

Riva

PRIMARY SCHOOL

ANNUAL REPORT

2025



Welcome

It is my pleasure to present the 2025 Annual Report for Riva Primary School. This report details our performance, priorities and progress over the past year. It reflects both the complexity of our context and the collective effort of our staff, students and community to continually improve outcomes for every student.

Throughout 2025, our focus remained firmly on strengthening quality teaching, improving consistency across classrooms and accelerating student progress. The data presented in this report demonstrates gains in literacy and numeracy, strong growth in student engagement and wellbeing, and continued improvement in inclusive practices.

As we conclude our first School Plan, *Voyage*, we do so with pride in the foundations we have built and optimism for the future. Our next plan, *Journey*, will continue this work, with a strong focus on reading, early intervention, extension and challenge, and deep partnerships with families.

I thank our dedicated staff, supportive families, School Board and the broader community for their ongoing commitment to our shared vision. Together, we continue to imagine a better school for every student, and then become that better school, every day.



Aaron Chaplin Principal



I am proud to support the presentation of the 2025 Riva Primary School Annual Report. The School Board is made up of parents, community members and staff representatives who passionately worked on a wide range of matters over the year.

In 2025, Riva Primary School celebrated achievements in student wellbeing, engagement, and learning. Suspensions were halved, and attendance rose to 90.7%, above the WA public school average. The House Cup and token system awarded 2,083 tokens for positive behaviour, while the Tracking Better program provided daily check-ins to support social and emotional development. The School's RAP program also supported 40 students with disabilities, with the program working so well that a quarter of these students were able to transition successfully into full-time classrooms.

While the achievements of Riva Primary School in 2025 were significant, there are always ways identified to improve practices, and ensure every student reaches their full potential, both academically and in their wellbeing. Looking ahead to 2026, the school will continue to focus on improving reading outcomes, strengthening early literacy and numeracy interventions, and enhancing student wellbeing through improved behaviour support, expanded emotional check-ins, and strengthened RAP integration, among other initiatives.

I would like to sincerely thank my fellow Board members, staff, students, families and our broader community for making Riva Primary School such a wonderful place to belong. Our school continues to go from strength to strength, and everyone should be incredibly proud of both what has been achieved and who they are. I look forward to seeing you around the school and having the chance to say hello!

Michelle Silver
School Board Chair

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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 people reading this today. **We are all included and respected here.**

The *Riva Primary School Annual Report 2025* was approved by the Riva Primary School Board on 10th March 2026.

Respect, Inclusion and Achievement

Our Voyage to become a better school for every student, every day.

This year marks the conclusion of our School Plan, *Voyage*, which has guided our work since the foundation of Riva Primary School. From the beginning, our focus has been clear: students at the centre of every decision, with one word echoing through our school each day – Better.

This transparent and inclusive approach allows us to see the true picture of our impact, to celebrate progress, and to identify the next steps required to improve further. We hold high expectations for every student and every member of staff, and we use evidence to guide our decisions and evaluate our effectiveness.

We set out to imagine a better school for every student, and then to become that better school, every day. A school where every learner is included, respected and supported to achieve. This vision is underpinned by our values of Respect, Inclusion and Achievement, which continue to shape our culture, our relationships and our expectations.

Over the course of *Voyage*, we have made marked, measurable and enduring improvements across all areas of the school. Most importantly, these improvements have translated into stronger outcomes, greater engagement and increased opportunity for our students. We are proud of the culture we have built and the progress we have achieved together as a community.

Riva Primary School is a richly diverse community. We proudly serve a significant proportion of students with disability, alongside a large and growing number of students for whom English is an additional language or dialect. This diversity is not simply a characteristic of our school; it is central to who we are. It shapes our teaching, our support structures and the way we engage with families. We believe that inclusive education is high-quality education, and that when we design learning for those who need the most support, every student benefits.

However, our work is not complete. We remain ambitious for our students and our school. As we look ahead to our next strategic plan, *Journey*, we are energised by the possibilities. There is no finish line in school improvement.

There is no limit on better.

While our Index of Community Socio-Educational Advantage (ICSEA) may appear similar to many other schools, our student profile is markedly different. Our diversity spans cultural, linguistic, cognitive and developmental backgrounds. For this reason, simple comparisons with other schools do not fully reflect the complexity of our context or the impact of our work. Instead, our focus is on growth, progress and achievement for every student, regardless of their starting point.

Our approach to data, assessment and reporting reflects this commitment. We present the performance of all students, including those with diverse learning needs, without excluding or adjusting data.



Student Behaviour & Engagement

Our behaviour support approach is proactive, with 2025 introducing additional data trackers and streamlining support request processes in order to more swiftly and accurately respond to students requiring additional support in this area.

Our behaviour data supports that the overwhelming majority of behaviour is positive as evidenced by suspension data halving in 2025, with 16 suspensions being issued to 11 students due to serious breaches of the code of conduct.

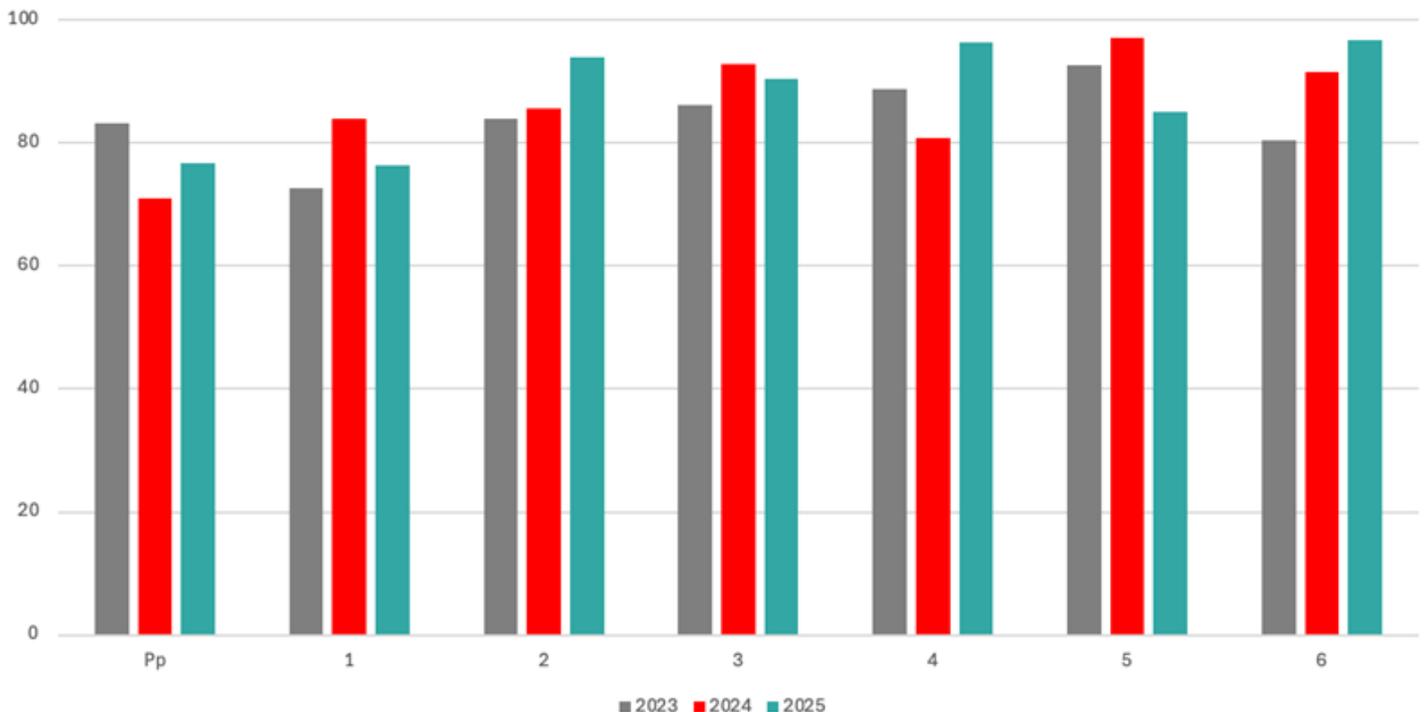
Nine of those students were suspended only once and two suspended more than once. The total number of students suspended represents less than 2% of our total student population.

Attitude, Behaviour & Effort (ABE) give a picture of how a student connects with learning and the school environment, focusing on engagement and self-management, rather than ability. Attitude refers to a student's approach to learning; behaviour refers to how a student conducts themselves within the school environment; effort refers to the level of application a student demonstrates in their learning.

ABE is reported as Consistently, Often, Sometimes or Seldom and provides families with an indication of how consistently students are engaging positively with learning and meeting school expectations.

Mrs Sarah Butler
Deputy Principal

Percentage of students demonstrating positive Attitude, Behaviour & Effort Often or Consistently Semester Two reporting, 2023 - 2025



Attendance

Our 2025 attendance rate increased slightly to 90.7%, sitting above the Western Australian Public School average of 88.8% but still not meeting our target in accordance with our school plan.

We had a significant 3245 days lost to students taking extended vacations, equating to 24% of total absences across 2025. Despite this being a continued school focus, this is an increase of 2% on 2024 data.

Both At-risk indicated and At-risk Moderate categories had a 2% decrease with At-risk Severe seeing a slight increase of 0.6% due to known circumstances.

In 2025, the percentage of absences which were explained and authorised improved from 93% to 97%

Our target for unexplained absences for Aboriginal students to be less than 5% was met, with unexplained absences in 2025 down to 0.54%, beating our target, and a significant improvement over the 8% unexplained absences in 2024.

Mrs Sarah Butler
Deputy Principal

Student Attendance % by Category



Regular (90% or greater attendance) 68.3%
At-risk Indicated (80% - 89% attendance) 18.9%
At-risk Moderate (60%-79% attendance) 9.9%
At-risk Severe (Less than 60% attendance) 2.7%

Graduating Student Destinations

We are proud of the eighty students who completed Year 6 at Riva Primary School in 2025. 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.

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 Performing Arts programs, showcasing their diverse talents and achievements.

Harrisdale Senior High School	62.5%
Private / Independent Schools	18.75%
Other Public Secondary Schools	11.25%
Piara Waters Senior High School	7.5%



Student Leadership & Voice

2025 was the second year that we ran our Student Leadership Structure to include Student Councillors, House Captains and Portfolio Custodians.

Coach Lenny ran a 2-day workshop in Term 1 that taught and inspired students to lead with their heart and minds. He also ran a half day workshop in Term 4 leading up to camp to solidify leadership styles and promote teamwork and responsibility whilst away on camp.

All Year 6 students chose a Portfolio to work on with a volunteer mentor. Portfolios included: Arts, Sports, Community Service, Wellbeing, Environmental and Cultural.

Eight Student Councillors and eight House Captains were voted on by their peers after presenting a short speech.

Our Community Service custodians advertised and collected food for Food Bank WA.

The Arts custodians and House Captains ran a whole school Talent Show where points were allocated towards the House Cup.

The Sports custodians gave reports at all assemblies across the year.

Wellbeing custodians promoted and advertised events over the school's PA system.

Our Student Councillors assisted in running all assemblies including: supporting younger years to transition to the undercover area, welcomed classes, assisted with seating, introduced and concluded the assembly, assisted with certificates and gave reports.

The highlight was watching them become comfortable and confident in their roles, especially when working with younger students at sport carnivals and house events.

Some of our leaders who had previously displayed some behavioural challenges in past years, rose to the occasion and were admirable leaders who were able to confidently brainstorm solutions to whole school problems, including friendship dramas.

House Cup

All staff and students are allocated to a House: Argyle, Beelias, Nara or Swan. Riva's House Cup is a yearly competition where points can be earned for sporting events, arts competitions, academic pursuits or behaviour expectations.

In 2025 we introduced Riva's House Token System, where tokens were allocated to students who demonstrated the weekly Behaviour Expectations. These tokens earned 1 point each towards Riva's annual House Cup.

A total of 2083 tokens were allocated to students across Pre-primary through to Year 6.

Argyle – 480

Beelias – 504

Swan – 527

Nara - 572

This allowed students to earn points towards their house linked to behaviour, which supported those students who did not excel in sports, academics or The Arts.

What worked well?

- Students took pride and wanted to earn the tokens for their House and were very supportive of other classmates who earned tokens.
- Behaviour support strategy aligned with school values.
- Creates a sense of alignment to House even though students still call it their faction.
- It was easily implemented and students were highly motivated by it.
- It kept students motivated and it was a good way to acknowledge expected behaviour.
- The students were excited about the tokens.
- Encouraging students to focus on expected behaviour.

Mrs Sara Campbell
Deputy Principal

Tracking Better

Throughout 2025, the Respect Team continued to build on the implementation of Tracking Better, with a focus on strengthening consistent, whole-school behaviour and emotional support practices, ensuring greater consistency and shared language. One of the key developments in 2025 was the introduction of daily morning check-ins, which gave students regular opportunities to recognise their emotions, reflect on how they were feeling, and prepare for learning in a supportive environment. These check-ins were created by the Respect Team and utilised within every classroom every morning and specialist lesson across the day. Daily check-ins were created to align with whole school teaching and learning strategies to ensure the information was accessible to all students, aligning with not only the value of respect, but also inclusion.

Teachers within the Respect Team reviewed the originally created Tracking Better lessons and adapted them to suit the needs of their specific year levels, ensuring teacher autonomy that equates to all individual student needs being accommodated. This allowed staff to respond more effectively to the developmental, social and emotional needs of their students, while maintaining a common approach across the school.

To further support this work, 92 Riva educators completed four online Tracking Better professional learning courses, created by Tracking Better founder, child psychiatrist Dr Deeta Kimber, in 2015. These modules review Polyvagal theory; how the autonomic nervous system relates to emotional and social behaviour, from a practical perspective. This deepened staff understanding of the scientific principles and real-life application of the principles behind the program, strengthening their confidence in using strategies that align with Polyvagal theory consistently in the classroom.

It is recommended in 2026 that the school continues the use of daily morning check-ins, with ongoing refinement of lessons to ensure they remain relevant and effective. Developing clear support materials to assist new staff in understanding and implementing Tracking Better practices will also help maintain consistency across the school. In addition, the creation of a student wellbeing survey will be explored to help inform future practices and guide ongoing improvement.



Mrs Sarah Butler
Deputy Principal

Miss Mika Cull
Respect Team Leader

EAL/D

English as an Additional Language or Dialect

English as an Additional Language or Dialect (EAL/D) continues to be a strategic priority at Riva Primary School as we work to provide high-quality teaching and learning for all students, including those from culturally and linguistically diverse backgrounds. Our school community is richly diverse, with more than forty home languages represented and over half of our students speaking a first language other than English. We recognise the strengths of EAL/D learners, whilst acknowledging the need to provide specific support for English language acquisition.

In 2025, 78 students were identified as Stage 1 and 76 students as Stage 2. Stage 1 students are those in their first year of compulsory schooling in Australia, and Stage 2 students are in their second year of schooling in Australia. The EAL/D Plan was developed to strengthen staff knowledge and practice related to EAL/D teaching and learning. Staff engaged in professional learning focused on the EAL/D Progress Map, and the EAL/D support teacher began collaborating with classroom teachers to map identified students. We strengthened connections with our local Intensive English Centre and engaged in networking opportunities across both the Nicholson Network and the broader Perth metropolitan area.

Throughout the year, our Cultural Cafés provided opportunities for families and staff to come together, share food, and celebrate the different cultures within our school community. The Walking Together book was developed with contributions from both families and staff, showcasing the many cultural backgrounds that form Riva PS. It includes photographs and information about foods, celebrations, traditions, clothing, art, decorations, dance, and music. We also established a Cultural Advisory Group consisting of parent representatives and staff to guide our ongoing cultural inclusion work.

In 2026, our focus is to embed the EAL/D Plan across the school, ensuring consistency and high-quality support for all EAL/D learners.

Recommendations:

- The Inclusion Team and EAL/D support teacher will continue to work closely with classroom teachers to build capacity in using the EAL/D Progress Map and integrating the Riva EAL/D Plan into assessment, planning, teaching, differentiation, and student support.
- Implement regular moderation processes to strengthen consistency in application of the EAL/D Progress Map.
- Develop a whole-school tracking spreadsheet to monitor EAL/D student progress across year levels.
- Continue to grow Cultural Cafés and further strengthen cultural responsiveness across the school community.
- Maintain and deepen collaboration with the Cultural Advisory Group to ensure strong community voice and cultural inclusivity.

Mrs Kristy Turner
EAL/D Support Teacher



Inclusion

RAPP

In 2025 we had 40 children attending our RAP program across four classrooms. At the end of 2025 we successfully transitioned 11 (27.5%) students into their full-time classroom. This has allowed us to welcome and support another 11 students into our RAP program for 2026.

At the end of 2025 our ABLEWA data showed:

In Literacy and Numeracy domains

- 70% of students (28) made progress in both English domains
- 82.5% of students (33) made progress in the Mathematics domain

In Personal and Social Capability domains

- 29 (72.5%) of students made progress in Self Awareness;
- 28 (70%) of students made progress in Self Management; and
- 33 (82.5%) of students made progress in Social Awareness.

In H2 RAPP, the Functional Skills Assessment results showed that two students achieved over 50% of the assessment skills, two students achieved over 30% of the assessment skills, two students achieved over 20% of the assessment skills, one student achieved over 10% of the assessment skills and three students achieved below 10% of the assessment skills.

Four students had been tested on the whole school Oral Reading Fluency assessment in LA4.4 RAPP. Three out of the four students had shown progress in this area. Eight students were tested on their narrative writing skills using *Brightpath*. The Term 4 results showed that three students had made progress, and one student had stayed at the same level.

Eight students were tested on measurement and geometry using *Brightpath*. The Term 4 results showed that four students had made progress and two students had stayed at the same level.

Six students accessed the whole-school program of *Spelling Mastery*. Three students were working at Book A level, one student was working at Book B level, and two students were working at Book C level.

In Semester Two, one student assessed out of Book A and moved on to Book B.

Out of 40 students in our RAP program our SEN Reporting showed the following data:

- 24 students achieved 50% or higher of their Literacy Individual Education Plan goals
- 26 students achieved 50% or higher of their Mathematics Individual Education Plan goals
- 23 students achieved 50% or higher of their Personal and Social Capability Individual Education Plan goals.

Disability Resourcing

In 2025 we had 89 students with an Individual Disability Allocation. This is a small increase from 2024 of 86 students. Of those 89 students 94% had a diagnosis of Autism, with the other 6% being Physical Disability, Hearing Impaired, Intellectual Disability or Severe Mental Health Challenges.

Documented Plans

In 2025, 112 students were assessed on a Special Education Needs (SEN) plan in either Literacy, Numeracy or Personal and Social Capabilities, compared to 113 in 2024.

Nationally Consistent Collection of Data on Students with Disabilities

We had 223 students identified through the NCCD process, compared to 139 from 2024. The levels of adjustment determined were:

- Quality Differentiated Teaching Practice (QDTP) – 112 (49 in 2024)
- Supplementary – 53 (39 in 2024)
- Substantial – 27 (24 in 2024)
- Extensive – 31 (27 in 2024)

Mrs Sara Campbell, Deputy Principal

**Miss Lauren Rutherford,
Complex Behaviour Coordinator, RAPP Teacher**

“The inclusiveness and support at this school is outstanding.”
Parent Response - Survey of the School Community



Early Childhood

The Kindergarten program at Riva Primary School plays a critical role in establishing strong foundations for future learning, particularly in oral language, early literacy and communication.

The use of the Screen of Communication Skills (SOCS) assessment provides a clear and reliable baseline for understanding each child’s language development and allows teachers to plan targeted, evidence-informed instruction from the very beginning of schooling.

The 2025 SOCS data demonstrates significant growth across all assessed domains. At the start of the year, approximately half of students were performing below age expectations in semantics, comprehension and expressive language. By the end of the year, this had reduced to fewer than one quarter of students. This improvement reflects the strong impact of explicit, structured oral language instruction, including the use of *Colourful Semantics*, targeted vocabulary teaching, comprehension strategies and structured questioning frameworks such as Blank Levels. These approaches ensure that language is deliberately taught, modelled and reinforced across daily classroom interactions.

The introduction of the *Let’s Decode* phonemic awareness program in Kindergarten has further strengthened the early literacy pathway at Riva. This ensures alignment between oral language, phonological awareness and later reading instruction, providing students with a cohesive and systematic foundation. Given the significant proportion of students at Riva who speak English as an additional language or dialect, this focus on explicit oral language and early literacy development remains a key priority.

Future directions will include strengthening progress monitoring across the year, further embedding evidence-based language programs, and increasing opportunities for purposeful talk in play-based and structured learning contexts.

Continued collaboration with speech pathology services and the use of individualised support will also ensure that students requiring additional support are identified early and receive targeted intervention.

Percentage of students scoring Below Average for Age

SOCS	Start 2025	End 2025
Semantics	51%	17%
Comprehension	50%	22%
Expressive Language	44%	18%

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



On-Entry Assessment - Pre-primary

The On-entry Assessment is conducted in the first few weeks of Pre-primary and provides a standardised measure of students' early literacy and numeracy skills. This assessment enables the school to identify students' starting points in reading, writing and numeracy, inform planning and intervention, and monitor cohort trends over time.

Student achievement in 2025 continued the upward trajectory established over recent years. In Numeracy, the median score increased and is now aligned with the Public School median. Importantly, the spread of achievement has improved, with fewer students in the bottom 20% and more moving into the middle and top bands. This reflects the impact of strengthened early numeracy instruction, and the use of evidence-based programs and assessment.

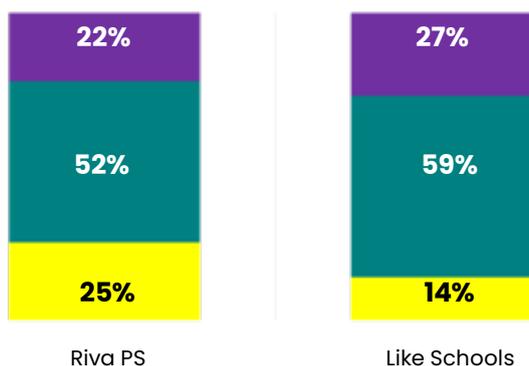
In Reading, the median score has increased for three consecutive years and now sits above the Public School median. The distribution of students across achievement bands closely aligns with Like Schools, indicating improved early reading outcomes. This reflects the sustained focus on phonics, phonemic awareness, explicit vocabulary and structured reading practices from Kindergarten onwards.

Writing results in 2025 show strong improvement, with the median score now matching both Public Schools and Like Schools. The increased proportion of students in the top 20% is particularly encouraging and demonstrates the positive impact of consistent early writing instruction, including structured oral language and early sentence development.

Future directions include continued strengthening of early reading and oral language instruction, targeted intervention for students below benchmark, and deeper analysis of cohort data to inform planning. The school will also continue to focus on reducing instructional variability across classrooms.

Mrs Jodie Van Der Zwan
Deputy Principal

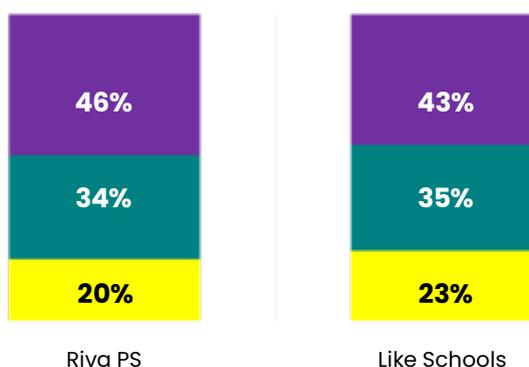
Pre-primary On-Entry Numeracy 2025



Pre-primary On-Entry Reading 2025



Pre-primary On-Entry Writing 2025



KEY Top 20% Middle 60% Bottom 20%

Pre-primary On-Entry Median Scores 2024-2025

	2024			2025		
	Riva	Like	WA	Riva	Like	WA
Numeracy	422	442	429	429	442	429
Reading	439	462	450	456	462	450
Writing	176	210	210	210	210	210

National Quality Standard

In 2025, we requested a National Quality Standard (NQS) verification from the Early Childhood team at Statewide Services. The verification process involved two assessors visiting our school to validate the self-assessment completed by our Early Childhood staff against the NQS.

The National Quality Standard (NQS) includes 7 quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership.

As part of the verification process, the assessors visited all Early Childhood classrooms, from Kindergarten through to Year 2. The assessors confirmed most of our determinations and provided constructive feedback to support our ongoing improvement.

The verification team acknowledged our effective differentiation for students with additional needs, the cohesive and connected practices implemented across the school, and our comprehensive approach to assessment (Quality Area 1).

Quality Area 2 Children's Health and Safety was highlighted as a strength, especially in relation to the ways staff support student regulation and provide attentive, responsive care. Inclusion was recognised as being deeply embedded within our school culture and daily practice.

The team noted that our learning environments are well designed and maintained and provide opportunities for students to engage in play and learning activities in both the indoor and outdoor spaces. All of our classroom environments are welcoming and have a strong sense of belonging. (Quality Area 3)

The early childhood team was commended for being highly collegial and collaborative with all staff invested in the school's values and priorities. (Quality Area 4)

Our school was commended for the strong, positive relationships established between staff and students, with recognition of the respectful and supportive interactions observed throughout the school (Quality Area 5).

Quality Area 6 Collaborative Partnerships were also identified as a key strength, with families well supported through effective communication, transition practices, cultural awareness, and the celebration of significant events and special occasions.

Quality Area 7 Governance and Leadership was also identified as a strength. The verification team acknowledged our clear school vision, well-developed strategic and policy documentation, and our strong culture of review and continuous improvement aligned with the National Quality Standard. Our commitment to distributed leadership and the development of educators through coaching, professional learning and performance and development processes was also recognised.

The verification team encouraged us to further support staff in deepening their understanding and application of the Early Years Learning Framework, particularly in Years 1 and 2, and to continue refining our Early Childhood Playbook. They recommended strengthening the incorporation of children's interests and agency through integrated, project-based and inquiry-driven approaches to learning.

Additionally, the team suggested expanding our range of concrete materials and resources to further enhance learning experiences. The development of purposeful play plans for outdoor learning was highlighted as an area for growth ensuring that outdoor experiences are both intentional and meaningful. Staff were also encouraged to explore increased opportunities for children to engage in sustained, collaborative projects that support students to co-construct knowledge and think critically through shared experiences. It was recommended that we continue strengthening our instructional models and coaching program, with a focus on blending explicit teaching and play-based learning.

Mrs Jodie Van Der Zwan
Deputy Principal



NAPLAN Achievement

The graphs on the following page present the percentage of students achieving in each of the four proficiency bands in NAPLAN across Year 3 and Year 5 in all assessed domains, with comparisons against Like Schools and WA Public Schools.

While overall performance is below that of like schools, it is closely aligned with Western Australian public schools. This result is consistent with expectations, given the unique and diverse profile of the Riva student cohort, which includes a higher proportion of students with disability and English as an additional language or dialect.

Importantly, the data reflects a school that is achieving strong progress while maintaining an inclusive approach to reporting. All students are included in school data without exclusion or adjustment, providing a transparent and accurate reflection of school impact. This approach ensures that the focus remains on growth, progress and achievement for every student.

A clear highlight in the data is the strong performance in spelling across both year levels. The implementation of Spelling Mastery across the school has created low variability in instruction, consistent routines and a structured approach to spelling development. This is reflected in improved NAPLAN performance and demonstrates the power of consistent, evidence-based teaching across all classrooms.

Writing also shows strong instructional impact, reflecting the school's focus on explicit genre instruction, shared texts and structured teaching approaches. The alignment of planning and professional learning has strengthened consistency and reduced variability between classrooms.

Reading, however, remains a key priority for the school. While steady improvement is evident, achievement remains below like schools. This reflects both the linguistic diversity of the cohort and the complexity of reading development. The school's current focus on reading fluency, phonics, paired reading routines and intervention programs is expected to further strengthen outcomes over time.

Moving forward, the school will continue to build teacher capability in reading instruction, embed consistent practices, and strengthen targeted intervention. This will support improved achievement while maintaining the strong progress currently evident.



**Year 3
Achievement
is improving,
but is below
expected**



**Year 5
Achievement
is generally
at expected
levels**



**Strong
instructional
impact in
Writing and
Spelling**



**Reading is a
clear priority
area**

NAPLAN Proficiency Distribution, 2025

The tables below show the distribution of achievement across proficiency levels for Riva Primary School, our like-schools, and all Western Australian Public Schools in NAPLAN 2025. In the tables NAS represents *Needs Additional Support*.

YEAR 3

Numeracy	Riva PS	Like Schools	WA Public
Exceeding	3%	9%	8%
Strong	49%	57%	50%
Developing	34%	26%	27%
NAS	14%	9%	13%

Reading	Riva PS	Like Schools	WA Public
Exceeding	12%	19%	14%
Strong	49%	48%	44%
Developing	26%	23%	24%
NAS	13%	11%	16%

Writing	Riva PS	Like Schools	WA Public
Exceeding	4%	6%	4%
Strong	73%	77%	68%
Developing	15%	11%	18%
NAS	7%	6%	8%

Spelling	Riva PS	Like Schools	WA Public
Exceeding	19%	15%	14%
Strong	41%	45%	42%
Developing	28%	29%	28%
NAS	12%	10%	14%

Grammar	Riva PS	Like Schools	WA Public
Exceeding	8%	11%	9%
Strong	40%	45%	38%
Developing	32%	28%	28%
NAS	20%	16%	23%

YEAR 5

Numeracy	Riva PS	Like Schools	WA Public
Exceeding	8%	11%	11%
Strong	62%	62%	54%
Developing	19%	22%	23%
NAS	11%	5%	11%

Reading	Riva PS	Like Schools	WA Public
Exceeding	10%	21%	16%
Strong	57%	55%	51%
Developing	18%	18%	21%
NAS	15%	6%	11%

Writing	Riva PS	Like Schools	WA Public
Exceeding	5%	9%	7%
Strong	57%	62%	53%
Developing	27%	23%	26%
NAS	11%	6%	12%

Spelling	Riva PS	Like Schools	WA Public
Exceeding	26%	20%	19%
Strong	45%	53%	48%
Developing	21%	23%	21%
NAS	7%	5%	11%

Grammar	Riva PS	Like Schools	WA Public
Exceeding	11%	16%	14%
Strong	49%	52%	45%
Developing	29%	22%	24%
NAS	12%	10%	16%

NAPLAN

The change in NAPLAN reporting in 2023 to proficiency bands means that this is the first year that stable cohort progress from Year 3 to Year 5 can be accurately compared. The results are highly encouraging, and provide compelling evidence of the difference Riva Primary School is making for our students.

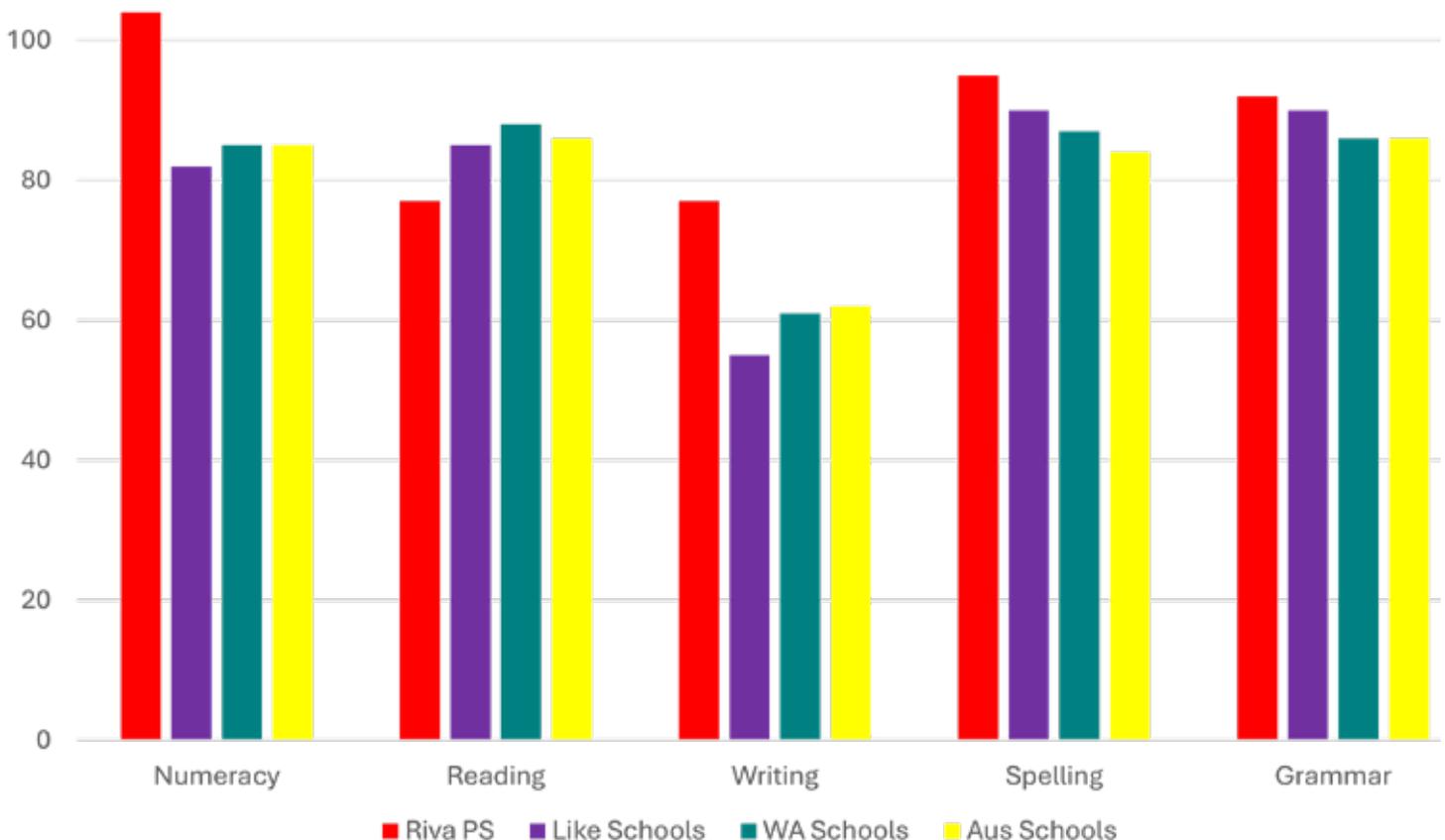
The matched cohort data shows that Riva students have made greater progress than students across Australia, Western Australia and like schools in almost all areas. This is a significant achievement and reflects the impact of the school's sustained focus on quality teaching, consistent instruction and targeted intervention.

Particularly strong growth is evident in Numeracy, Writing and Grammar and Punctuation, with Spelling also demonstrating strong performance. These results align with the school's strategic priorities and the consistent implementation of structured, evidence-based programs across classrooms.

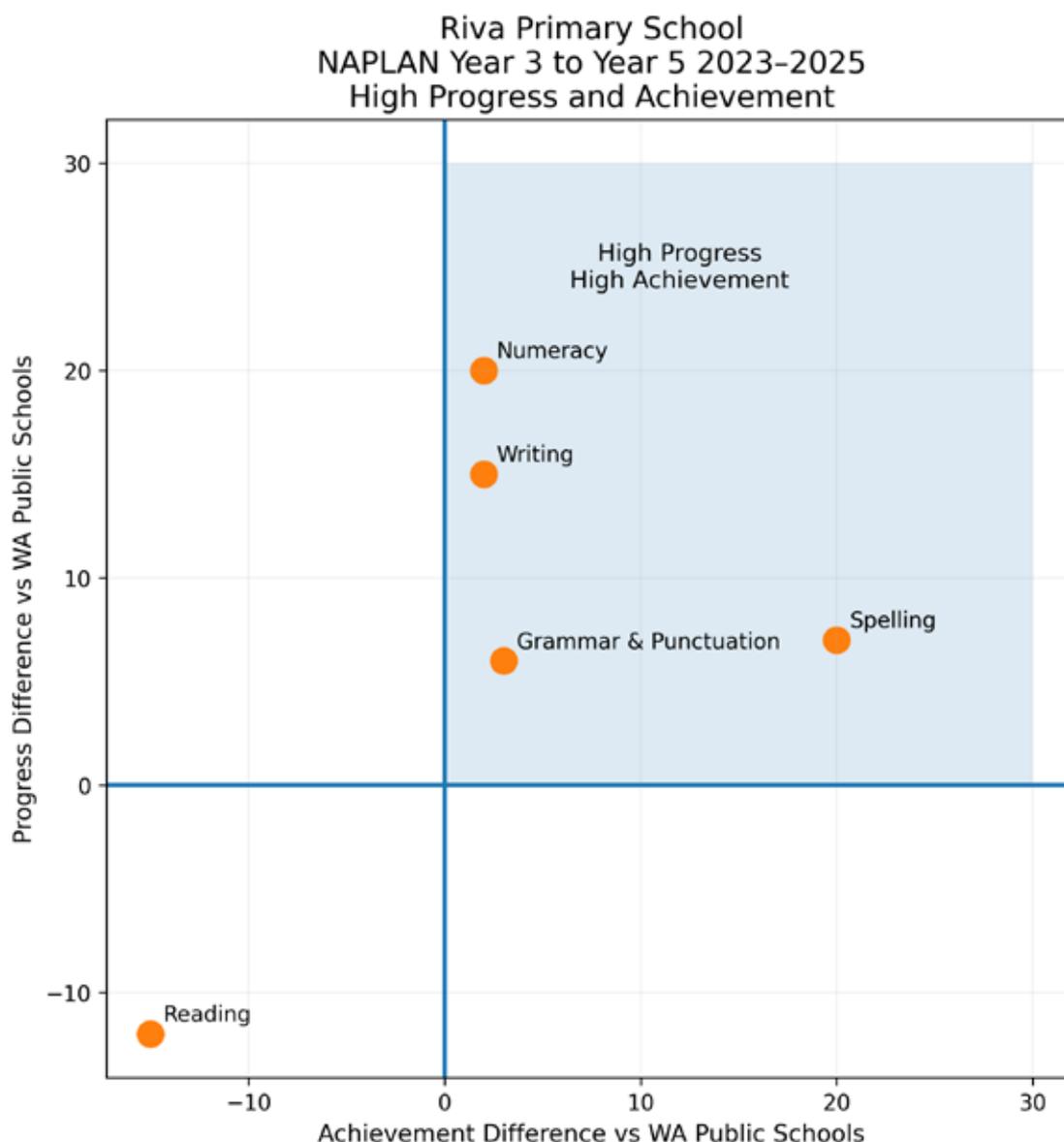
This high progress is especially noteworthy given that Riva students typically begin from lower starting points than those in like schools.

The school's diverse cohorts mean that headline achievement measures may remain below like schools for some time, however, the progress data clearly shows that the gap is closing, and that the school is accelerating learning for our students.

Progress of Stable Cohort at Riva in NAPLAN from Year 3, 2023 to Year 5, 2025



High Progress – High Achievement



The High Progress-High Achievement quadrant shown above highlights our impact. Most learning areas sit in the high progress range, with spelling and numeracy demonstrating both strong achievement and strong growth.

Reading, while showing growth, remains an area for continued focus and investment.

These results provide strong validation of the school’s approach and confirm that sustained, high-quality teaching and consistent instructional practice are making a measurable difference.

The next phase of school improvement will focus on maintaining high progress while increasing the proportion of students achieving in the top bands, particularly in reading.

The school remains ambitious for our students. While significant progress has been achieved, the work continues. The goal is not only to close the gap with like schools, but to ensure that every student, regardless of their starting point, achieves their full potential.

Aaron Chaplin
Principal

English Achievement

Consistency in Genre Instruction

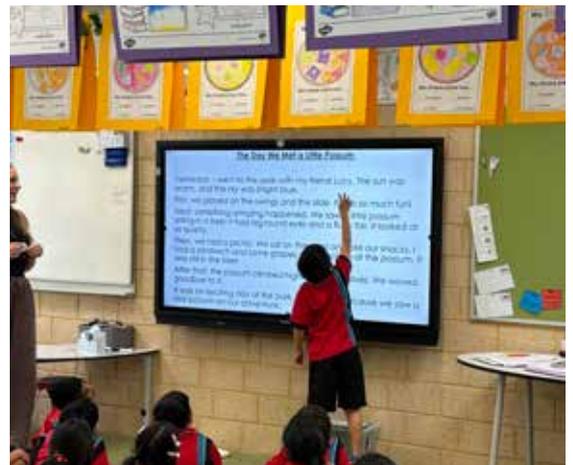
In 2025, a key priority was strengthening consistency in the teaching of writing genres across the school. Narrative posters were developed to support explicit instruction, and all teaching staff participated in professional learning focused on the Narrative Hill framework. The implementation of knowledge-rich units further supported a structured and cohesive approach to writing instruction.

To ensure consistency and reduce variability between classrooms, all year levels engaged with the same core texts. This approach ensured that all students were exposed to shared background knowledge, targeted vocabulary, and common themes, promoting equity and alignment in learning experiences across the school.



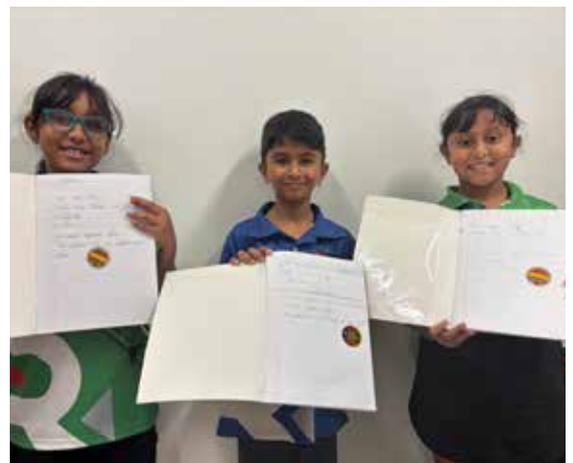
Whole-School Curriculum Planning and Alignment

Year level teams collaboratively developed whole-school scope and sequence documents, along with detailed week-by-week planners for English. These documents were reviewed to ensure consistency of teaching practice across classrooms. This collaborative planning process has strengthened curriculum alignment and ensured that all students have equitable access to the same high-quality curriculum content, regardless of their classroom placement.



Reading Fluency Focus

Improving reading fluency was identified as a priority for 2025. Paired reading routines were embedded across classrooms, and student progress was systematically monitored using the DIBELS Oral Reading Fluency assessment. Our target was for 70% of students to achieve 'on track' or 'above' benchmarks. While two of the five-year levels met this goal, further work is required to achieve consistency across the school. In 2026, we will continue to work closely with classroom teachers and Intervention Education Assistants to strengthen instructional practices and maintain reading fluency as a key focus area.



Implementation of Evidence-based Literacy Programs

Spelling Mastery has now been implemented across Years 1–6, ensuring a consistent and explicit approach to spelling instruction. The effectiveness of this program was demonstrated through measurable improvements in our NAPLAN spelling data. Additionally, teachers completed training in the Let's Decode phonics program, which is delivered from Kindergarten to Year 2 to support early reading and writing development. These programs provide a structured, evidence-based foundation for literacy instruction across all year levels.

Professional learning and Instructional coaching

All staff completed professional learning through Shaping Minds, with follow-up coaching provided by Shaping Minds consultants. This coaching model included classroom observation and targeted feedback to strengthen teaching practice and ensure alignment with agreed literacy programs. This ongoing professional development has supported high-quality instruction and reinforced consistency in teaching practices across the school.

Intervention

In 2025, a key priority was delivering targeted literacy intervention for students in Years 1–6 performing below expected benchmarks in word reading and letter-sound knowledge. Students attended small-group sessions four times per week, delivered by Intervention Education Assistants using the Let's Decode program. Progress was monitored through assessments conducted three times per term, with students exiting the program after achieving benchmark results across two consecutive cycles. Across the year, 88 students achieved at or above expected levels and no longer required intervention.

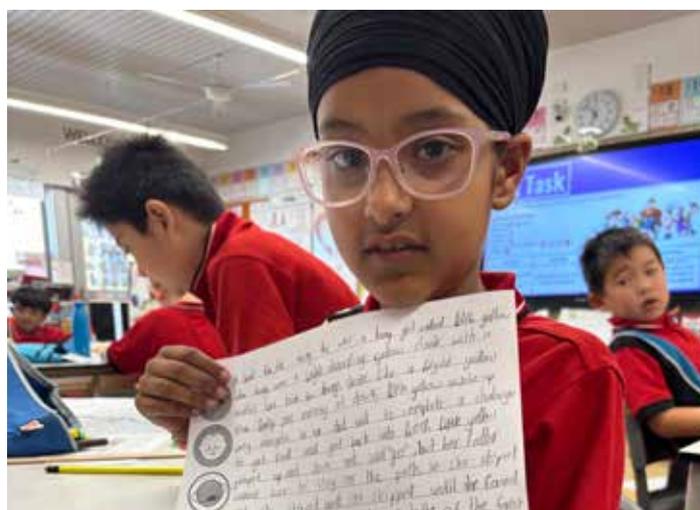
In Semester Two, the focus expanded to include reading fluency. Students demonstrated strong growth, with some year levels recording an increase in the number of students achieving well above expected fluency benchmarks.

In 2026, intervention will continue to prioritise students from Pre-Primary to Year 4 requiring phonics support, with those significantly below benchmark receiving four sessions per week through the Let's Decode program. It is also recommended that mathematics intervention be introduced in Years 1–4 using the Connecting Concepts program to strengthen foundational numeracy skills.

Small Group Tuition

The Small Group Tuition program was introduced in Semester Two, 2025. Students who were not already participating in intervention programs were selected based on school-based assessment data and attendance records. Pre-primary students received literacy support through the *Let's Decode* program, while selected Year 1 and Year 3 students participated in Mathematics intervention using the *Connecting Maths Concepts* program. Sessions were conducted twice weekly for 20–30 minutes. By the conclusion of 2025, all participating Year 1 and Year 3 students were achieving scores of 80% or higher in their mathematics intervention assessments, compared to baseline results where most students were achieving 60% or below. While measurable improvement was observed through two sessions a week, the continuation of this program in 2026 will be essential to ensure sustained and consistent progress.

Miss Aliya Broadley
 Deputy Principal
 Achievement Team Leader - English



Mathematics Achievement

In 2025, Mathematics achievement at Riva Primary School continued to strengthen through the consistent implementation of high-quality, evidence-based programs and a clear focus on explicit instruction, fluency and problem solving. The structured delivery of PR1ME Mathematics across all year levels has supported greater consistency of teaching practice, reduced variability between classrooms and strengthened student understanding of core mathematical concepts. The integration of Ninja Maths Facts has further enhanced student confidence and automaticity in basic number skills, ensuring strong foundations for higher-level thinking.

Our Brightpath assessment data demonstrates steady and encouraging progress. In Number and Algebra, the school mean score of 293 sits within 10 points of the All Schools mean of 303. In Measurement and Geometry, the mean score of 309 is within 12 points of the All Schools mean of 321. While our school targets are to be within 5 points in Number and Algebra and 10 points in Measurement and Geometry, these results reflect sustained improvement and a continued narrowing of the achievement gap. Importantly, progress has been achieved while maintaining an inclusive approach to assessment and reporting, ensuring that all students are represented in school data.

A strong focus in 2025 was the development of mathematical fluency. Daily review, retrieval practice and structured routines have strengthened recall, accuracy and efficiency. These approaches have supported students to engage more confidently with complex problem solving and reasoning tasks. Across classrooms, teachers have increasingly used visual models, concrete materials and structured representations to build conceptual understanding and ensure that students develop deep and transferable knowledge.

Whole-school curriculum planning has also been a key priority. Year level teams worked collaboratively to refine scope and sequence documentation and develop aligned weekly planners. This has strengthened curriculum coherence and ensured that students experience a consistent and cumulative approach to learning across the school.

Moderation and collaborative planning processes have supported shared expectations and strengthened teacher confidence in assessment and judgement.

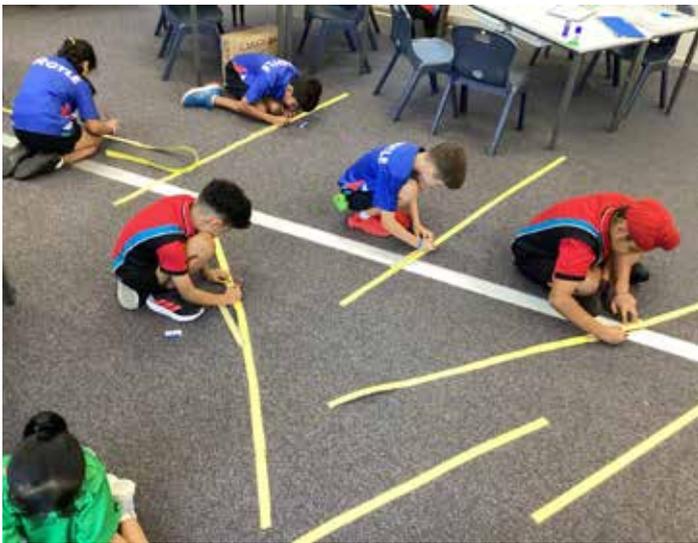
Targeted support and intervention have played an important role in improving outcomes. Students requiring additional support were identified through school-based assessment and participated in structured small-group programs. The introduction of Connecting Maths Concepts through the Small Group Tuition initiative demonstrated strong early impact, with students showing measurable improvement in assessment outcomes. Extension opportunities have also been strengthened to support students achieving above expected levels, ensuring challenge and growth for all learners.

Professional learning and coaching have continued to build teacher capability in Mathematics instruction. Staff engaged in ongoing development aligned to explicit teaching, formative assessment and feedback practices. This has strengthened consistency, supported reflective practice and reinforced high expectations for every student.

In 2026, the establishment of a dedicated Mathematics Achievement Team will further strengthen this work. The team will focus on deep data analysis, strengthening moderation, refining intervention and extension, and supporting classroom practice through coaching and modelling. Key priorities include meeting and exceeding school mean score targets, increasing the proportion of students achieving in the top achievement bands, and ensuring that at least 70% of students demonstrate mastery in basic mathematics facts.

The school remains committed to ensuring that every student develops strong mathematical knowledge, confidence and problem-solving skills. Continued focus on high-quality teaching, consistency and targeted support will ensure that the strong progress currently evident translates into sustained high achievement over time.

Mr Brock Tiede
Achievement Team Leader - Mathematics



Our Staff

In 2025, Riva Primary School was proud to be supported by a team of 130 dedicated professionals, working every day to make our school better for every student. Our staff continue to embody our values of Respect, Inclusion and Achievement, and demonstrate a deep commitment to the success, wellbeing and belonging of every child.

This year saw the appointment of additional Specialist Teachers to meet the growing and evolving needs of our school. We welcomed a further Health and Physical Education Specialist, Science Specialist and Visual Arts Specialist, strengthening the breadth and quality of our curriculum. These appointments tracked in line with our workforce plan, Compass, ensuring that our staffing profile remains aligned to the priorities and future direction outlined in our School Plan.

All teaching staff meet the requirements for registration with the Teacher Registration Board of Western Australia and are listed on the public register. Professional growth remains a key expectation and priority at Riva. In 2025, all teaching staff completed a minimum of five days of professional learning, with many undertaking additional development to strengthen their practice and impact on student achievement.

Significant investment was made in professional learning and development aligned to our strategic priorities, particularly in strengthening quality teaching and learning. Key initiatives included:

Shaping Minds professional learning, incorporating workshops, in-class coaching and feedback for all teaching staff. This work focused on strengthening instructional clarity, explicit teaching practices and high-impact classroom strategies.

Let's Decode professional learning, delivered by Dr Lorraine Hammond. Let's Decode is an evidence-based and highly regarded approach to the explicit and systematic teaching of early reading, supporting staff to develop deep knowledge and confidence in structured literacy practices.

Leading Primary Teams leadership development for our Year Level and Priority Area leaders, building collective efficacy, leadership capability and consistency of practice across the school.

Complex Behaviour “train the trainer” development for the Nicholson Network, facilitated by Riva staff member Lauren Rutherford. This work built capacity across our network of schools to better support students with complex and diverse needs.

Turbans and Trust cultural awareness training for all staff, delivered by members of our Sikh community. This professional learning strengthened cultural understanding, respect and inclusive practice.

Universal Design for Learning professional learning, supporting staff to plan for variability, remove barriers to learning and ensure all students can access success.

Through these initiatives, our staff continued to grow as reflective, evidence-informed practitioners. Their professionalism, collaboration and commitment to continuous improvement remain a defining strength of Riva Primary School.

“Every teacher we have had really cares about my children and their learning”
Parent Response - Survey of the School Community



Health & Physical Education

The Health and Physical Education program at Riva Primary School provides students with countless opportunities for personal growth, self-development and team camaraderie across a wide range of environments.

Health education outcomes are delivered in classrooms by teachers and are also reinforced through Physical Education lessons each week, creating a two-pronged approach that supports students to feel safe, explore their boundaries in practical ways, and practise our whole-school values both in class and in the playground.



This year, the Physical Education program focused on explicitly teaching a wide variety of skills. Students from Pre-primary to Year 2 participated in the Fundamental Movement Skills program, refining and developing core skills such as underarm and overarm throwing, balancing, hopping, jumping and catching.

Students in Years 3-6 focused on sport-specific skills, which they then applied and practised in modified game situations. Throughout the year, students developed skills in volleyball, basketball, football, netball, tennis, floorball and speedball.

We also continued to strengthen relationships with state sporting bodies and affiliate high schools, who supported the program through incursions, clinics and assistance with our major in-house carnivals. We thank Harrisdale Senior High School, SEDA College, Golf WA and Rugby WA for their support in providing these opportunities for our students.

Interschool competitions remained an important part of the school calendar through the Vale School Sports Association (VSSA). Events included the Summer and Winter Carnivals, AFLW Carnival, Cross Country and Athletics. Our students consistently demonstrated our school values in these settings, with notable success in Ultimate Frisbee where both our Division A and B teams won their competitions, and in Flagbelt Rugby where we won B Division.

At the South Metro Ultimate Frisbee Carnival, we entered three teams across A and B divisions. All teams competed strongly throughout the day, with two finishing just one win away from the championship.

We also returned to the Super 7's Soccer Competition at Lynwood Senior High School. It was a successful day, with both our girls and boys teams reaching the finals. Our girls team performed exceptionally well, narrowly missing the cup in a penalty shoot-out, while our boys team claimed the overall win, remaining undefeated throughout the day.

Students also participated in the Education Support Schools South Network (ESSN) Soccer Carnival. This event provided a fun day of active participation where students developed their soccer skills in a safe and supportive environment, with encouragement from staff and the soccer academy at Lynwood Senior High School.

At Riva, internal competitions and carnivals remained a highlight of the year. Lunchtime basketball and soccer competitions were held for students in Years 4–6, with round robin formats culminating in exhibition matches where the winning teams challenged staff.

Our Year 3–6 House Cross Country once again took place in typically windy and wet conditions, but this did not dampen the enthusiasm or the outstanding performances of our students. Congratulations to Beeliam for being crowned Cross Country champions for 2025.

The House Athletics Carnivals were engaging, inclusive and competitive, with Beeliam winning the Junior Carnival and Swan the Senior Carnival.

Overall, it was another successful year in Physical Education, with students pushing their boundaries across a wide variety of sports and activities while striving to reach their personal best. Through these experiences, they continued to develop resilience, teamwork and the confidence to be their best selves.

Mr Adam Batt & Miss Jessica Killick
Physical Education Specialist Teachers



Auslan

In 2025, the Auslan program continued to grow in both impact and visibility across the school. Auslan was taught as part of the curriculum, while also being increasingly embedded in whole-school practice. Lessons focused not only on language development but also on sharing Deaf culture, with students exploring similarities and differences between their own cultures and the Deaf community. Long-term learners are now beginning to code-switch during lessons, demonstrating growing confidence not only in language use but also in culturally appropriate communication practices.

Students from Year 2 to Year 6 participated in weekly Auslan lessons. These lessons align with our Pedagogy Atlas, incorporating Universal Design for Learning and Daily Review practices to create a safe, predictable and inclusive learning environment. This structure supports students to learn, practise and clarify unfamiliar signs while building confidence and independence. Auslan sign posters are displayed in all participating classrooms, enabling students to access and reinforce their learning both during and beyond scheduled lessons. Intermediate and advanced learners are beginning to engage in simple conversations in Auslan and, in keeping with the silent learning environment encouraged during lessons, use alternative strategies to seek clarification and support.

Teachers and Inclusive Education Assistants across the school regularly collaborate to develop resources, including instructional videos that support accurate sign production and consistent practice. Year 6 students also had the opportunity to translate and sign a simple book as part of the Deaf community event, National Week of Deaf People, celebrating language, culture, history and achievement.

Moving forward, the focus will be on further strengthening the use of Auslan across the school. This includes providing opportunities for staff to participate in Auslan learning and expanding the use of signage in playground areas to support common communication and inclusive interactions.

Miss Isabel Lim
Auslan Specialist Teacher



Two-Way Science

In 2025, a Two-Way Science initiative was established at our school. The Ngaparttji Ngaparttji program (Two-Way Science) is a Department of Education funded program which aims to incorporate Western Curriculum Science with First Nations understandings and perspectives. Three staff members participated in the professional learning of this program which involved attending a series of webinars, professional learning and a two-day conference with all Western Australian schools participating in the program. The school created a 'Two-Way Science' team consisting of teachers taking part in the professional learning, as well as other teachers within the school interested in the program. By the end of 2025, a series of lessons from Kindergarten to Year 6 were created which will be taught and embedded in 2026.

In November, we conducted a survey on the Aboriginal Cultural Standards Framework with our staff. The survey looked at the five areas of the framework and how the staff felt our school was performing in these areas. Majority of our staff believed our school was currently either at a Culturally Understanding or Culturally Competent level. Staff believed that the school's strengths were in our mutual respect and our openness to learn. Staff feedback showed that they would like further confidence in embedding First Nations perspectives through continued professional learning and resources.

In 2026, we will continue creating and embedding Two-Way science lessons across the school and developing a Humanities and Social Sciences scope and sequence which integrates First Nations perspectives. We will also be implementing a 'Noongar Word of the Fortnight' which will teach students about local First Nations culture and language. Our aim is to use these to increase First Nations perspectives across the school and provide resources and lessons for staff. We are also aiming to have more professional learning opportunities to help grow staff confidence.

Miss Jessica O'Leary
Inclusion Leader - Culture



Science

In 2025, the Science learning area grew in strength and impact across the school by continuing to deliver high-quality, engaging learning experiences for students across all year levels. The inclusion of an additional Science Specialist teacher for Junior Primary strengthened early science learning, ensuring students developed strong foundations in scientific thinking, inquiry, scientific vocabulary and curiosity from the early years.



The Science Specialist Program provided both enrichment and challenge while maintaining hands-on, inclusive learning for all students. Inquiry-based science was embedded across classrooms, with students questioning, investigating, collecting and analysing data, and communicating their findings using scientific language and tools. Students also engaged in a range of in-school science projects, applying scientific knowledge to real-world contexts and developing problem-solving and critical thinking skills.

The Science Specialist Program provided targeted challenge and enrichment opportunities, supporting diverse learners and extending students with high interest and ability in science. Indigenous histories and perspectives were thoughtfully embedded into science lessons throughout the year to enrich student understanding and provide meaningful cultural context to scientific concepts.

Student achievement data, including NAP Science results, indicated strong progress in scientific understanding and scientific literacy. Assessment data was used to inform teaching and strengthen curriculum planning and pedagogical practices. In the 2025 Opt-in NAPLAN Science Literacy Assessment, our students once again demonstrated achievement above the National Average, with Riva's average score 41 points higher. Our distribution of student achievement across proficiency levels also saw increased representation of Riva students in higher bands, with 12% of our students achieving at Level 5 or above proficiency, compared to the national average of 2%.

Year 6 Student Performance Opt-in Science NAPLAN 2025

	Mean	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Level 5 (%)
National	407	12%	32%	39%	16%	2%
Riva PS	448	10%	22%	41%	16%	12%

Co-curricular STEM opportunities enriched the Science program. Students participated in the Scitech STEM Challenge Day, where teams demonstrated innovation, collaboration, and engineering design skills and received awards for their outstanding performance. The school also hosted a Shark Tank innovation challenge, where students developed creative solutions, pitched entrepreneurial ideas, and built skills in design thinking, communication, and entrepreneurship.

The First LEGO League (FLL) program achieved outstanding success, with teams improving on previous year performances. Students won two trophies at the regional competition and qualified for the National Competition, where they delivered an exceptional performance, confidently competing alongside some of the highest-performing teams in the country.

To further enhance engagement, students participated in science incursions and specialist workshops, providing authentic, hands-on experiences that connected classroom learning to real-world science and STEM careers.

Information and Communication Technology (ICT) was purposefully integrated into science lessons to enhance inquiry, support investigation and data collection, and deepen students' understanding of scientific concepts. Overall, the Science program fostered curiosity, creativity, critical thinking, and collaboration, preparing students with strong foundations for future STEM learning and inspiring a passion for scientific inquiry and innovation.

Mr David Cranswick & Mrs Charu Sharma
Science Specialist Teachers



Music

Our classroom Music program has a strong focus on singing, instrumental playing and movement, following a Kodály sequence for music literacy and Dalcroze and Orff inspired approaches to active music making. In our classroom program, students developed their performance skills, music literacy skills, and ability to analyse and interpret the music they listen to.

Students from Pre-primary to Year 6 participate in weekly Music lessons with our specialist teachers Mrs Smith and Ms Hayes. In Term 2 we welcomed Mr Simon Blanchard, taking over from Ms Hayes for the duration of her parental leave.



Students in Years 3 to 6 enjoyed a Japanese Taiko drumming performance from *Taiko On*. Year 5 and 6 students also participated in a workshop with musicians from the ensemble, in which they used authentic Taiko drums, complementing their drumming unit of study in the classroom Music program.

Our Instrumental Music School Services (IMSS) program continued to grow. The addition of Brass (trumpet) alongside our existing Woodwind (clarinet, flute) and Strings (violin, cello) programs brought our IMSS student numbers to 45 children learning an instrument, with 4 visiting Department of Education instrumental teachers delivering these weekly small-group lessons. IMSS students performed at our Riva Day celebrations and the Music Showcase, with woodwind students also attending the IMSS Primary Ensemble Day workshop.

The Music Showcase highlighted the learning of our Year 3 and Year 4 students, with each class sharing a musical activity from their classroom program. This event was also an opportunity to share information to prospective IMSS students and their families about the IMSS program, with performances from current instrumental students and an invitation for families to meet with Music Specialist and IMSS staff at an afternoon tea following the performance.

Our Choir also grew, with 92 children from Years 3 to 6 taking part in weekly before-school rehearsals. The Choir performed at our ANZAC Day service, Riva Day and NAIDOC week celebrations, and at our end of year concert, Riva Revue.

The years' learning culminated in the annual Riva Revue performance which saw every student from Pre-primary to Year 6 involved in a musical performance on our oval stage.

Mrs Katherine Smith
Music Specialist Teacher



Visual Arts

In 2025, the Visual Arts program at Riva Primary School continued to grow in both scope and impact, reflecting our commitment to providing every student with opportunities to develop their creativity, confidence and artistic voice. The program was strengthened through the addition of Mrs Jessica Moore, who joined Mrs Rozario in delivering a vibrant and dynamic Visual Arts curriculum across the school. Mrs Rozario led our senior artists in Years 3 to 6, while Mrs Moore guided and nurtured our junior artists in Years 1 and 2.

Together, they provided a cohesive, high quality program grounded in strong technique, thoughtful processes and authentic student voice. A wide range of media was explored throughout the year, including drawing, painting, collage, mixed media, printmaking, sculpture and textiles. This breadth of experience supported students to experiment, take creative risks and develop both technical skill and confidence. A strong emphasis was placed on valuing the artistic process, helping students to understand that creativity grows through exploration, reflection and perseverance.

Throughout the year, students engaged in rich and meaningful learning experiences that fostered curiosity, imagination and pride in their work. The program also continued to strengthen connections with families and the wider community. A highlight of the year was the inaugural Open Studios event, where families were welcomed into our artmaking spaces to view displays of student work, engage in conversations about learning in Visual Arts, and participate in hands-on creative activities alongside students. This event celebrated the joy of making and provided a wonderful opportunity to share the depth and quality of the program with the broader community. Professional learning and collaboration were also key features of the year. Mrs Rozario hosted a workshop for Visual Arts teachers from neighbouring schools, with a focus on the teaching of technique as a foundation for deeper creative expression.

The Riva Revue once again provided a significant platform to celebrate student achievement. Art spaces were transformed into vibrant galleries, showcasing the exceptional work produced across the year. The strong attendance and positive feedback from families highlighted the value our community places on creativity and the arts.

Another major achievement was the publication of the second edition of our Riva Art Magazine. This magazine showcased selected works from students across Years 1 to 6 and celebrated the breadth, diversity and quality of artistic talent within our school. Featuring more than 200 student artists, the magazine continues to be a powerful platform for student voice and creative expression.

Mrs Jessica Moore & Mrs Katie Rozario
Visual Arts Specialist Teachers



Financial Summary

76%
Voluntary
Contribution
Collection
Rate

Income	Budget	Actual
Voluntary Contributions	\$40,404.20	\$40,209.20
Charges and Fees	\$152,722.08	\$149,471.55
Fundraising, donations and sponsorships	\$8,802.07	\$8,802.07
Fees from Facilities & Other	\$95,521.75	\$95,484.37
Subtotal of Locally Raised Funds	\$361,336.46	\$357,853.55
Opening Balance - Cash	\$199,213.00	\$199,213.00
Opening Balance - Salary	-\$7,874.00	-\$7,874.00
Student Centred Funding	\$12,010,726.00	\$12,010,726.00
Total Funds Available	\$12,563,401.00	\$12,559,918.00

99%
Charges
Collection
Rate

Expenditure	Budget	Actual
Salaries	\$11,186,794.00	\$11,186,794.00
Administration	\$89,284.77	\$73,695.25
Lease Payments	\$147,122.28	\$122,688.44
Utilities, Facilities & Maintenance	\$225,661.50	\$203,370.22
Buildings, Property & Equipment	\$100,400.58	\$19,635.38
Curriculum & Student Services	\$407,646.21	\$344,460.28
Professional Development	\$82,810.02	\$73,780.07
Transfers to reserves	\$8,000.00	\$8,000.00
Other Expenditure	\$15,181.32	\$15,010.26
Payment to Central / Regional Office / Other Schools	\$112,156.13	\$110,937.22
Total Expenditure	\$12,375,056.81	\$12,158,371.12

97%
of total
budget
expended

Balance Statement

Reserve Account Balance	\$25,000.00
Liabilities (trust & suspense acc, tax)	-\$5,062.47
Surplus Funds Carried Forward	\$290,752.09
Total Cash Balance in Bank	\$310,689.62
Salary Balance Carried Forward	\$110,794.79

In 2025, the school successfully expended approximately 97% of the total allocated budget, ensuring that funding was directed to areas of greatest impact for student learning and wellbeing. In addition, the school underwent a full financial audit conducted by the Finance Branch of the Department of Education. The audit found overall financial controls to be effective, with only minor improvements recommended in relation to resource and asset recording systems.

Priority expenditure remained focused on staffing, high-quality teaching programs, intervention and support for diverse learners. Investment in evidence-based curriculum programs, professional learning, specialist teaching, and targeted support structures ensured that resources were closely aligned to school improvement.

Voluntary contributions continued to be positively supported by our community, reflecting strong parent confidence in the school and a shared commitment to providing the best possible opportunities for students. These funds contributed to the enhancement of classroom resources, curriculum programs and student learning experiences.

The school's carry forward balance was slightly higher than previous years. This is due to funds held in preparation for planned infrastructure and facility improvements linked to State Government election commitments. These projects are expected to be delivered in the first half of 2026.

Overall, the school's financial position remains stable. Careful planning, monitoring and alignment of expenditure to strategic priorities ensure that resources continue to support improved outcomes for students while maintaining sustainability and future planning capacity.

Ms Dianne Carlshausen
Manager Corporate Services



Parent Satisfaction

The data from our latest National School Opinion Survey reflects very strong community confidence in Riva Primary School across all key domains. Overall, the results are highly positive, with all measures meeting or exceeding our school target of 4.0, with the exception of one area which the school has already identified and is actively addressing through improvements to reporting, parent interviews and communication in 2026.

National School Opinion Survey Data, 2026 Parent Responses (114)



Reflections & Directions

As we conclude our first School Plan, *Voyage*, we do so with pride in the progress made and confidence in the direction ahead. Our Annual Report reflects a school growing in strength, clarity and impact, united by a shared belief that every student can learn, achieve and thrive.

Across the life of *Voyage*, Riva Primary School has built strong foundations for sustained improvement. Student progress data is a clear highlight. Matched cohort NAPLAN results show our students are making greater progress than students across Western Australia and nationally in most areas, particularly in Numeracy, Writing, Grammar and Punctuation, and Spelling. While achievement in some areas remains below like schools, the gap is closing, and the impact of consistent, high-quality teaching is evident.

Our focus on explicit, evidence-based literacy and numeracy instruction has strengthened consistency and reduced variability between classrooms. Early years outcomes have improved, reflecting strong work in oral language, phonemic awareness and early reading. Targeted intervention and small-group tuition are accelerating progress for students requiring additional support.

Inclusion remains a defining strength of our school. Our commitment to supporting students with disability, English as an additional language or dialect, and diverse needs is reflected in the breadth of programs, specialist support and staff capability across the school. At the same time, improvements in behaviour, attendance and student engagement demonstrate the impact of proactive wellbeing practices and clear expectations.

Externally validated early childhood practices, strengthened cultural responsiveness, and strong partnerships with families and the community continue to build a positive and inclusive school culture.

Looking ahead, our new School Plan, *Journey*, will focus on deepening this impact.

Quality Teaching and Learning in Every Classroom will remain our central priority, with continued investment in coaching, curriculum alignment and consistent, evidence-based practice. Reading will be a key focus as we strengthen fluency, comprehension and intervention.

Every Student Reaching Their Potential will guide our work in early identification, targeted support and extension, ensuring that all students, regardless of their starting point, are challenged and supported to succeed.

High Expectations with Strong Relationships will continue to shape our culture, strengthening attendance, engagement, wellbeing and partnership with families. Improving communication about student achievement and progress will be a key focus.

Riva Primary School is on a clear and purposeful improvement journey. The work of *Voyage* has established strong foundations. *Journey* will take us further.

“Continued focus on strong academic outcomes will help every child succeed.”

Parent Response - Survey of the School Community



Riva Primary School

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