

Annual Report

2025



MESSAGE FROM THE PRINCIPAL

I am delighted to present the 2025 Annual Report for Rivergums Primary School.

This report provides a comprehensive summary of our school's achievements, initiatives, and performance throughout 2025. It highlights key events and offers insights into our progress in the following areas:

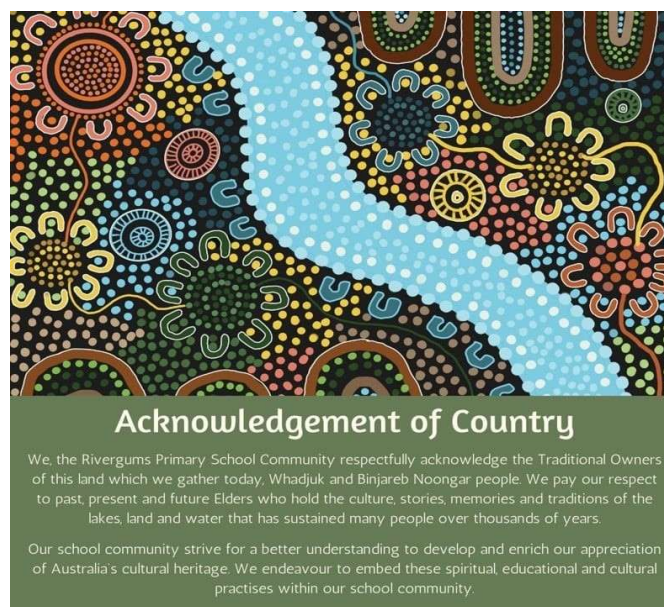
- School initiatives and programs across all learning areas.
- Student attendance and engagement.
- Management of human and financial resources.
- Key achievements and highlights from the 2025 school year.

Further detailed, evidence-based information about our school's performance is available through Schools Online and the My School website. These resources not only celebrate our successes but also support ongoing reflection and continuous improvement. By reviewing this data and acting on recommendations from previous years, we ensure our Annual Report plays an important role in guiding the future development of our school.

Prepared in collaboration with our dedicated staff, this report demonstrates that, within our school context, Rivergums Primary School continues to meet or exceed expectations in student attendance, engagement, and achievement at school, regional, and state levels.

Thank you for your continued support of our school community.

Mrs Tracey Renton, *Principal*



School Information

Student Population – Fulltime	566
Student Population - Kindergarten	60
Index of Community	996
Socio- Educational Advantage (ICSEA)	
Teaching Staff	32
Allied professionals	28
Attendance	90%
Student Transiency	12.8%
Indigenous Students	4.1%
Students with Disability	6.7%
Students with a language	17.8%

1 Avoca Chase, BALDIVIS WA 6171

Phone: 9523 7500

rivergums.ps@education.wa.edu.au

www.rivergumsps.wa.edu.au

English

English remained a key priority at Rivergums Primary School throughout the year. The Literacy Impact Team engaged in ongoing professional reading to ensure staff remained informed of current research and continued to implement best practice across all areas of the English curriculum. The school also maintained a strong focus on the evaluation of teaching programs through the regular analysis of system and school-based data.

In response to teacher feedback requesting a more streamlined approach to English planning, the Literacy Impact Team developed a whole school overview outlining the Reading units to be delivered each term across all year levels. In addition, a Writing scope and sequence was developed in consultation with teaching staff to support greater alignment and integration between Reading and Writing.

To further strengthen consistency in teaching practice, planning frameworks were created for each writing genre. These frameworks provide a consistent structure for both teachers and students, supporting clarity in instruction and reducing cognitive load for learners.

In Term 3, the school hosted a Literacy Showcase, inviting families into classrooms to celebrate student learning. The event highlighted the breadth and quality of work produced across Reading, Writing, and Spelling.

Students in Years 1–6 participated in shared reading and discussions of poetry, while Kindergarten and Pre-primary students focused on developing questioning skills through engagement with texts. The event was well supported by the school community and provided a valuable opportunity to strengthen connections between home and school while celebrating student achievement.





Mathematics

Implementation of the Explicit Mathematics Program (EMP)

Rivergums implemented the Explicit Mathematics Program (EMP) across Pre-primary to Year 2. Structured professional learning supported consistent adoption of EMP instructional routines. Teachers participated in intensive EMP professional learning and shared strategies with Year level teams. Rehearsal and refinement of classroom practice occurred collaboratively during DOTT time.

Outcomes:

- Consistent instructional practices established across Pre-primary to Year 2, as reported in professional learning reflections and classroom observations.
- Increased teacher confidence in explicit mathematics instruction, as measured through staff surveys.

Resource Realignment and Development

Existing mathematics resources were reviewed and reorganised to ensure alignment with the EMP scope and sequence. Additional resources were purchased where needed to support explicit instruction and small group work. Staff time was allocated to support resource preparation, including the development of classroom math kits and the photocopying and organisation of diagnostic and formative assessments.

Outcomes:

- Mathematics resources aligned to the school's instructional model and readily accessible to teachers.
- Increased capacity for data-driven small group instruction through prepared assessment materials.

Targeted Support and Intervention

A full-time intervention program for Year 3 and Year 4 students was established. The intervention initially used Math Mastery materials, transitioning to EMP-aligned resources in the latter half of the year to support program coherence. Small-group tuition used EMP assessment data to identify and address learning gaps.

Outcomes:

- Students requiring targeted support received structured small group instruction based on assessment data.

Extension opportunities were offered through a weekly Year 4 extension program informed by Year 3 NAPLAN data.

Staff Capacity Building

Teachers and leaders deepened their professional knowledge through structured learning and professional dialogue:

- Senior and primary teachers attended mathematics professional learning delivered by Craig Barton, focusing on concept development and worked examples.
- The Mathematics Impact Team led ongoing professional learning, facilitated disciplined dialogue, and supported implementation of evidence-based mathematics instruction across year levels.
- Instructional coaching was embedded through targeted classroom support, modelling, and feedback cycles aimed at improving practice.

Outcomes:

- Improved use of worked examples and conceptual understanding strategies in classrooms.
- Increased application of explicit instruction techniques, supported by instructional coaching cycles.

Community Engagement and Numeracy Partnerships

Rivergums strengthened home-school partnerships through structured numeracy engagement:

- Parent workshops focused on developing mathematical fluency, with a specific emphasis on the use of card games to build automaticity and number sense.
- Playing cards were added to the school booklist, and teachers developed instructional videos and guides uploaded to the school website to support families.
- The Parent Numeracy Showcase was well attended, with parents engaging in demonstrations of Fast Facts fluency, practical mathematics activities, and explicit teaching routines.

Outcomes:

- Increased parent understanding of mathematics learning and home support strategies.
- Improved school-home collaboration in developing numeracy skills.

Collaboration and System Leadership

Rivergums was recognised as a centre of strong mathematics practice:

- Teachers from a neighbouring primary school visited to observe mathematics instruction at Rivergums.
- A Mathematics Support Network was established with three Western Australian schools to share practice and collaboratively improve mathematics teaching.
- In recognition of excellence in implementation, Rivergums was invited to become an EMP Hub School in 2026, supporting regional schools in observing high-impact mathematics teaching.

Outcomes:

- Rivergums positioned as a regional leader in mathematics instruction.
- Increased opportunities for professional collaboration and system leadership.

Staff Recognition

Rivergums teachers received national acknowledgement for outstanding mathematics practice through the EMP Awards:

- Tiana Samuels – EMP Teacher of the Year
- Faith Engelbrecht – EMP Teacher of the Year Runner-Up

Outcomes:

- National recognition of Rivergums’ excellence in mathematics teaching practice.

Next Steps – 2026

- Expand EMP implementation into Year 3 and above, grounded in professional learning and coaching support.
- Implement measurable performance targets for student outcomes using EMP benchmarks and diagnostic data.
- Host visiting schools as part of Rivergums’ role as an EMP Hub School.
- Continue to build parent engagement with numeracy through workshops and digital resources.

Note: Student Achievement Data Pending

Quantitative impact measures, including NAPLAN results and internal EMP diagnostics, will be included in the final published report once I get back to school. These will provide measurable evidence of growth in numeracy achievement consistent with school strategic targets.

Fast Facts at Rivergums



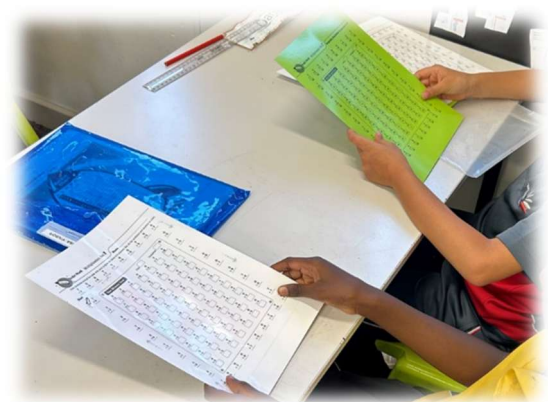
Now it's your turn.
Please turn to the
person next to you.

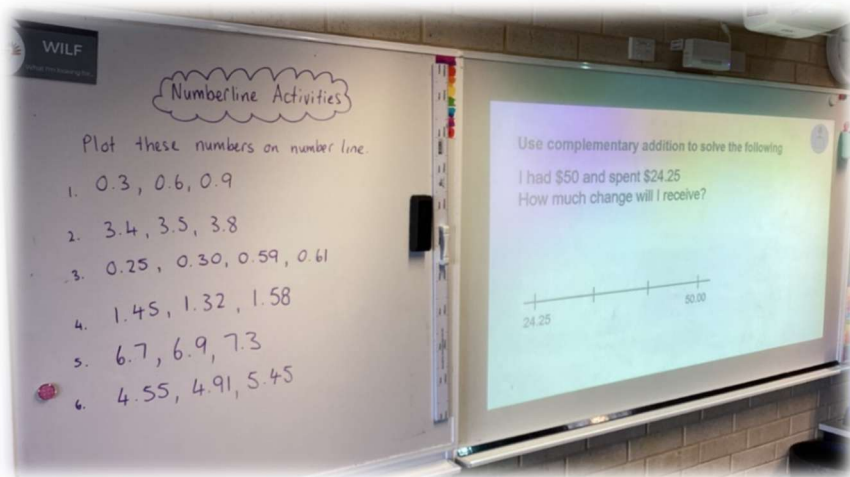
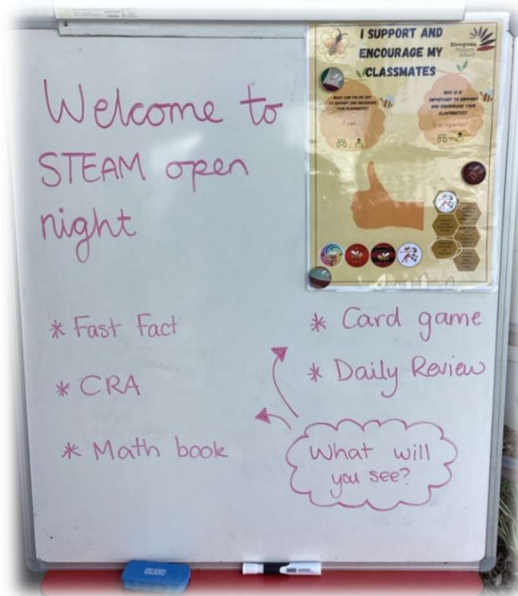
2:00

1:00

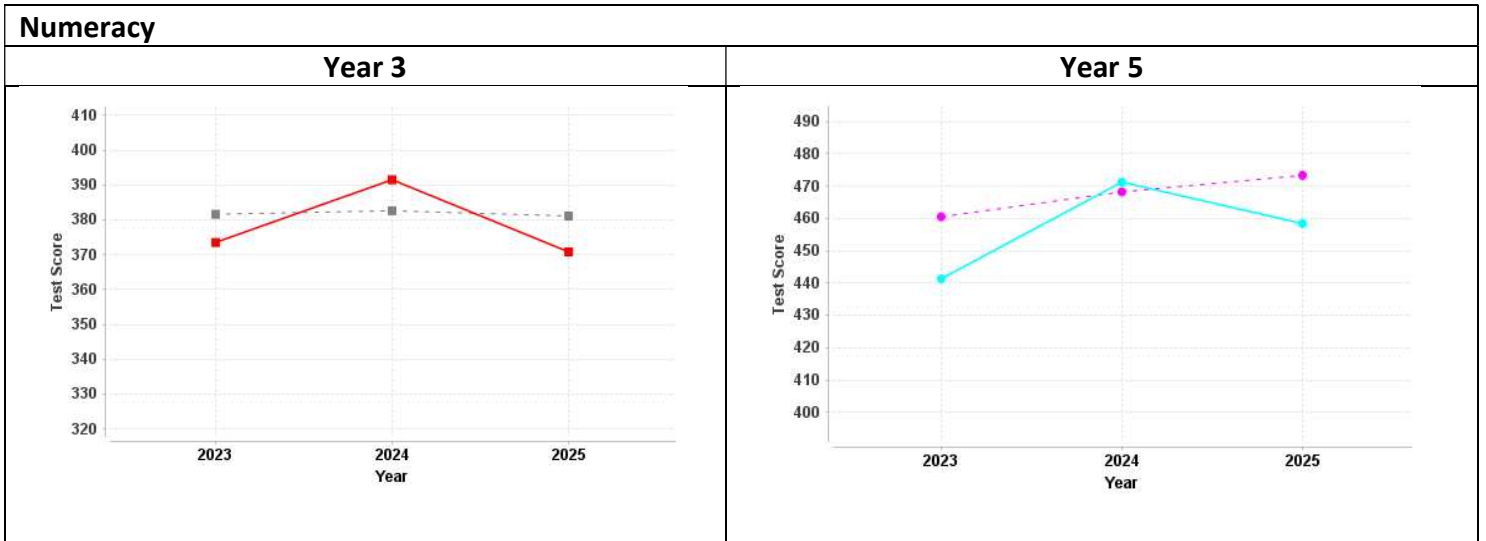
What it looks like:

1. Partner A has two minutes to orally practise
2. Partner B follows along with partner A's green answer sheet
3. Students swap: Partner B reads for two minutes, Partner A checks the answers
4. One minute timed daily test
5. Students self mark
6. Students record their results
7. Swap levels





NAPLAN



Trend Analysis

Year 3

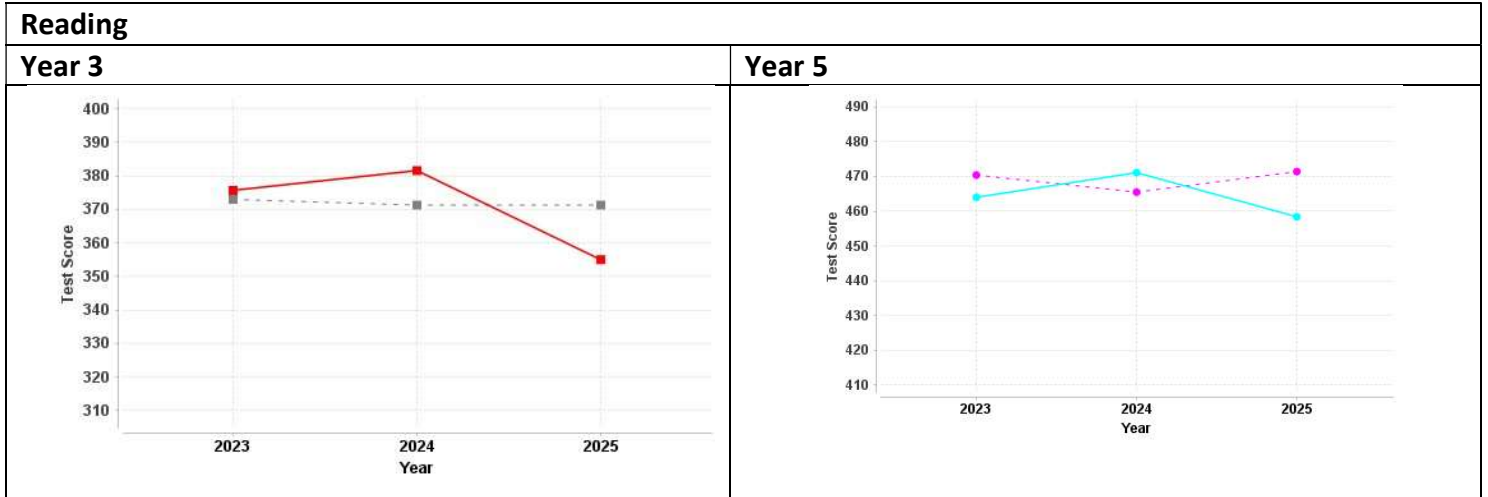
Achievement improved 2024 however it did decrease again in back down to the 2023 level. Achievement data for Like Schools Like Schools has remained relatively stable over the past three years.

Year 5

Over the same period, we have demonstrated measurable growth in achievement at the Year 5 level. However, despite this growth, the relative gap between the school and Like Schools has remained largely unchanged, suggesting that improvements are occurring at a similar rate across both groups.

Cohort Progress (Year 3 in 2023 → Year 5 in 2025)

Longitudinal tracking of the same cohort from Year 3 in 2023 to Year 5 in 2025 shows clear improvement in overall achievement. This indicates that students are making progress as they move through the middle years of primary school. However, despite the observed gains, the relative gap between the cohort and Like Schools has remained consistent rather than narrowing.



Trend Analysis

Year 3

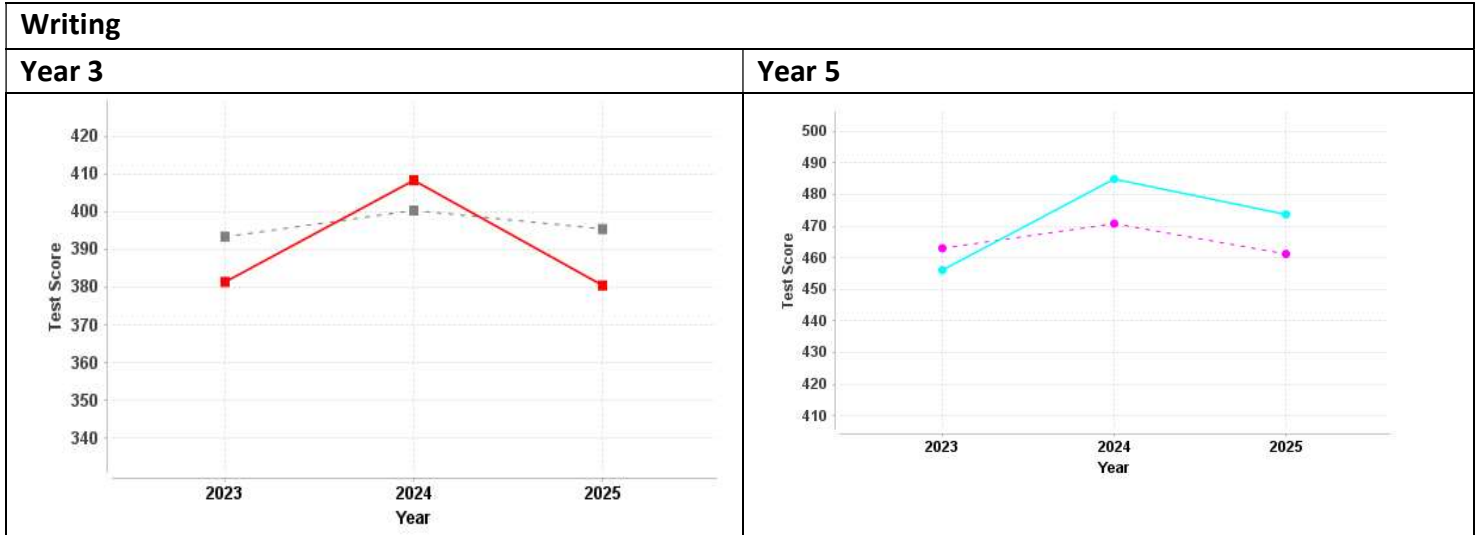
Over the past three years, the trend line for Like Schools has remained relatively stable, indicating consistent levels of achievement across the comparison group. In contrast, the school’s results have shown a significant decline over the same period. This downward trend has resulted in a widening gap between the school’s performance and that of Like Schools, highlighting a need for targeted strategies to strengthen achievement at this year level.

Year 5

At the Year 5 level, achievement trends in Like Schools have also remained relatively stable across the three year period. The school’s results, however, have shown a slight decline. While the decrease is less pronounced than in Year 3, the pattern suggests that student performance has not kept pace with the benchmark established by Like Schools.

Cohort Progress (Year 3 to Year 5)

Analysis of cohort progress from Year 3 to Year 5 indicates that student growth over time has been limited. Although some improvement in achievement is evident as students progress through the year levels, the rate of growth has not been sufficient to close the gap with Like Schools. As a result, students are now performing below the Like School benchmark by Year 5, suggesting a need for strengthened instructional practices and targeted support to accelerate student progress.



Trend Analysis

Year 3

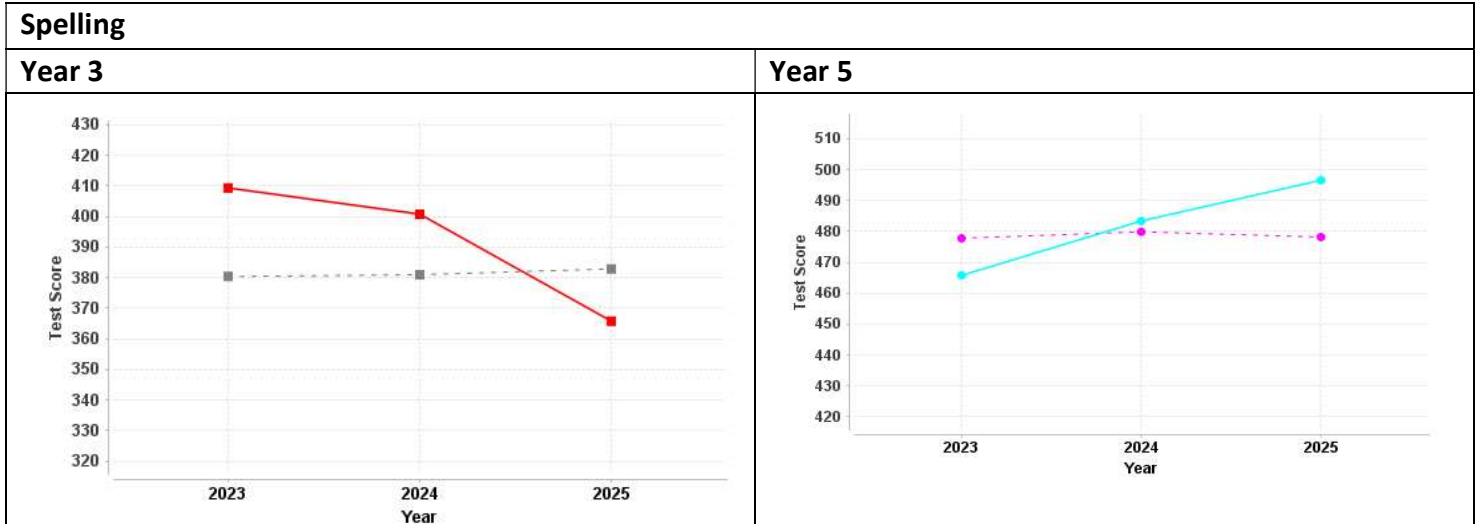
Year 3 writing results demonstrated an improvement in 2024; however, this trend was not sustained in 2025, with achievement levels declining to approximately those recorded in 2023. This pattern indicates some variability in performance over the three year period. Overall, current results show that the school is performing below Like Schools in Year 3 writing, suggesting a need for continued focus on strengthening writing instruction and early skill development at this year level.

Year 5

In contrast, Year 5 students are currently performing above Like Schools in writing. This indicates that, by the upper primary years, students are demonstrating strong writing outcomes and are achieving at a level that exceeds the performance of comparable schools.

Cohort Progress (Year 3 to Year 5)

Analysis of cohort progress shows that the 2023 Year 3 cohort has made significant gains as they progressed to Year 5. The improvement in results suggests strong growth in writing achievement over time, indicating that instructional practices and learning experiences in the middle to upper primary years are effectively supporting student development in writing.



Trend Analysis

Year 3

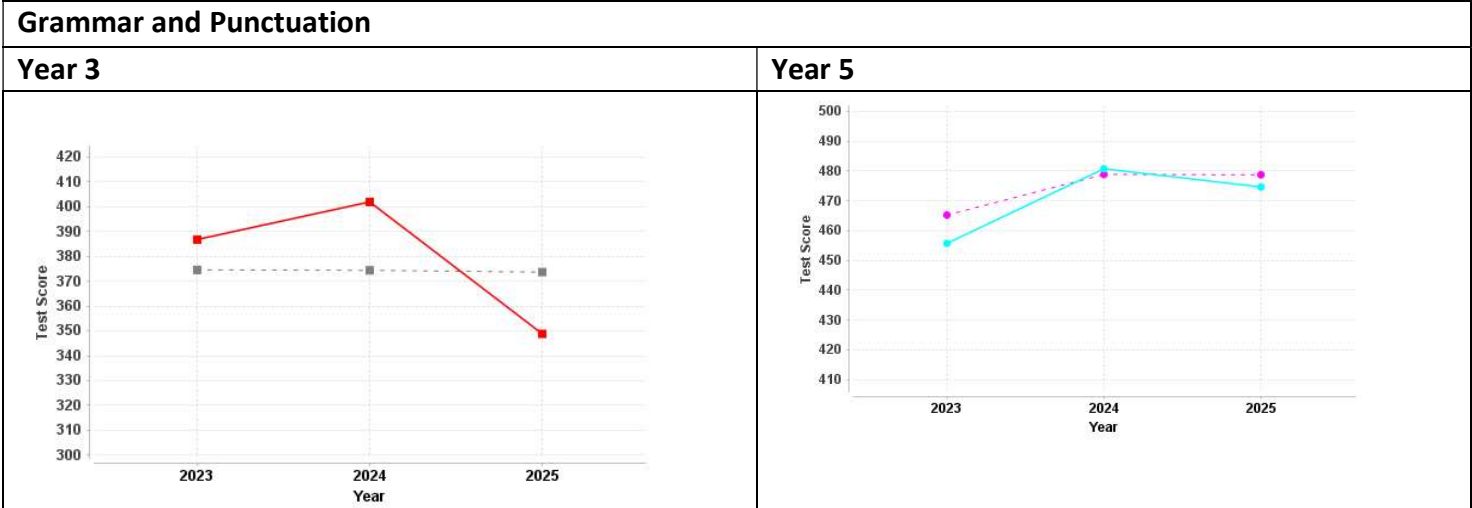
Year 3 spelling data indicates a declining trend in achievement over the past three years. Current results show that students are performing below Like Schools, suggesting a need to review instructional practices and targeted support at this year level. This downward trend highlights the importance of strengthening early spelling instruction and monitoring progress more closely to ensure students develop the foundational skills required for later success.

Year 5

In contrast, Year 5 students have demonstrated a significant improvement in spelling outcomes. Current results indicate that this cohort is now outperforming Like Schools. This suggests that teaching strategies and intervention programs in the upper primary years are effectively supporting student progress and consolidating spelling knowledge.

Cohort Progress (Year 3 to Year 5)

Despite the lower performance observed in Year 3, cohort data shows significant progress as students move from Year 3 to Year 5. This growth indicates that students are making substantial gains over time, suggesting that instructional approaches in the middle to upper primary years are positively impacting spelling development. Continued focus on early intervention and consistent instructional practices across year levels will be important to ensure stronger outcomes earlier in students’ learning progression.



Trend Analysis

Year 3

Year 3 results show a significant decline in student progress over the past three years. Current performance indicates that students are achieving well below Like Schools. In comparison, the Like School trend line has remained relatively stable over the same period, suggesting consistent performance within the comparison group. This divergence has resulted in an increased gap between the school’s results and those of Like Schools.

Year 5

At the Year 5 level, student performance has shown improvement and has generally followed the upward trend observed in Like Schools. Despite this positive movement, the school’s results remain marginally below the Like School benchmark, indicating that while progress is evident, achievement has not yet fully aligned with the comparison group.

Cohort Progress (Year 3 to Year 5)

Analysis of cohort progress from Year 3 to Year 5 shows substantial growth in student achievement over time. Students have moved from performing well below Like Schools in Year 3 to being only marginally below Like Schools by Year 5. This pattern indicates that while students are making strong progress through the middle years, further focus on accelerating growth may be required to close the remaining gap with Like Schools.

Physical Education

At Rivergums Primary School, our Physical Education program is a comprehensive initiative designed to engage students from Kindergarten to Year 6. The program emphasizes the development of age-appropriate skills while fostering a supportive and safe learning environment to ensure all students thrive.

A key focus of the program is creating diverse learning opportunities across various environments, enabling students to develop confidence and adaptability. These environments include:

- Open water activities: Surfing and water safety
- Close water activities: Swimming carnivals and interschool swimming
- Off-site recreation: Indoor sports facilities
- On-campus activities: Undercover areas and the school oval
- Community connections: Collaboration with BSC programs for umpiring and officiating opportunities

With this variety, students and staff work collaboratively to build understanding, resilience, and confidence in navigating these settings. This holistic approach ensures students feel empowered to face challenges with the necessary knowledge and skills.

By blending physical skill development with real-world applications, the Rivergums Physical Education program continues to inspire student growth and a lifelong appreciation for physical activity.



Term 1:

Faction Swimming Carnival

1st Karri (743pts)

2nd Wattle (668pts)

3rd Jacaranda (404pts)

4th Banksia (68pts)

BASSA Interschool Swimming Carnival - 4th place

BASSA Summer Carnival

Netball - 1st and 3rd

Hockey - 5th

League Tag - Boys Div 1 - 4th, Div 2 - 7th & Girls 6th

Soccer – Boys 4th & Girls 5th

In-Term swimming lessons were conducted over Wks. 9-10 for Yr P-6 students.

Term 2:

Faction Cross Country

1st Wattle (4254pts)

2nd Banksia (4012pts)

3rd Karri (3806pts)

4th Jacaranda (3614pts)

BASSA Interschool Cross Country Carnival – 4th Place - 2nd Meritorious

BASSA WINTER CARNIVAL

Basketball Boys

AFL - Boys 4th & Girls 5th

Cricket - Boys 4th & Girls 4th

Handball - Boys 1st & Girls 3rd

Term 4:

Faction Athletics

1st Jacaranda (1681pts)

2nd Banksia (1535pts)

3rd Wattle (1373pts)

4th Karri (1314 pts)

BASSA Interschool Athletics Carnival – 3rd Overall - 2nd Meritorious

Positive Behaviour Support

Our dedicated PBS Team continues to drive and support PBS initiatives within the school. The entire staff and community have been committed to and involved in implementing PBS.

Expectations

The PBS Behaviour Matrix of expected behaviours has been in place for several years now. This identifies how students are expected to behave in different settings around the school. The Behaviour Matrix is broken down into a teaching schedule that provides time to explicitly teach individual behaviours, ensuring students understand why these behaviours are important and what they look like. These lessons, while given a set week to teach, are flexible and can be taught as the need arises. The matrix includes 20 expectations with a fortnightly focus. These lessons include a video made in collaboration with our teachers and Baldivis Secondary College students. The fortnightly focus is publicised on classroom morning boards, assemblies and Integris, to ensure all staff and students are aware of the current focus.





Behaviour process

We have continued our Tier 1 behaviour process, implementing Zone Time to coincide with the Zones of Regulation program. Students self-reflect, using reflection resources suitable to their year level, on what expectations they are not meeting, and state what zone they feel they are in (blue, yellow, red). The Beehive continued throughout 2025 as an additional support measure for those students who struggle to make ongoing positive choices. The Beehive is now implemented as a walking restorative practice session with a duty teacher. The Life Space Interview structure supports the student in setting goals to make more positive behaviour choices. This format is not used for Kindy, Pre-Primary or Year 1 any longer. With the introduction of the yellow slip, teachers can ask for non-urgent support. The form includes the Plan – Teach – Reinforce sections which can be collaboratively worked on between colleagues to better support the students that need help. By using this process, teachers in the lower years may be able to have those restorative conversations with students themselves and in a calmer environment than during lunch time, as Beehive previously was.

This is the beginning of our journey to adopt the CPS model of thinking into our school. Using the model, the teachers identify any skills that students need to develop and any expectations they are having difficulty meeting. Together with the student the unsolved problem (the unmet expectation) can be addressed and collaboratively solved. This is to ensure buy-in and ownership over the solution from the students involved. It is also preferable to the student as you're teaching them skills, rather than addressing concerning behaviour.

Tier 2 processes continue to include Time in an Alternative Pace (TAP), which was added last year. Staff are encouraged to include this strategy in behaviour plans, which are developed by Line managers and teachers to also include behaviour escalation profiles and flowcharts to monitor and review Tier 2 behaviours.

Rewards

This year we have continued with the presentation of merit certificates, Aussie of the month, faction tokens, class bee tokens, and the principals treat.



The whole class reward system is each class using a Beehive Jar and bee tokens. Bees are added to jars when students are displaying expected behaviour. Each time the jar is filled, the class will receive a PBS raffle ticket from their teacher to go into a draw to win a major class reward session.



Whole school PBS rewards happened towards the end of each term:

Term 1: An icy pole for every student at lunch time

Term 2: Scavenger hunt

Term 3: Board games session

Term 4: Year level movie

These activities were a huge success and students enjoyed being out at the same time to celebrate their PBS achievements.



Staff recognition awards

Twice a term, staff are encouraged to nominate their hard-working peers. The nomination forms are displayed in the staffroom and a winner is randomly drawn to receive a lovely reusable coffee mug. So far we've received over 50 nominations and have celebrated 3 well deserving winners.

Music

In semester two of 2025 Music replaced Drama as one of the Arts subjects taught across the school. As a new music teacher, establishing a music curriculum and developing a music culture have been the priorities.

Curriculum

The 2025 Music curriculum, based on the WA Curriculum is performance focused. This is to establish various ensembles including establishing a whole school community song at every assembly, led by the school choir.



The curriculum program is focused around singing in every lesson for all students. All students sing the community song and develop vocal strength through set exercises; singing develops the key music elements and skill of pitch, tuning and performing in an ensemble.

These are key elements of the WA Music Curriculum.

Year 3 – 6 student have learned an instrument: Years 3 and 4 have learned the ukulele and years 5 and 6 have learned the guitar, drums and bass guitar. Kindy-Year 2 students have focused on using percussion in an ensemble setting, as well as learning music building blocks of rhythm and composition.

Every lesson begins with music vocabulary where students read and learn new vocabulary and read the WALT and WILF reinforcing literacy.

Audit

Instrumental Music Program

Auditing the music provision prior to Semester Two, Rivergums PS has an instrumental program including, Brass, Clarinet and Classical guitar. I identified that many instrumental students had left the program. There is no year 6 brass students and several clarinet students had decided not to continue.

This has become a focus to re-engage IMMS and implement a stronger Year 4 testing to ensure that instrumental students are identified and there is support for them.

Immediately, we have set an expectation from instrumental teachers that students perform on a regular basis. In 2026, there will be a focus on instrumental students performing at assemblies and events on a termly basis. A partnership has been established with Baldivis SHS and IMMS to offer year 6 instrumental students the opportunity to join the Baldivis SHS Concert Band. This will give student the chance to be part of an ensemble and perform with senior college students. This will lead to establishing a small concert band at Rivergums PS.

Extra Curricular Program

A rich extracurricular program has been implemented and students. This includes a before school guitar club, recess and lunchtime ensemble practices (rock band), lunchtime choir and Samba band rehearsals.





Music Extra Curricular Timetable

Instrumental students (clarinet/brass and guitar) are encouraged to use the music room in the morning for instrumental practice.

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School 8.05-8.25am	Guitar/Music-drums	Open for all students to practice 8.05 -8.20am.	Open for all students to practice 8.05 -8.20am.	Guitar/Music-drums	Open for all if no assembly.
Recess			Ukulele Years 3&4	Rock Band Instrumental students.	
Lunch	Choir				SAMBA Years 5&6
Afterschool 2.45 -3.15pm		Guitar/Music-drums			



SEN Student Support

Music has begun to provide differentiated activities for SEN students who are unable to fully engage in the class learning. This has involved using iPads with specific music apps and technology such as DJ decks where the students get to explore music sounds and mixing music.

Resourcing.

Through the Music budget resourcing has included the purchase of guitars, a small sound system and drum kit. This is part of the 3-year plan to resource class sets of instruments: guitar, keyboards, percussion and technology.



Fundraising

A sausage sizzle fundraiser was conducted with the help of parents, and we raised over \$1200 for the 2026 music budget.

Science

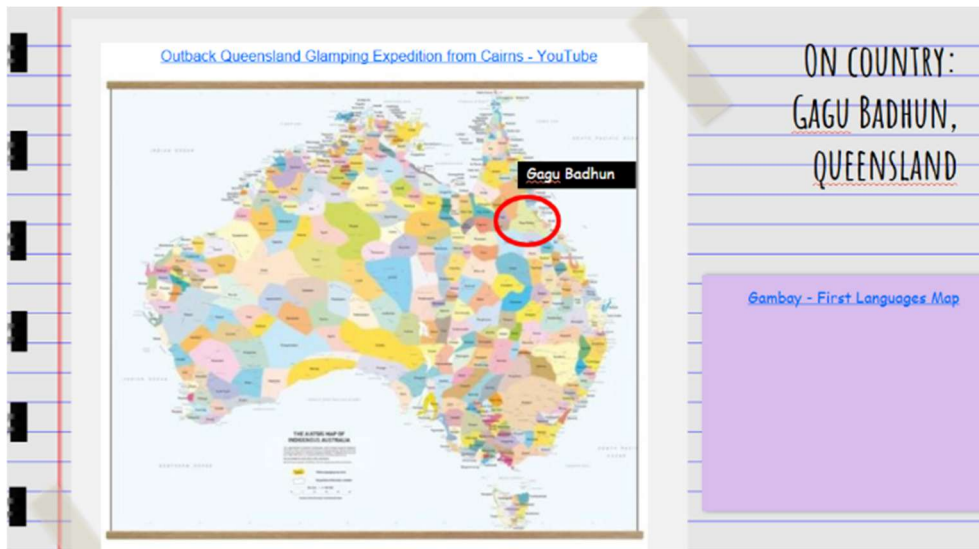
This year the junior and senior science teachers used version 8.1 of the West Australian curriculum to teach the sub-strands of Biology, Chemistry, Physical and Earth Space sciences. These were taught through a variety of explicit instruction strategies such as a weekly review (to recap learning from the previous week), hinge point questioning (used to check for student understanding of concepts) as well as engagement strategies including stand to deliver (advocating speaking and listening skills) and accountable questioning (encouraging student's active thinking and listening skills). Our seniors spent time identifying key words in non-fiction texts to encourage efficient research skills and communication through dot points (to clarify and summarise main points), while our middle years students created labelled diagrams of animals and forces in motion.

Rivergums' annual whole-school excursion was a visit to Scitech early in the year to interact with hands-on activities modelling science concepts and make connections between their chemistry and earth/space learning outcomes. Students, staff and parents thoroughly enjoyed themselves as well as bringing back vocabulary and high science engagement!

Our year 3 cohort followed up their assembly item about pollinators with a visit from Buzz-Ed, a young local arborist who has been visiting our school for half a decade! This incursion links the study of states of matter, properties and changes involving heat and the removal of heat. Bees and beeswax are incredible to use as an exploration of these. There are also links to our biological science units in years 2-4 with the classification of insects. Luke De Laeter has crafted exciting activities to follow on from a show-and-tell style presentation that leaves all students with a STEM peg bee and the taste of honey in their mouths.



This was our second year of active participation the Department of Education's Two-Way Science Ngapartji Ngapartji program in which our science specialists connect lessons and concepts to traditional knowledges. When bringing these into our classrooms, we first acknowledge the First Nation in which the knowledge derived by use of the ATSI Languages Map which our years 2-6 classrooms and specialists have displayed.



Bush Tucker

Connected to Two-Way Science our First Nations students created the first Rivergums Bush Tucker Garden at the Avoca Chase end of Balga (our school oval's name). This involved getting our hands dirty, sharing good microbes with the soil and connecting to boodjar. This brought our Indigenous students together for the first time, from Pre-Primary to year 6. Led by our science specialists, the garden will support students and staff to explore our five senses and Indigenous knowledges through science, math, literacy and design as classes work through mapping, monitoring, measurement and research into these flora species – and the fauna we hope they'll encourage to visit!



Visual Arts

This year has proven to be another exciting year at Rivergums Primary School. Students in years 2 to 6 attended specialist art lessons one hour each week to explore and develop understanding in different visual art mediums throughout the year. They developed skills, techniques, and processes through practical learning experiences which included painting, drawing, collage, ceramics, sculpture/3D art, and printmaking. During lunch breaks, several students ranging from years 3-6 took part in making mosaic bird baths to place in the school. In recognition of NAIDOC week, students in years 5 and 6 attended a virtual art appreciation experience with the National Portrait Gallery in Canberra.

Year 2

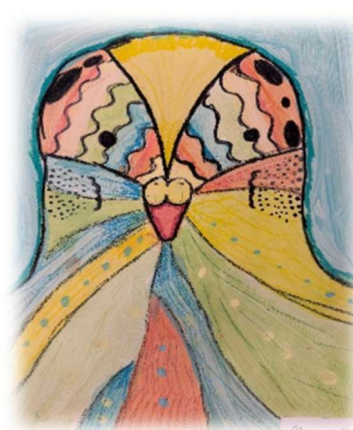


Year 2- collages and clay 'Owl babies' inspired by the children's picture book written by Martin Waddell.

Year 3

Year 3- painted 'Budgie portraits' inspired by Perth artist Anya Brock.

Budgie #1 Anya Brock



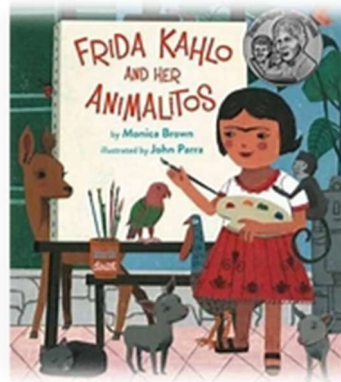
Years 3 & 4

Year 3 and 4-clay 'birds around our school.'



Year 4

Clay busts of Frida Kahlo and her animals.

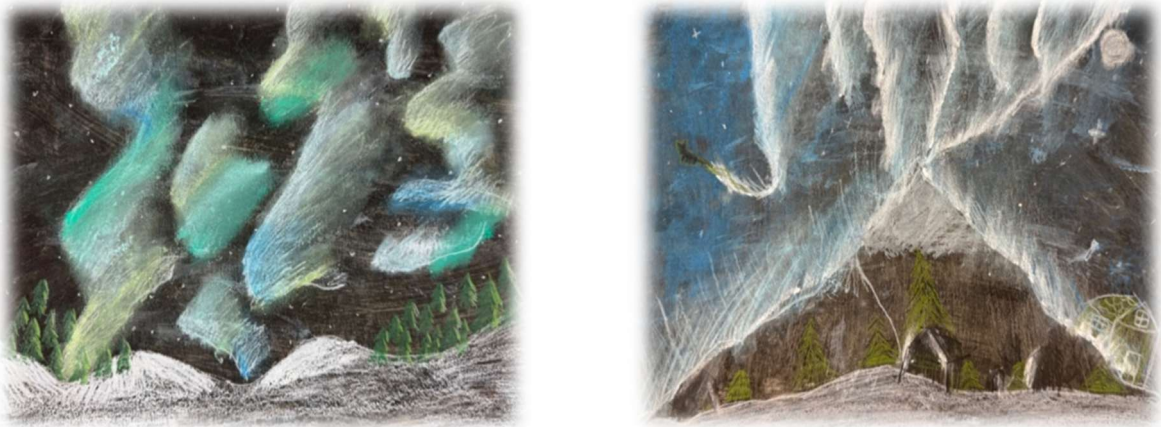


Year 5

Painted portraits and African style clay masks inspired by Pablo Picasso's abstract artworks.



Aurora borealis landscapes using paint and chalk pastel.

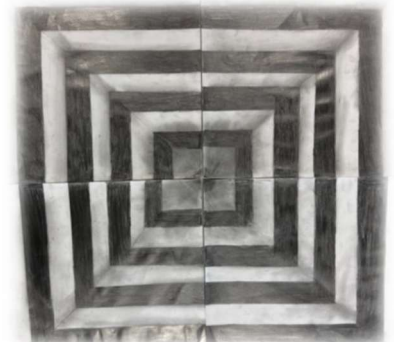
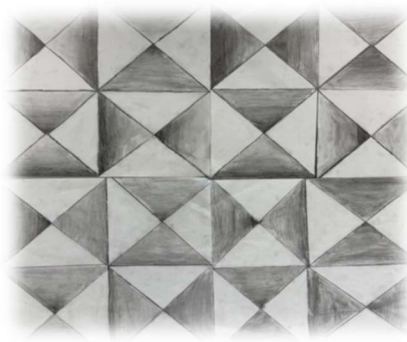
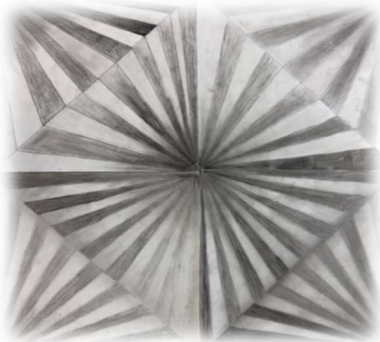


Year 6

'Year of the snake' reptile/snake/dragon eye drawings and clay sculptures.



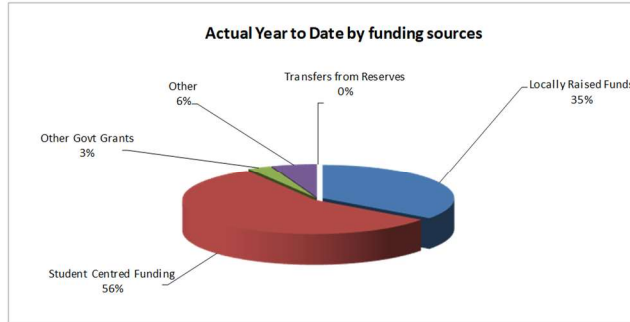
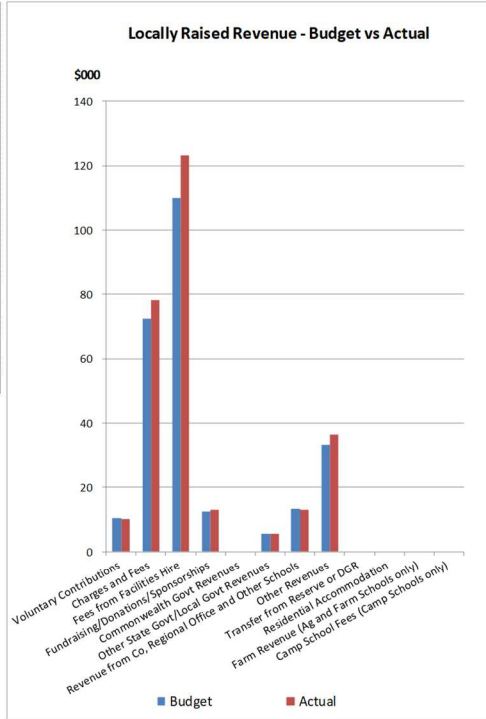
Optical illusion drawings inspired by artist Bridget Riley



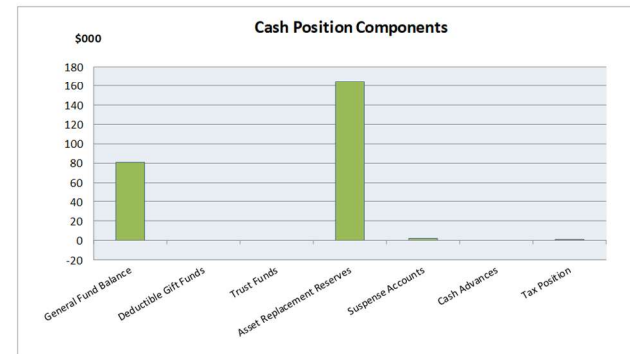
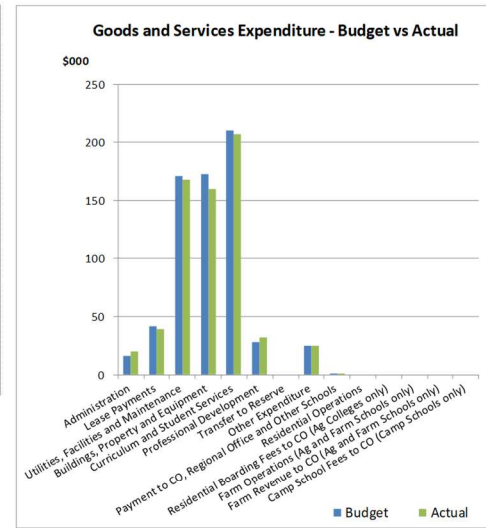
Financials

Rivergums Primary School
Financial Summary as at
Enter date here i.e. 31/12/2025

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,481.00	\$ 10,305.00
2 Charges and Fees	\$ 72,532.00	\$ 78,206.14
3 Fees from Facilities Hire	\$ 110,000.00	\$ 123,136.36
4 Fundraising/Donations/Sponsorships	\$ 12,612.00	\$ 13,070.83
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 5,500.00	\$ 5,500.00
7 Revenue from Co, Regional Office and Other Schools	\$ 13,229.00	\$ 13,068.88
8 Other Revenues	\$ 33,194.75	\$ 36,341.75
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 257,548.75	\$ 279,628.96
Opening Balance	\$ 88,808.00	\$ 88,808.09
Student Centred Funding	\$ 362,528.00	\$ 363,507.51
Total Cash Funds Available	\$ 708,884.75	\$ 731,944.56
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 708,884.75	\$ 731,944.56



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,330.00	\$ 19,735.88
2 Lease Payments	\$ 41,500.00	\$ 39,327.90
3 Utilities, Facilities and Maintenance	\$ 171,302.40	\$ 167,634.39
4 Buildings, Property and Equipment	\$ 172,512.64	\$ 159,882.68
5 Curriculum and Student Services	\$ 210,142.00	\$ 207,075.91
6 Professional Development	\$ 27,650.00	\$ 32,194.07
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 25,205.00	\$ 25,091.58
9 Payment to CO, Regional Office and Other Schools	\$ 700.00	\$ 699.09
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 665,342.04	\$ 651,641.50
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 665,342.04	\$ 651,641.50
Cash Budget Variance	\$ 43,542.71	



Cash Position Components	
Bank Balance	\$ 248,595.56
Made up of:	
1 General Fund Balance	\$ 80,303.06
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 165,000.00
5 Suspense Accounts	\$ 2,582.50
6 Cash Advances	\$ -
7 Tax Position	\$ 710.00
Total Bank Balance	\$ 248,595.56

Wellbeing and Engagement Census

Wellbeing and engagement results for Rivergums Primary School

The figure below shows the 2025 wellbeing and engagement results for Rivergums Primary School.

The figure shows the number and proportion of students in Rivergums Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing							Year
Happiness	29	20	6	53%	36%	11%	2025
Optimism	23	18	13	43%	33%	24%	2025
Satisfaction with life	24	17	13	44%	31%	24%	2025
Emotion regulation	19	20	14	36%	38%	26%	2025
Absence of sadness^	24	19	11	44%	35%	20%	2025
Absence of worries^	21	17	16	39%	31%	30%	2025
Resilience (coping skills)	14	27	13	26%	50%	24%	2025
Engagement with school							Year
Important adult at school	32	20	3	58%	36%	5%	2025
Connectedness to adults at school	29	16	6	57%	31%	12%	2025
Emotional engagement with teachers	37	13		74%		26%	2025
School climate	21	19	9	43%	39%	18%	2025
School belonging	23	14	13	46%	28%	26%	2025
Peer belonging	18	18	11	38%	38%	23%	2025
Friendship intimacy	34	7	7	71%	15%	15%	2025
Engagement (flow)	13	13	22	27%	27%	46%	2025
Absence of physical bullying^	31	13	2	67%		28% 4%	2025
Absence of verbal bullying^	24	12	10	52%	26%	22%	2025
Absence of social bullying^	28	10	8	61%	22%	17%	2025
Absence of cyberbullying^	36	7	3	78%		15% 7%	2025
Learning readiness							Year
Perseverance	26	21	8	47%	38%	15%	2025
Cognitive engagement	20	16	11	43%	34%	23%	2025
Academic self concept	31	14	5	62%	28%	10%	2025
Health and wellbeing out of school							Year
Overall health	6	21	14	15%	51%	34%	2025
Body image	26	13	2	63%		32% 5%	2025
Nutrition - breakfast	22	9	11	52%	21%	26%	2025
Sleep	26	7	9	62%	17%	21%	2025
Music and arts	18	9	14	44%	22%	34%	2025
Sports	20	10	11	49%	24%	27%	2025
Organised activities	29	4	8	71%	10%	20%	2025

This information allows you to compare the size of strengths and challenges among Rivergums Primary School students and compare how different wellbeing and engagement issues may be related or connected.

Number of students who reported bullying by type and year

Year	Absence of physical bullying			Absence of verbal bullying			Absence of social bullying			Absence of cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2024	79	45	10	58	51	26	60	53	20	98	24	13
2025	31	13	2	24	12	10	28	10	8	36	7	3