

2024 Annual Report to the School Community

School Name: Riverwalk Primary School (5361)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 March 2025 at 10:34 PM by Paris Spencer (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 21 April 2025 at 02:02 PM by Paris Spencer (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Riverwalk Primary School is a government school located on Timbarra Drive, Werribee. Beginning with 696 students in 2024, the school saw an increase to 773 students by year-end, driven partly by the residential developments in the Riverwalk area. Notably, 52% of the students speaks a language other than English, while a small number identify as Aboriginal or Torres Strait Islander. The schools' socio-economic profile is within the low-medium band, as determined by the Student Family Occupation and Education Index (SFOE) and the school boasts a diverse community. Staffed by a team of 92, including 1 Principal, 3 Assistant Principals, 1 Business Manager, 50 teachers, 23 learning assistants, 1 Social Worker, 1 Speech Pathologist, 5 Learning Specialists, 1 Mental Health and Wellbeing Leader, and various administrative roles. Riverwalk Primary School has extensive facilities, including two large learning neighbourhoods, 8 relocatable buildings (catering for 16 classes), an administrative building, and a performing arts/physical education building and outdoor spaces, including playgrounds and a learning street. The school embraces technology for learning, integrating iPads, laptops, and STEM resources, alongside interactive whiteboards and LCD screens.

Riverwalk Primary School is part of the Supported Inclusion Schools initiative. This means that the school provides inclusive education for a significant cohort of students with disabilities within a mainstream school setting. The school has been designed and purpose built to be inclusive. The buildings are designed following Universal Design Principles, so that there are no physical barriers to a student with a physical or intellectual ability to attend the school. As such we can cater for a slightly higher percentage of students with a disability.

Riverwalk Primary School vision is to be an inclusive school community where everyone is empowered to achieve excellence. The schools' mission is to provide a safe, inclusive, and supported learning environment that inspires and challenges all members of the community to embrace learning and achieve academic, social, emotional and physical excellence. This vision and mission are strongly influenced by the school's values which focus on the rights and responsibilities of students, staff, and parents. Riverwalk Primary School's values are inclusion, collaboration, resilience and excellence.

Progress towards strategic goals, student outcomes and student engagement

Learning

Riverwalk Primary School follows the Victorian Curriculum, encompassing Levels A-D and Foundation to Year 10, which outlines the learning objectives for every student. The school's teaching and learning approach emphasises the cultivation of highly literate, numerate, and inquisitive students. In 2024, the school continued its annual implementation priority of enhancing student learning. The Leadership Team and staff fostered a collaborative culture, where all teachers shared responsibility for monitoring and addressing the learning needs of every student.

Data from teacher assessments showed that a slightly higher percentage of Riverwalk Primary School students in Prep to Year 6 were performing at or above the expected level in Mathematics compared to similar and the state average. NAPLAN results for Year 3 indicated that percentage of students exceeding or strong in reading was above similar schools and the state average. Our 5 students reading data was above

similar schools and close to the state average. However, Year 5 mathematics result was slightly lower than that of similar schools and the state average.

Throughout the year, Professional Learning Teams (PLTs) successfully facilitated teacher collaboration, focusing on improving student learning outcomes. These teams met weekly to engage in reflective practices, analyse and monitor data, and plan teaching sequences. PLT Leaders received ongoing professional development to enhance their leadership skills and understanding of effective PLT facilitation. The school also implemented a collaborative preparation and planning process for staff, with an emphasis on differentiation. Students receiving support under the Disability Inclusion reforms made progress toward their individual goals as outlined in their Individual Education Plans. A priority for 2025 is the implementation of the new Victorian Curriculum 2.0 and Victorian Teaching and Learning Model 2.0.

Wellbeing

Riverwalk Primary School acknowledges the vital connection between student wellbeing and the delivery of high-quality teaching and learning. Throughout 2024, the school remained committed to its annual implementation priority of enhancing student wellbeing through the effective utilisation of resources to support their learning and mental health. Central to this endeavour was the implementation of a multi-tiered response to intervention model and a focus on improving school attendance.

The Wellbeing Team continued to provide tailored support to students, families, and staff, meeting weekly with clearly defined roles and responsibilities. Additionally, a structured referral process was implemented across all staff members. Our Learning and Wellbeing Coaches closely monitored the needs of tier 2 students, collaborating individually with teachers to implement appropriate goals and strategies. Under the guidance of the Principal Team, the Disability Inclusion reforms continued to be rolled out, overseeing the coordination of support for tier 3 students and planning targeted interventions for tier 2 students. Various programs and interventions, including passive play, life skills sessions, and allied health groups, were made accessible to students as needed.

Data from our attitudes to school survey showed that a lower percentage of students in Year 4 to Year 6 were reported positive endorsement for sense of connectedness and management of bullying compared to similar schools and the state average. In response to this data, the focus for 2025 will be the implementation of the Visible Wellbeing initiative and also reviewing our bullying preventing policy and strategies.

Engagement

In Foundation to Year 6, the attendance average was 90%, with students averaging 19.5 days absent, slightly down from 22.5 in 2023. Common reasons for non-attendance included illness, parental choice, and family holidays. To address this priority, our 2025 annual implementation plan will continue to focus on embedding a whole school approach to improving attendance data. This includes the implementation of a multi-tiered attendance strategy. This will involve regular follow-ups on unapproved absences, case management, organising support group meetings for students identified on attendance plans, and emphasising the importance of consistent school attendance. A key focus will remain on collaborating with families to ensure that students are present and engaged in their learning.

Financial performance

Riverwalk Primary School maintained a very sound financial position throughout 2024. The 2024 Annual Implementation Plan provided a framework for school council to allocate funds which supported learning and wellbeing programs and priorities. The Financial Performance and Position report shows an end of year Net Operating Surplus of \$654,106. Within the Financial Commitments section of this report, the Locally Raised Funds refers to our school-based commissions and fundraising activities. Throughout the year, the school invested heavily in essential curriculum resources such as library books, math resources, science equipment and physical education resources. The school has also continued to significantly develop our school ground and invest in high quality digital technology resources to support student learning.

**For more detailed information regarding our school please visit our website at
www.riverwalkps.vic.edu.au**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 773 students were enrolled at this school in 2024, 373 female and 400 male.

52 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

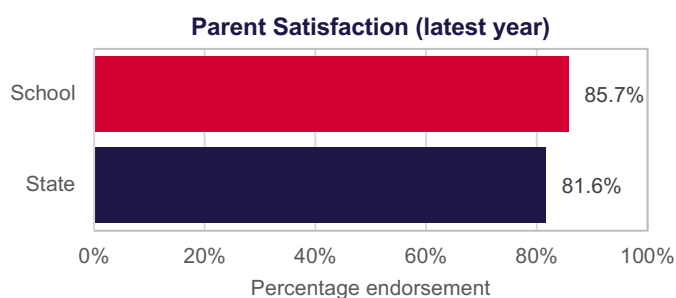
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	85.7%
State average (primary schools):	81.6%



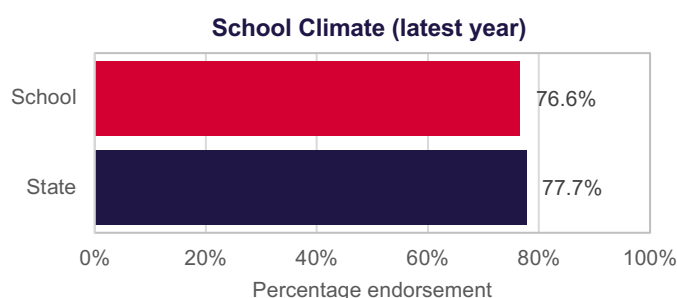
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	76.6%
State average (primary schools):	77.7%

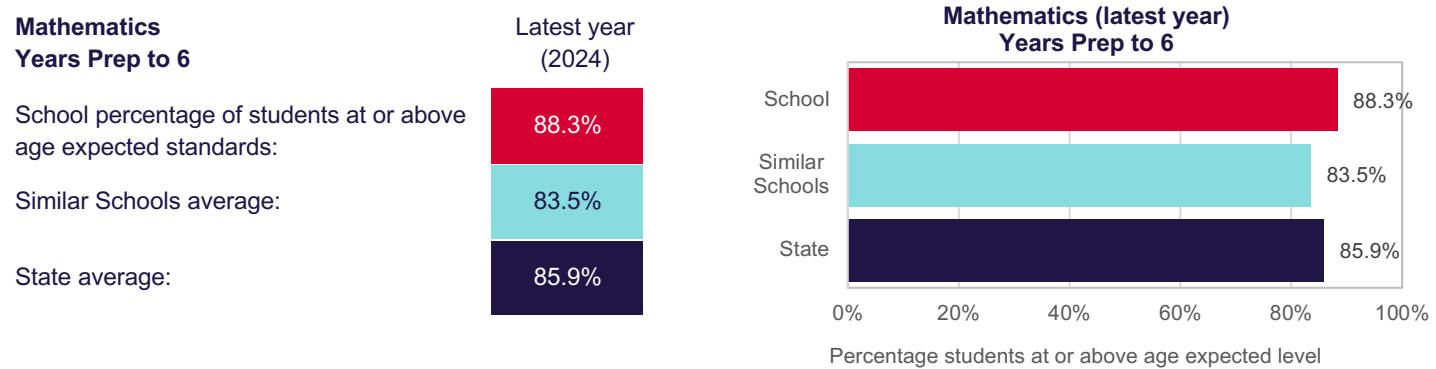
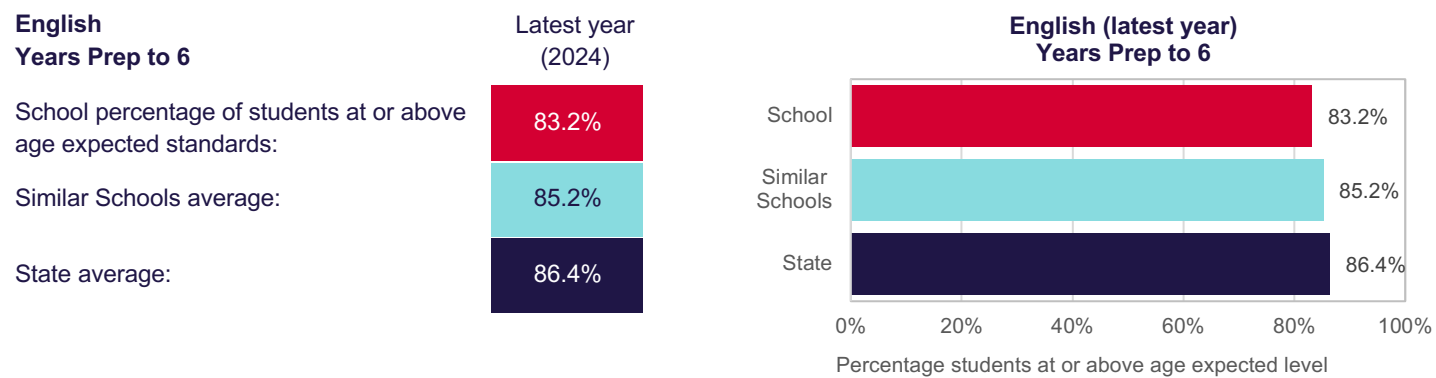


LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

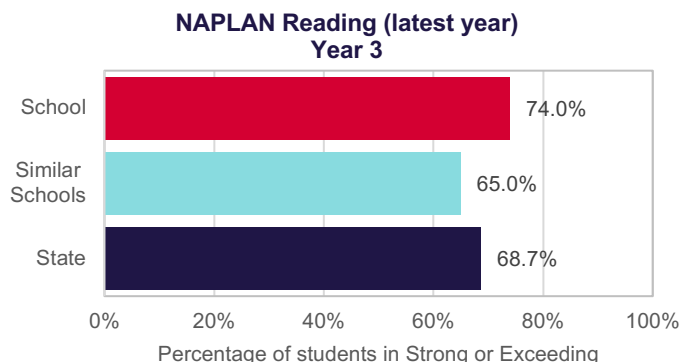
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

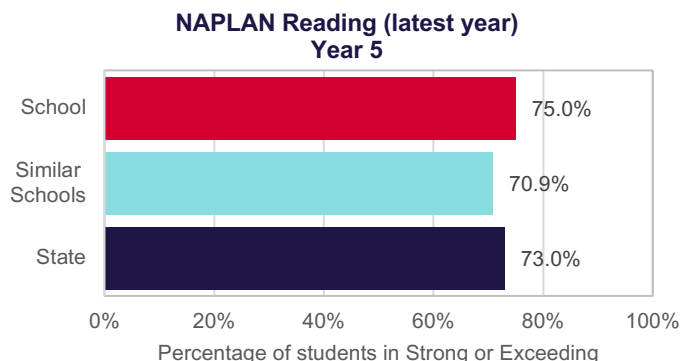
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.0%	68.5%
Similar Schools average:	65.0%	65.8%
State average:	68.7%	69.2%



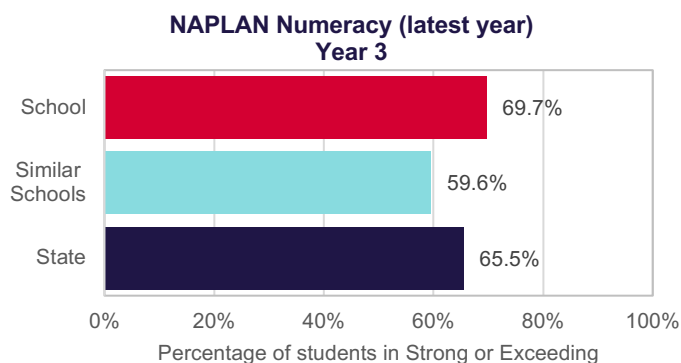
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	79.5%
Similar Schools average:	70.9%	73.1%
State average:	73.0%	75.0%



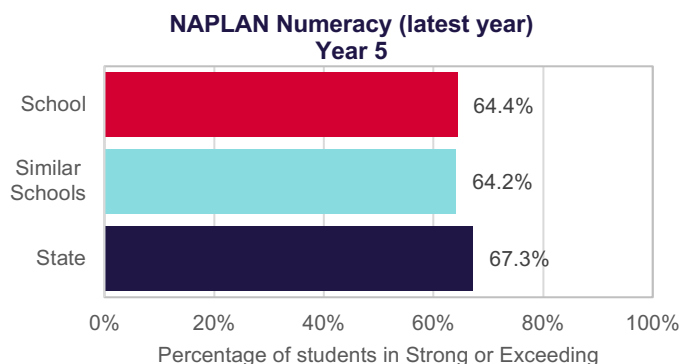
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	62.7%
Similar Schools average:	59.6%	61.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.4%	63.8%
Similar Schools average:	64.2%	64.8%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

77.6%

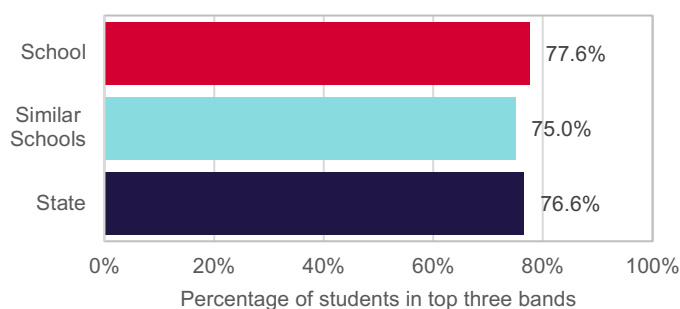
Similar Schools average:

75.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

72.9%

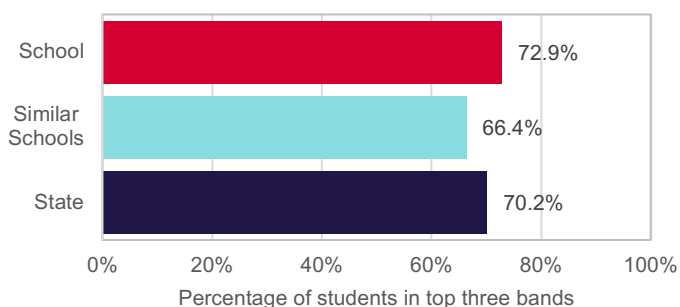
Similar Schools average:

66.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.7%

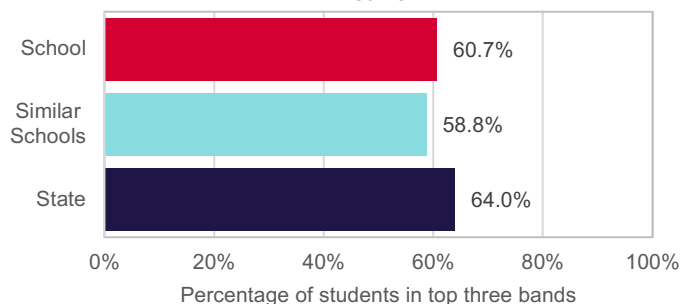
Similar Schools average:

58.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

49.1%

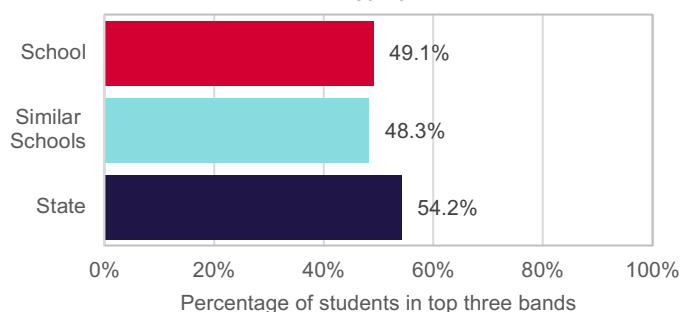
Similar Schools average:

48.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

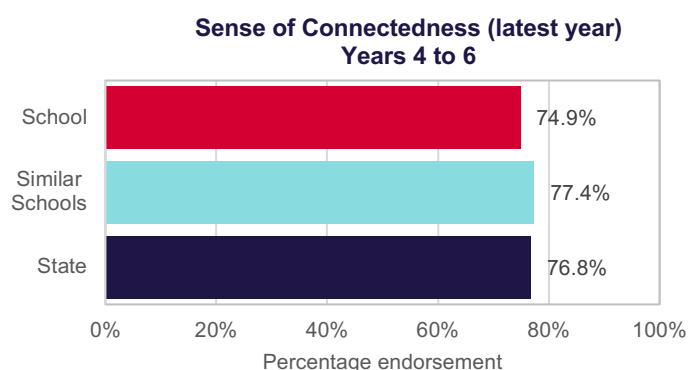
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.9%	78.9%
Similar Schools average:	77.4%	78.4%
State average:	76.8%	77.9%

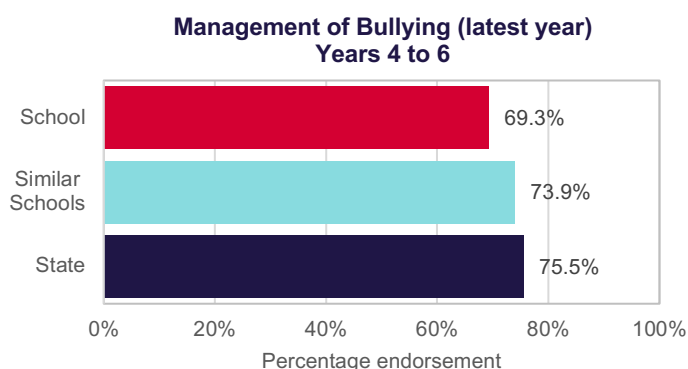


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	69.3%	73.0%
Similar Schools average:	73.9%	74.0%
State average:	75.5%	76.3%

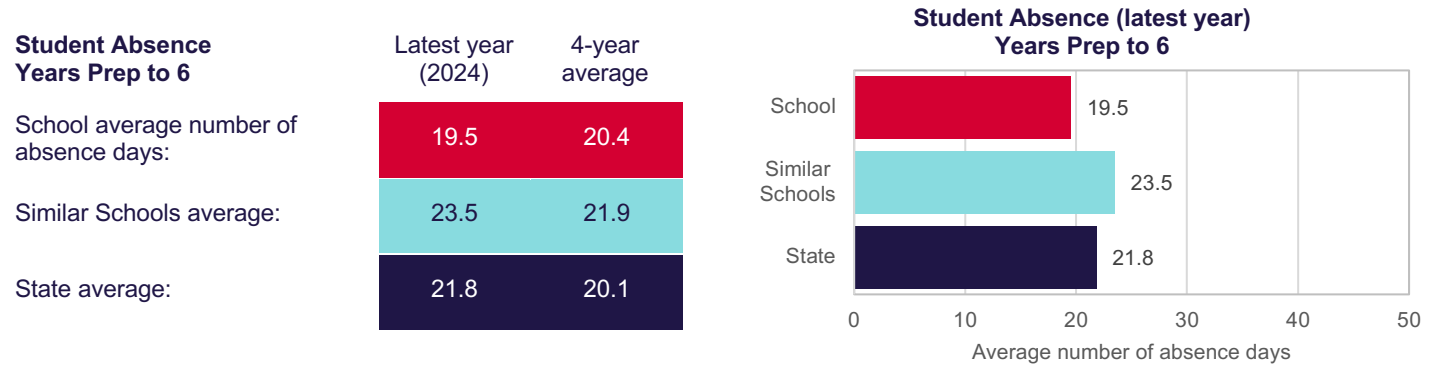


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	89%	90%	90%	91%	90%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$8,445,799
Government Provided DET Grants	\$994,131
Government Grants Commonwealth	\$4,819
Government Grants State	\$0
Revenue Other	\$50,442
Locally Raised Funds	\$300,802
Capital Grants	\$0
Total Operating Revenue	\$9,795,993

Equity ¹	Actual
Equity (Social Disadvantage)	\$89,100
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$89,100

Expenditure	Actual
Student Resource Package ²	\$7,930,215
Adjustments	\$0
Books & Publications	\$24,883
Camps/Excursions/Activities	\$96,048
Communication Costs	\$13,464
Consumables	\$159,097
Miscellaneous Expense ³	\$26,021
Professional Development	\$29,965
Equipment/Maintenance/Hire	\$191,966
Property Services	\$96,513
Salaries & Allowances ⁴	\$69,419
Support Services	\$453,378
Trading & Fundraising	\$2,326
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,592
Total Operating Expenditure	\$9,141,887
Net Operating Surplus/-Deficit	\$654,106
Asset Acquisitions	\$82,189

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$369,832
Official Account	\$107,108
Other Accounts	\$0
Total Funds Available	\$476,939

Financial Commitments	Actual
Operating Reserve	\$201,945
Other Recurrent Expenditure	\$16,590
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$218,535

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.