Strong or Exceeding in Spelling	52% of Riva Year 3 students achieving Strong or Exceeding in Grammar & Punctuation
ABOVE State average of 50%	ABOVE State average of 44%	ABOVE State average of 66%	ABOVE State average of 44%	ABOVE State average of 40%
BELOW Like Schools average of 67%	BELOW Like Schools average of 69%	BELOW Like Schools average of 84%	ABOVE Like Schools average of 64%	BELOW Like Schools average of 59%

Riva Primary students are consistently achieving above the State average and we are rapidly coming into alignment to perform at the same level, or better than our 'Like Schools'.

Year 5

77% of Riva Year 5 students achieving Strong or Exceeding in Numeracy	73% of Riva Year 5 students achieving Strong or Exceeding in Reading	76% of Riva Year 5 students achieving Strong or Exceeding in Writing	74% of Riva Year 5 students achieving Strong or Exceeding in Spelling	77% of Riva Year 5 students achieving Strong or Exceeding in Grammar & Punctuation
ABOVE State average of 53%	ABOVE State average of 48%	ABOVE State average of 53%	ABOVE State average of 56%	ABOVE State average of 48%
ABOVE Like Schools average of 73%	BELOW Like Schools average of 77%	ABOVE Like Schools average of 75%	BELOW Like Schools average of 76%	ABOVE Like Schools average of 70%

NAPLAN

Relative distribution in Performance Bands

The tables below show the distribution of achievement across bands of performance for Riva Primary School, and our like-schools. A typical distribution would align, with 20% of students in the top 20%, 60% in the middle 60%, and 20% in the bottom 20%.

In Year 3, Riva is over-represented in the middle 60% and bottom 20% against like schools, across all areas. The range for Riva students in the top 20% is from 8%-25%. This has improved on the previous year, but remains a focus.

Our Year 5 data closely matches that of like-schools, with a higher proportion of students in the Top 20% than like schools in all areas except Writing. Our distribution for Year 5 Spelling is not as strong, with more students represented in the Bottom 20% than our like schools.

YEAR 3

Riva PS	Bands	Like Schools
8%	Top 20%	24%
63%	Middle 60%	64%
28%	Bottom 20%	12%

Riva PS	Bands	Like Schools
10%	Top 20%	24%
65%	Middle 60%	64%
25%	Bottom 20%	12%

Riva PS	Bands	Like Schools
10%	Top 20%	30%
65%	Middle 60%	59%
25%	Bottom 20%	11%

Riva PS	Bands	Like Schools
24%	Top 20%	24%
56%	Middle 60%	62%
20%	Bottom 20%	14%

Riva PS	Bands	Like Schools
24%	Top 20%	33%
46%	Middle 60%	48%
30%	Bottom 20%	19%

YEAR 5

Riva PS	Bands	Like Schools
36%	Top 20%	28%
51%	Middle 60%	60%
13%	Bottom 20%	13%

Riva PS	Bands	Like Schools
32%	Top 20%	26%
55%	Middle 60%	63%
13%	Bottom 20%	11%

Riva PS	Bands	Like Schools
29%	Top 20%	33%
61%	Middle 60%	61%
10%	Bottom 20%	6%

Riva PS	Bands	Like Schools
27%	Top 20%	26%
56%	Middle 60%	64%
16%	Bottom 20%	11%

Riva PS	Bands	Like Schools
29%	Top 20%	28%
60%	Middle 60%	60%
11%	Bottom 20%	12%

Numeracy

Reading

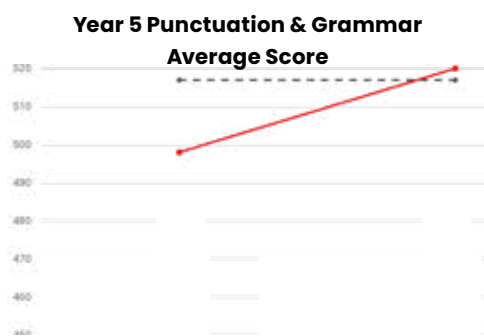
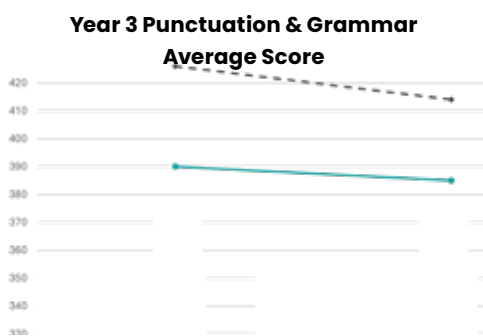
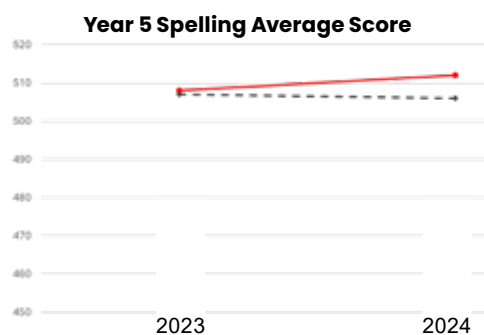
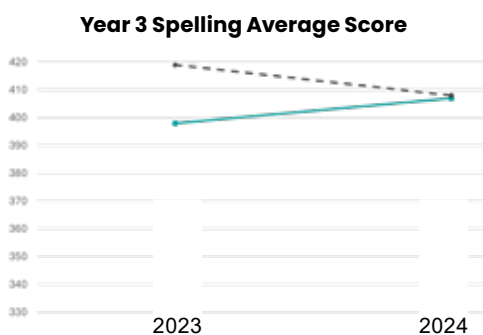
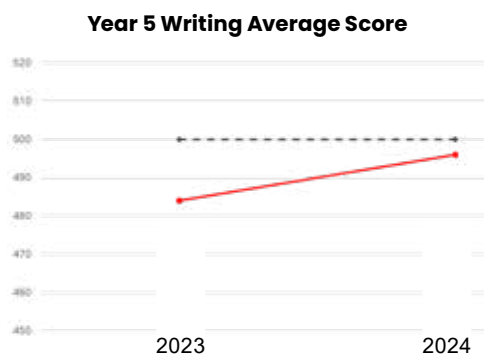
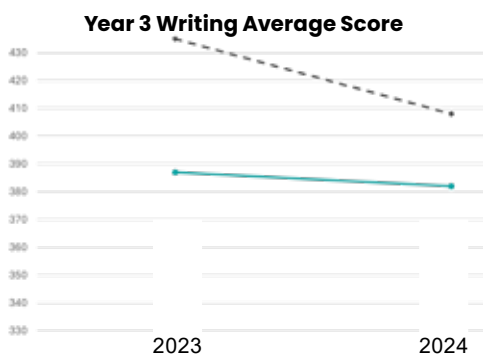
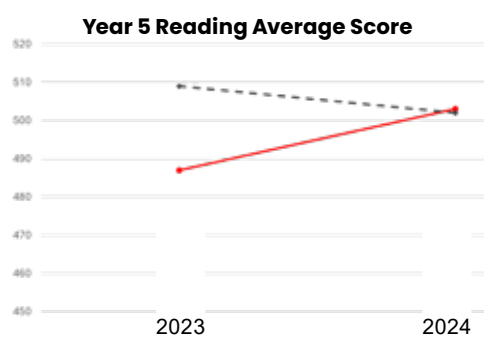
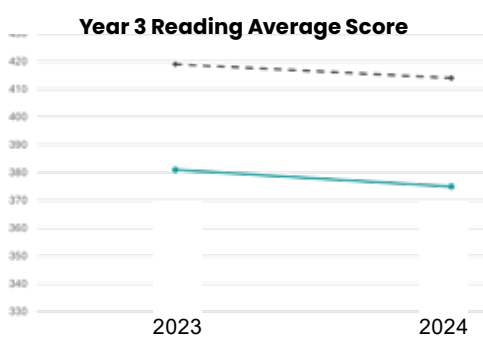
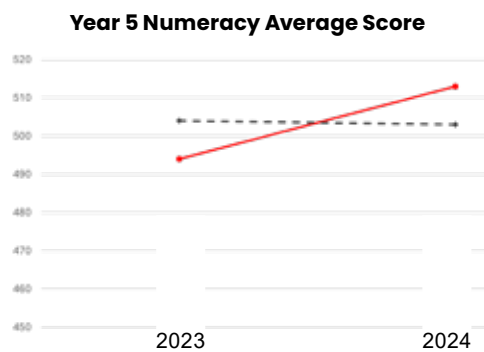
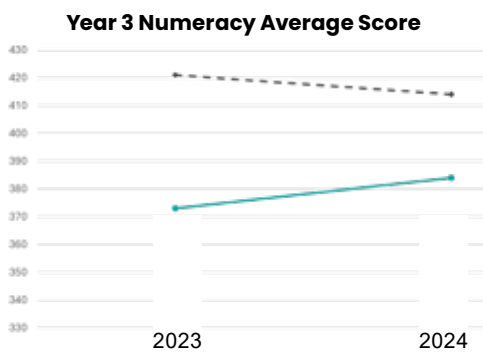
Writing

Spelling

Punctuation & Grammar

Longitudinal Summary

The graphs below represent the change in the average NAPLAN test score in each of the five areas assessed by NAPLAN. The data shows achievement for 2023 and 2024, with Riva Primary School compared to our like-schools. Our Year 3 data is below like schools, but is tracking either positively, or declining less than like-schools performance. Our Year 5 data is improving to either meet or exceed like schools performance.



Year 3 Riva PS Year 3 Like Schools

Year 5 Riva PS Year 5 Like Schools



EARLY CHILDHOOD

At Riva, the Kindergarten teachers use the Screen of Communications Skills assessment to provide insight into the literacy skills of the students. The Screen of Communication Skills (SOCS) is a language assessment designed for use by teachers to enable them to assess their students' communication skills. The SOCS tool allows teachers to profile their students' skills in a range of areas including semantics, comprehension, grammar and narrative. Teachers are able to compare student scores with that of their age matched peers. The kindergarten teachers analyse the data and identify areas of need. Our teachers use this data to support them to develop small group and whole class planning, individual education plans, identifying appropriate referrals to speech pathology and monitoring progress across the year.

In 2024, there was a significant decrease in students scoring below average for age in all three areas assessed from the beginning of the year to the end of the year. For Semantics there was a 38% decrease in students below average, Comprehension had a 27% decrease and Expressive language had a 25% decrease.

In 2023, there was a significant decrease in students scoring below average for age in all three areas assessed from the beginning of the year to the end of the year. For Semantics there was a 30% decrease, Comprehension had a 23% decrease and Expressive language had a 24% decrease.

In 2022, there was a significant decrease in students scoring below average for age in all three areas assessed. For Semantics there was a 32% decrease, Comprehension had a 31% decrease and Expressive language had a 33% decrease.

For the last three years there has been a consistent decrease in students being assessed as below average for their age from the beginning of the year to the end of the year. This is a result of the targeted literacy programs that are developed by the teachers to address the areas of need that are identified in Term 1. Our Kindergarten program includes the use of the Heggerty phonemic awareness program and in 2025 we are extending the Let's Decode program to Kindergarten. In addition to these programs, the teachers plan for the development of vocabulary, oral narrative and semantics skills.

Percentage of students scoring Below Average for Age

SOCS	Start 2024	End 2024
Semantics	54%	16%
Comprehension	56%	29%
Expressive Language	60%	35%

2024 data matched for 108 students

Percentage of students scoring Below Average for Age

SOCS	Start 2023	End 2023
Semantics	48%	17%
Comprehension	46%	23%
Expressive Language	52%	29%

2023 data matched for 104 students

Percentage of students scoring Below Average for Age

SOCS	Start 2022	End 2022
Semantics	48%	16%
Comprehension	44%	13%
Expressive Language	49%	16%

2022 data matched for 95 students



On-Entry Assessment

The On Entry assessment is a mandatory assessment in Pre-primary. Teachers complete the assessment one-on-one with each child. The information provided enables the teacher to plan for the learning needs of every child, including those who may need additional support or extension.

The literacy assessment tasks for pre-primary students include:

- Speaking and listening – engage in conversation
- Reading – recognise rhyming words, identify the sounds in letters and words, listen and respond to questions about stories read to them.
- Writing – draw a picture and attempt to write their name and words about their picture.

The numeracy tasks include:

- Number – identify, count and match small quantities and numbers
- Measurement – compare length and weight by observing and touching the objects
- Geometry – identify shapes and simple ‘position’ words.

Numeracy

Reading

Writing

2024

Group	Median	Group	Median	Group	Median
Riva Primary School	422	Riva Primary School	439	Riva Primary School	176
Like Schools	442	Like Schools	462	Like Schools	210
All WA Public Schools	429	All WA Public Schools	450	All WA Public Schools	210

2023

Group	Median	Group	Median	Group	Median
Riva Primary School	415	Riva Primary School	434	Riva Primary School	210
Like Schools	442	Like Schools	462	Like Schools	210
All WA Public Schools	435	All WA Public Schools	450	All WA Public Schools	210

2022

Group	Median	Group	Median	Group	Median
Riva Primary School	429	Riva Primary School	445	Riva Primary School	210
Like Schools	449	Like Schools	467	Like Schools	210
All WA Public Schools	435	All WA Public Schools	456	All WA Public Schools	210

Riva's numeracy score decreases from 2022 to 2023 but then increases slightly in 2024. Over the three years since opening, Riva has remained somewhat below the like schools score (ICSEA) score and slightly below the state average.

Our reading score also decreases from 2022 to 2023 but slightly improves in 2024. Riva's performance is again below the ICSEA schools and State average. The gap narrows slightly in 2024 between Riva's scores and like schools and State average scores.

Riva's writing score is consistent at 210 for the first two years but drops to 176 in 2024, which is a significant decline. The performance in writing is similar for Riva and like schools over the first two years, but the drop in 2024 is concerning.

Our Pre-primary teachers use this data to inform their planning. In 2024 we have introduced the Let's Decode program for students in Pre-primary to Year 2 and in 2025 this will be extended to the Kindergarten students. Pre-primary teachers use the PR1ME Maths foundation program as a targeted program covering the Western Australian Curriculum.

OUR STAFF

In 2024 our staff team grew considerably, alongside the increase in student enrolments, and in accordance with our Workforce Plan.

Significant investments were made in student support with the establishment of the Riva Alternative Pathway Programs (RAPP) as well as funding our Gifted and Talented Program, **Everest**.

Professional learning was focused on quality teaching, with the school entering a partnership with *Shaping Minds* to deliver a comprehensive program of evidence-based high impact and effective teaching strategies alongside in-class modelling, coaching and feedback. This initiative has been highly successful in its first year and will continue throughout 2025, embedding quality teaching at the core of our approach across the school, consistent with our *School Plan* and *Pedagogy Atlas*.

Another significant focus was on the development, training and ongoing support of **RISE** – Riva’s Inclusive and Special Education resource. **RISE** gives comprehensive guidance and support for staff in all aspects of inclusive practice, specifically for students with disability. Effective classroom practices are detailed alongside practical resources to support staff. In-class support, coaching and implementation of **RISE** is facilitated by our Support Education Assistant, Inclusive Education.

Throughout the year, we supported eighteen staff in completing the classroom management strategies foundations program, comprising three full-day workshops followed by in-class observation and feedback.

We continued training and support for identified staff in Team Teach, a training program in safe and effective de-escalation and intervention techniques to support teaching, learning and caring.

We also benefited from expertise of staff within our school, including learning area and year level leaders, coaches and our school psychologist who provided workshops and in class support in diverse areas including:

- Tracking Better
- Syntax
- Pathological Demand Avoidance.

Our Kindergarten teaching team spent the year working with the South East Language Development Centre on leading support and development of oral language in the early years. We also worked in partnership with schools in the Nicholson Network through Riva staff facilitating delivery of specialised workshops and in-class observations to support students with Autism.



129
DEDICATED
PROFESSIONALS

38.6
AVERAGE
AGE OF OUR STAFF

93.5%
STAFF
ATTENDANCE
RATE

84%
PERMANENT
SCHOOL
SUPPORT
STAFF

74%
PERMANENT
TEACHING STAFF

MORE THAN
\$1,000 per FTE
PROFESSIONAL
LEARNING

All teaching staff meet the requirements for registration with the Teacher Registration Board of Western Australia and appear in the public register. All teaching staff completed a minimum of 5 days of professional development during the school year.

SCIENCE

In 2024 our Specialist Science program found a new home in a dedicated classroom ensuring re-sources are accessible, and the space is able to accommodate all aspects of the science curriculum.

All Year 1 – Year 6 students benefited from expert teaching and learning from Mrs Sharma, with students engaged in the perfect combination of hands-on learning, coupled with grounding in the science inquiry approach, learning the importance of investigating and working scientifically.

With two years of specialist Science instruction at our school so far, we joined a National Science Assessment for Year 6, testing Science Literacy. Riva Primary School students had a distribution that favoured the higher bands of achievement, as well as our overall school average exceeding the Australian Schools Average, a fantastic achievement.

Mrs Sharma also took on the design and leadership of our selective Gifted and Talented Program, Everest, delivering extension and challenge opportunities and support for four groups of students, from Year 1 to Year 6. Everest groups focused on coding, robotics, problem-solving, engineering and 3D printing.

A new initiative launched was our involvement with the First Lego League. Mrs Sharma called for expressions of interest for students to join an after-school club. There was a flood of registrations, with the teams working across school terms in practicing for both the robot games, and the Innovation Project. Our First Lego League students spent two weekends at Curtin University, honing their skills and approach ahead of the Regional competition. At the Regional competition, we fielded two First Lego League Teams, both performing well, representing the school with pride, and one of our teams winning the Lego Values trophy for their Innovation Challenge.

Science Literacy Assessment

Proficiency Level	Riva PS	National
Level 5 or Above	5%	2%
Level 4	21%	16%
Level 3	34%	39%
Level 2	26%	32%

Science Literacy Average Score

Riva Primary School	National
419	407





MUSIC

Our Specialist Classroom Music Program as well as our Instrumental Schools Services (IMSS) programs continued to grow and flourish in 2024. We welcomed an additional classroom music specialist teacher, with Miss Hayes joining Mrs Smith, delivering specialist music to all classes from Pre-primary to Year 6.

Our classroom music program has a focus on music-theory, singing, movement, both tuned and untuned instruments, and performance.

Our Senior Choir once again grew in numbers and were actively involved in performances within the school and the community including our ANZAC Service, NAIDOC celebrations, Nicholson Network Choir Festival, Riva Day, and our end of year concert, the Riva Revue.

Across the school, we enjoyed a return performance from Kaboom Percussion, linking directly to the classroom music program, as well as to some of the instrumental and performance pieces which were highlighted in our Graduation and Riva Revue performances.

Our IMSS program continued to thrive, adding Strings (Violin and Cello) alongside our existing Woodwind (Clarinet and Flute), bringing opportunities for small-group specialised tutoring to more students. This was highlighted throughout the year, but particularly at our Music Showcase, where all IMSS students performed, giving insight into the program, and building interest ahead of 2025, where we will further expand the program to include Brass Instruments.

As we headed in to Term 4, it was exciting to bring together the IMSS students along with classroom music students in creating our inaugural Riva orchestra!



SHOW ME WHAT YOU HEAR

Indigenous musicians



VISUAL ARTS

In 2024, the Visual Arts program at Riva continued to flourish, offering students a vibrant and enriching artistic journey. Led by our dedicated Visual Arts Specialist, Mrs. Rozario, the program provided students with a wealth of opportunities to explore their creativity and develop essential artistic skills. Under her expert guidance, students were enriched with engaging lessons that emphasized both the creation and appreciation of art.

Mrs. Rozario's approach is rooted in a commitment to quality over quantity, ensuring that each child receives the individual attention and support necessary to excel. With her guidance, students were encouraged to experiment with a range of mediums, from traditional painting and drawing to more innovative methods, fostering an environment where every student had the opportunity to express themselves authentically.

Throughout the year, students produced a variety of captivating and thoughtful artworks, showcasing not only their emerging technical abilities but also their unique perspectives and creative ideas. Their work was a reflection of the skills they had developed, such as understanding composition, color theory, and the elements of design.

A key highlight of the year was the launch of our first-ever Art Magazine, a retrospective that celebrated the creativity and achievements of the students in 2024. This wonderful initiative captured the growth and progress of our young artists, providing them with an opportunity to showcase their best works to the wider school community. The magazine became a testament to the success of the Visual Arts program, demonstrating how students can thrive when given the tools and encouragement to develop their artistic talents.

With a focus on nurturing both the artistic and personal growth of each student, the Visual Arts program in 2024 has set a high standard for creativity and excellence, ensuring that every child has the chance to shine and find their voice through art.



AUSLAN

Auslan continued to be an integral part of the curriculum at Riva Primary School in 2024. Our dedicated Auslan Specialist, Miss Lim's passion for teaching has created a vibrant learning environment where students from Year 3 to Year 6 can engage with the language and culture of the Deaf community.

All Year 3–Year 6 classes are timetabled for regular Auslan lessons, where students learn both basic and more advanced signs. Additionally, several classroom teachers incorporate key Auslan signs and key-word signs into their daily programs, with ongoing support from Miss Lim. This allows Auslan to be woven into various aspects of the school day, enhancing accessibility and inclusivity for all students.



HEALTH & PHYSICAL EDUCATION

The Health and Physical Education Program at Riva Primary School continues to provide students with exceptional opportunities to develop their skills, guided by the expertise of Mr. Batt.

Health education outcomes are delivered not only during physical education lessons but also through stand-alone Health Education classes led by classroom teachers. These lessons are further reinforced through our whole-school values program, ensuring that students receive a well-rounded education that emphasises both physical and mental well-being.

This year, the physical education program was focused on explicitly teaching students the skills for physical activity, which were then applied in various game environments. The range of sports covered was extensive, including Rugby, Cricket, Basketball, Soccer, Lacrosse, Ultimate Frisbee, and many more, giving students the chance to experience a variety of activities while developing their physical capabilities.

Interschool competitions continued to be an exciting highlight of the year, with our students proudly representing Riva Primary School in events through the Vale Schools Sports Association (VSSA).



These competitions included Summer and Winter Carnivals, AFLW Carnival, Cross Country, Athletics, and Ultimate Frisbee. Our students achieved remarkable results, including winning the Flagbelt Rugby Division B at the Winter Carnival and taking first place in the A Division of the Ultimate Frisbee Championships.

We also returned to the Super 7s Soccer competition at Lynwood High School, where we fielded two teams and sought to defend our 2023 championship title. While we were unable to retain the championship, our teams performed admirably, with the Girls A Division finishing as Runner-up and the Boys B Division claiming the Championship title.

Our students also participated in the Education Support Schools South Network (ESSN) Soccer Carnival, enjoying a fun day of active participation with support from our staff team and the soccer academy at Lynwood Senior High School.

On the home front, the House competition was fierce but always friendly. Year 3–6 students competed in the House Cross Country, braving both the rain and a challenging course to earn valuable points for their house, with Nara crowned the Cross Country House Champion.

For the first time, we held separate Junior and Senior House Athletics Carnivals, enabling us to accommodate the growing number of students and maximise opportunities for participation. This new format provided more events for students, and ensured a more enjoyable and inclusive experience. The Junior Champion House for Athletics was Swan, while Beelior claimed the Senior Champion House title.

Overall, 2024 was a year of great achievement and sportsmanship. Our students demonstrated resilience, teamwork, and a commitment to doing their personal best.



COMMUNITY

National School Opinion Survey

The National School Opinion Survey (NSOS) tool was retired at the end of 2023. The school is currently developing our own version of this survey to invite similar data and feedback. We last conducted the NSOS in 2023, and have actively worked on the recommendations for improvement. These included:

- **Feedback:** the school strengthened our use of Seesaw for providing regular updates on student learning, we provide learning overviews each term, and we are developing a framework for sharing regular student progress and achievement data through reporting on school based assessments.
- **Behaviour:** we revised our Behaviour Support policy and procedures to build clarity and consistency for staff, students and parents around our code of conduct and mechanisms of support for students in meeting the code.
- **Progress:** the key focus for our school continues to be ensuring high levels of student progress and achievement, and we are beginning to see pleasing improvement in the level of achievement being evidenced in school-based, system and national assessments. The work on quality teaching practice is continuing, and we eagerly anticipate our 2025 data, where for the first time, we can accurately track student progress across years for the same cohort.

YourMove

We conduct the “Hands-up” survey at the beginning and end of each year to determine the way that students are traveling to school.

Our aim is to increase the number of active trips to school. This is particularly important given our growing student numbers and the traffic around the local area. Our engagement with *YourMove* will be strengthened in 2025, with more initiatives, information and practical resources to encourage improvement on our “all time” commute metrics, which show that we have quite a way to go, however our 10% improvement target would be well within reach with a focused effort.

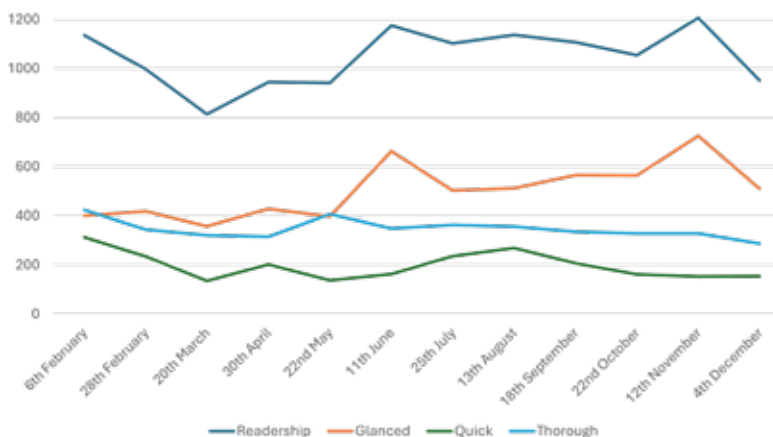
Forums

We will be launching parent information and support forums in 2025 to give insight into our teaching and learning programs and approaches, and how parents can support their children at home with learning. We trialled sharing these experiences with the School Board in 2024, and feedback was positive.

Engagement

Our newsletter readership continues to grow, exceeding the total enrolment of the school, and averaging almost 1000 readers for each edition. School usage of Seesaw increased, including the development of further groups for our Gifted and Talented and RAP Programs to provide insight for parents. Parent engagement is high, with more than 700 unique visitors each month to view student portfolios. In 2025, the Seesaw system has introduced enhanced analytics which will assist in understanding how the system is being used, and areas for improvement.

Riva Primary School Newsletter Readership & Engagement 2024



A Voyage of Community

Building strong and productive partnerships.



National School Opinion Survey response average rating to be 4.0 or greater.



Increase the number of active trips to and from school by 10%.



Increase forum attendance by 10% above school growth.



Boost engagement rate to at least 75% for Newsletter and Seesaw.



FINANCIAL SUMMARY

Income	Budget	Actual
Voluntary Contributions	\$35,184.00	\$35,184.00
Charges and Fees	\$123,109.03	\$123,098.12
Fundraising, donations and sponsorships	\$4,851.10	\$4,851.15
Fees from Facilities & Other	\$113,736.87	\$114,125.73
Subtotal of Locally Raised Funds	\$276,881.00	\$277,259.00
Opening Balance	\$187,733.68	\$187,733.68
Student Centred Funding	\$10,552,140.05	\$10,552,140.05
Total Funds Available	\$11,016,754.70	\$11,017,132.70

98%
of funds received in 2024 were expended on goods, services and staff to support students

Expenditure	Budget	Actual
Salaries	\$9,856,842.33	\$9,856,842.33
Administration	\$103,815.59	\$94,614.95
Lease Payments	\$139,480.40	\$125,061.62
Utilities, Facilities & Maintenance	\$205,596.76	\$195,482.24
Buildings, Property & Equipment	\$135,221.89	\$129,384.69
Curriculum & Student Services	\$318,554.22	\$271,269.05
Professional Development	\$63,390.34	\$62,930.64
Transfers to reserves	\$9,000.00	\$9,000.00
Other Expenditure	\$11,596.42	\$11,596.42
Payment to Central / Regional Office / Other Schools	\$71,850.00	\$69,611.47
Total Expenditure	\$10,915,348.00	\$10,825,793.41

76%
our collection rate for voluntary contributions in 2024

Balance Statement	
Reserve Account Balance	\$17,000.00
Liabilities (tax, suspense acc).	-\$5,927.00
Surplus Funds Carried Forward	\$199,213.00
Total Cash Balance in Bank	\$210,286.00
Salary Balance Carried Forward	\$ -7,874.00

99%
collection rate for charges in 2024



Lila Abdul
Jandakot
1st Deputy Minister



Riva Primary School

33 Riva Entrance

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