

2025 Annual Report to the School Community

School Name: Riverbend Primary School (5580)



- 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 19 March 2026 at 10:15 PM by Sharon Hunt (Principal)

- As executive officer of the school council, I attest that this 2025 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 29 March 2026 at 09:46 PM by Sharon Hunt (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Riverbend Primary School opened in 2021 and is located in Wyndham Vale, approximately 30 kilometres from Melbourne. On Census day 2025 there were 726 enrolments. As we are continually growing in size it is essential that we continue to work with our staff and students to fully embed our school's mission, vision and values.

VISION - Riverbend Primary School's vision is to ensure that our students are at the centre of everything that we do. We will create a learning community that values diversity, inclusion and high expectations for all students.

MISSION - Riverbend Primary School's mission is to provide all students with high quality learning experiences that results in excellence for everyone.

OBJECTIVE - Riverbend Primary School's objective is to ensure that our students leave our school as well-rounded, critical and creative thinkers who value lifelong learning and who are resilient, respectful and kind citizens.

VALUES Riverbend Primary School's values are Positivity, Excellence, Resilience, Respect and Inclusion (PERRI)

- We demonstrate positivity by having a growth mindset with our learning, which in turn, helps us to achieve excellence.
- We value excellence for everyone and encourage others to do their personal best.
- We show resilience by being able to bounce back and embrace challenges.
- We respect ourselves, our school and each other.
- We value inclusion by actively engaging, including and challenging all students and always being kind.

Riverbend Primary School has a low-medium Student Family Occupation Index. The school features well-developed facilities, including an administration building that houses a STEM room, an Art Room, and a Library, as well as three learning neighbourhoods and a large gymnasium. The outdoor play spaces are expansive and well-equipped, providing students with ample opportunities for recreation. Additionally, the school offers accredited out-of-school-hours care, operated by Their Care.

All students have access to a broad specialist program, which includes Visual Arts, Physical Education, Performing Arts, and STEM.

As of the end of 2025, the school's infrastructure included:

- One Mod 5 (single-story) building
- Four Mod 10 (double-story) portables
- Two toilet blocks

The 2025 staffing profile at Riverbend Primary School comprised:

- 1 Principal
- 2 Assistant Principals
- 1 Acting Assistant Principal
- 7 Learning Specialists
- 39 Teachers (34 full-time, 5 part-time)
- 5 Permission to Teach (PTT) teachers
- 1 Business Manager
- 4 Administration Staff
- 33 Classroom-based Education Support Staff
- 1 IT Technician
- 1 Speech Therapist
- 1 Maintenance officer (part time)

At the end of 2025, Riverbend Primary School did not have any Aboriginal or Torres Strait Islander staff members and had a small number of international students.

During 2025, Riverbend Primary School experienced several leadership changes, with three acting principals and one substantive principal across the year. While the year began smoothly, these transitions created periods of change for the school community. Throughout this time, the School Leadership Team remained focused on the priorities outlined in the Annual Implementation Plan (AIP), ensuring consistency and continuity for staff, students and families. Our leaders maintained a strong commitment to high expectations, clear direction and a culture of care, supporting the school community to remain focused on student learning and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning remains a key focus at Riverbend Primary School. Teacher judgement data indicates that the majority of students are achieving at or above the expected level in both English and Mathematics. In 2025, 80% of students were assessed as at or above the expected level in Reading and 75% in Numeracy from Prep to Year 6. These results reflect the ongoing work of teachers to support student learning through consistent curriculum planning and targeted teaching strategies.

NAPLAN results also provide an important snapshot of student achievement. In 2025, 60% of Year 3 students and 63% of Year 5 students achieved Strong or Exceeding proficiency in Reading, while 53% of Year 3 and 51% of Year 5 students achieved Strong or Exceeding

proficiency in Numeracy. These outcomes demonstrate that many students are developing strong literacy and numeracy skills as they progress through the school.

In 2025 in reading the percentage of students in Strong or Exceeding NAPLAN (Year 3) showed improvement from 2024 and the percentage of students with High or Medium relative growth NAPLAN (Year 3 to 5) was well above similar schools.

These results reflect the strong commitment of our staff to evidence-based teaching practices and continuous improvement. Our teachers work collaboratively to analyse student data, plan responsive learning experiences and provide targeted support to ensure every student continues to grow in their literacy and numeracy learning.

Curriculum and Teaching Practice

In 2025, Riverbend Primary School continued to strengthen teaching and learning through the introduction of the Victorian Teaching and Learning Model (VTLM) 2.0 and the implementation of the Victorian Curriculum 2.0. These updated frameworks provide clear guidance for schools to deliver high-quality, evidence-based teaching and ensure curriculum planning is aligned with how students learn best. We also introduced Phonics Plus for the Foundation to Year 2 students.

Staff have engaged in professional learning to deepen their understanding of the Science of Learning and how this connects to effective classroom practice. Through collaborative planning and professional learning teams, teachers have begun aligning curriculum planning, lesson design and assessment practices with the updated Victorian Curriculum 2.0, ensuring greater clarity about what students need to learn and how learning progresses across year levels.

The introduction of the VTLM 2.0 has also supported teachers to strengthen explicit teaching, build students' background knowledge and provide opportunities for practice and feedback. This work ensures that teaching approaches across the school are increasingly consistent and focused on supporting every student to succeed.

Riverbend Primary School will continue to build teacher capability and embed these approaches so that the Victorian Curriculum 2.0 and the VTLM 2.0 become part of everyday teaching practice, supporting strong learning outcomes for all students

Key Improvement Strategy 1: Learning - To Improve Learning outcomes for all students

To address this key improvement strategy, we implemented the following initiatives:

- The Tutor Learning Initiative provided targeted support in reading and mathematics for students requiring additional assistance. However, this was at times impacted by staffing shortages.
- Most year levels provided targeted support to students through the use of masterclasses. These classes were based on data collected and analysed at PLT meetings.
- The Story Champs program was introduced and implemented to support identified students' oral language development, helping to strengthen vocabulary, narrative skills and confidence in communication, which are important foundations for reading and writing success.
- Team leaders received support to develop their leadership capabilities, enabling them to focus on data analysis and the individual needs of students through PLTs and SIT meetings, ensuring students were working towards their set learning goals.
- Teachers tracked student data throughout the year, monitoring growth and progress.

- Literacy and Maths Learning Specialists opened their classrooms for observation, modelling best practice and supporting all teaching teams through PLT engagement.
- Staff professional learning was tailored to identified needs, with a particular focus on the Victorian Teaching and Learning Model 2.0.
- Student-centred learning walks and classroom observations ensured that professional learning was effectively translated into classroom practice.
- Peer observations were embedded in our practice, with all teachers participating in at least three observations per term to enhance their own instructional approaches.

A key highlight in learning and engagement was our open classroom sessions, held once per term, and our 'Meet and Greet' nights which continue to be well attended by families, strengthening our home-school partnerships.

While we recognise the need for continued improvement in student learning outcomes, we are proud of the progress made. In particular, we are pleased with the increased number of students achieving at or above expected levels in reading and numeracy.

Wellbeing

Student wellbeing continues to be a strength at Riverbend Primary School. The school's Wellbeing performance group is classified as High, reflecting positive outcomes across student engagement, school connectedness and the overall learning environment.

Our school remains dedicated to the full implementation of the School-Wide Positive Behaviour Support (SWPBS) program, which is deeply embedded in our school culture. Our mascot, PERRI, continues to play a key role in reinforcing our positive behaviour expectations among students.

In 2025, we focused on embedding our SWPBS documentation and our behaviour matrix and reinforcing the definitions of major and minor behaviours. Our teams regularly track and analyse behaviour data to identify trends and implement targeted strategies to support students experiencing difficulties in behaviour or emotional regulation.

A key focus in this space was the work of our speech therapist, who engaged with each class to enhance students' understanding of the Zones of Regulation and equip them with practical strategies for self-regulation. Additionally, she facilitated a social skills program, 'What's the Buzz?', providing targeted support for students requiring further development in social communication and introduced and trained staff in The Story Champs program.

Our commitment to student wellbeing is reflected in our survey data. Both the Staff Opinion Survey and the Student Attitudes to School Survey reported strong results across all areas, affirming that our wellbeing programs are having a positive impact. Notably, our Attitudes to School Survey data indicated that we performed above similar schools and the state average in the areas of Emotional awareness and regulation and Student voice and agency. Our Assistant Principal for Wellbeing works closely with our speech pathologist and education support staff to maintain and enhance these positive outcomes.

Key Improvement Strategy 2: Wellbeing -Strengthen the wellbeing of all students.

To support this key improvement strategy, we implemented the following initiatives:

- Our speech pathologist worked closely with teachers, education support staff, and students to support mental health, wellbeing, and communication development.
- Breakfast club operates daily.
- During the year, staff also engaged in professional learning to support the introduction of the Positive Classroom Management Strategies (PCMS) initiative. This professional learning focused building teacher knowledge and strengthening consistent classroom practices, supporting positive student behaviour and creating calm, productive learning environments across the school.
- Professional learning delivered by Student Support Services (SSS) around fine motor skill intervention, phonological awareness and Understanding Autism Spectrum Disorder.
- Pysch in School's program supported access to professional guidance and resources that help staff strengthen student wellbeing, mental health support, and safe, inclusive school environments.
- PERRI shop – Positive reward incentives aligned to school values.

We provided students with a wide range of extracurricular opportunities, including:

- Recess and lunchtime clubs
- Running club
- Camping program
- Interschool sports (gala days)
- Cross-country events
- Athletics days
- Swimming program

All these initiatives continue to foster a strong sense of belonging, engagement, and wellbeing for all students.

Engagement

Welcoming New Students

As a new and growing school, we continue to welcome new enrolments each week. To ensure a smooth transition and foster a sense of belonging for new students, we have established a structured induction process that includes:

- Enrolment interviews with each family prior to the student's first day to identify any specific needs or support requirements.
- Monday start dates where possible, allowing new students to begin alongside other new enrolments to ease the transition.
- Personalised welcome preparations, including the student's name displayed on their bag locker and table before their arrival.

- A buddy system where each new student is paired with a peer to help them navigate their new school environment.

This structured approach has been highly effective in supporting student engagement and ensuring a positive start to school life.

Attendance Initiatives

Improving student attendance has been a key focus this year. Regular attendance supports students to remain engaged in their learning and connected to their school community. In 2025, the school has seen an improvement in attendance compared to 2024, reflecting the continued work with families to support students to attend school regularly.

Our attendance processes include:

- Encouraging parents to log absences via Compass. If an absence is not recorded, parents receive an SMS notification prompting them to provide a reason.
- Teacher follow-up after three consecutive days of absence.
- For students with high levels of absenteeism, a principal-class member contacts the family to develop an attendance plan, while office staff conduct daily follow-ups.
- An attendance ladder is displayed in the office, celebrating positive attendance outcomes.
- Weekly attendance rewards and the grade with the best attendance for the week receives the attendance trophy and River Tokens.

At the end of each term:

- First place received a PERRI Fun Day.
- Second place earned an out-of-uniform day.
- Third place received an icy pole reward.

Enhancing Student Engagement

Beyond attendance, we have implemented a range of initiatives to support student engagement and wellbeing, including:

- Education Support staff on yard duty, providing targeted social development support, facilitating structured courtyard games, and assisting students with social interactions.
- Running Club every Wednesday morning before school, which remains a highly popular activity among students.

A variety of whole-school events throughout the year, including:

- Mother's Day Lunch
- Harmony Day
- Father's Day celebrations
- Footy Day
- Christmas Concert
- Open classroom sessions

Additionally, in 2025, we increased Breakfast club from 2 to 5 days which has been well received by our students and school community.

These initiatives have significantly contributed to fostering a positive and connected school culture, with strong engagement from students and families.

Financial performance

As of December 2025, Riverbend Primary School had a bank surplus of \$439,118. While this is lower than our 2024 balance, the School Saving Bonus funds that were held in the 2025 account have been used by families for their intended purpose—supporting the cost of uniforms, camps and excursions.

During 2025, the school also completed several large projects to improve our learning and play spaces, including synthetic grass areas, soccer pitches and additional seating areas for students to enjoy. These improvements have been supported through both our Buildings & Grounds budget and our school fundraising efforts.

Our credit budget remains in a significant surplus. The leadership team continues to work closely with the DET School Finance Liaison Officer (SFLO) to monitor our financial position and strategically plan how our credit budget can be used most effectively to support our students and school community.

**For more detailed information regarding our school please visit our website at
<https://www.riverbendps.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

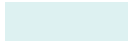

A total of 724 students were enrolled at this school in 2025, 357 female and 367 male. 64% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

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**.

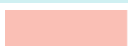


Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	69.4%	
	Similar schools	81.7%	
	State	82.0%	

School Staff Survey


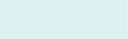


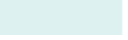

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.1%	
	Similar schools	74.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	77.5%	
	Similar schools	82.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	74.7%	
	Similar schools	79.1%	
	State	84.2%	

NAPLAN

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

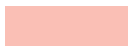



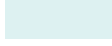

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%	58.6%
	Similar schools	60.2%	62.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	63.3%	62.4%
	Similar schools	67.7%	69.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	53.0%	56.2%
	Similar schools	54.3%	55.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	50.6%	52.1%
	Similar schools	60.8%	61.3%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	82.3%	
	Similar schools	73.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.5%	
	Similar schools	74.9%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	80.3%		82.6%
	Similar schools	78.0%		77.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.1%		81.4%
	Similar schools	75.4%		74.2%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	26.7	27.0
	Similar schools	24.0	24.4
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	88.0%	
Year 1	School	84.7%	
Year 2	School	87.1%	
Year 3	School	86.3%	
Year 4	School	86.7%	
Year 5	School	87.8%	
Year 6	School	85.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$9,809,835
Government Provided DET Grants	\$908,918
Government Grants Commonwealth	\$3,150
Government Grants State	\$3,150
Revenue Other	\$41,673
Locally Raised Funds	\$390,624
Capital Grants	\$0
Total Operating Revenue	\$11,157,350

Equity	Actual
Equity (Social Disadvantage)	\$181,568
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$181,568

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$7,936,217
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$142,174
Communication Costs	\$5,623
Consumables	\$226,819
Miscellaneous Expenses ²	\$39,083
Agency Staff	\$41,774
Professional Development	\$10,017
Equipment/Maintenance/Hire	\$262,354
Property Services	\$235,353
Salaries & Allowances ³	\$206,619
Support Services	\$87,851

Expenditure	Actual
Trading & Fundraising	\$101,420
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$109,466
Total Operating Expenditure	\$9,404,769
Net Operating Surplus/-Deficit	\$1,752,582
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$413,489
Official Account	\$25,630
Other Accounts	\$0
Total Funds Available	\$439,119

Financial Commitments	Actual
Operating Reserve	\$244,759
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$125,256
School Based Programs	\$352,099
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$334,780
Capital - Buildings/Grounds < 12 months	\$435,007
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	\$1,491,901

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.