



River Valley
PRIMARY SCHOOL

Annual Report 2025



LEARNING TOGETHER

River Valley Primary School is an Independent Public School serving the community of Burekup and its surrounds. Burekup is the Indigenous name for a local wildflower, likely derived from *Boorarup* or *Burarup*, as noted by George Grey during his explorations of the Swan River and Albany region between 1838 and 1840. The wildflower referred to is the slender Balga (*Xanthorrhoea gracillis*), common on the Ridge Hill Shelf and in the Jarrah Forest. The name Burekup is thought to mean “place of the Balga.”

We are a small country school, grounded in country values, located 20 kilometres north of Bunbury, set in the unique rural context of the Ferguson Valley along the South West Highway. The school was established in 1999 following the amalgamation of the former Roelands Primary School (est. 1903) and Burekup Primary School (est. 1913). Since then, River Valley has maintained its rural roots and strong community connections, fostering a sense of belonging and collaboration.

At River Valley Primary School, “**learning together**” means every child matters, every child belongs, and every moment counts. Our vision is to provide every child with opportunities to learn and grow into independent, successful members of society. To support this, our classes are multi-age grouped, allowing students to interact and learn with peers across different year levels. The school environment encourages connection and wellbeing, with our outdoor classroom serving as a hub for experiential learning.

We are committed to achieving year-on-year growth for every student. Each student’s academic and social needs are identified, monitored, and supported through an individualised case management approach. Our teaching staff regularly engage in professional learning and implement contemporary, research-based strategies, ensuring all students are challenged and supported to achieve their personal best. Whole-school approaches are embedded in practice, with staff actively involved in the school improvement process.

Our purpose-built Kindy/Pre-Primary Centre, staffed by a specialized team of early childhood teachers and education assistants, integrates the Early Years Learning Framework with the Western Australian Curriculum. River Valley prioritises literacy, numeracy, early intervention, and extension programs, providing students with strong foundations for lifelong learning.

Students benefit from modern classrooms, dedicated outdoor play areas for Pre-Primary and Kindy, and access to community sporting facilities, including the oval, tennis, and basketball courts. The school is fully air-conditioned, creating a comfortable learning environment year-round. Multi-age groupings support extension and remediation, ensuring all students develop the skills and confidence to become independent learners.

River Valley students consistently gain entry into a range of local Senior High Schools offering academic and extension programs. Our Positive Behaviour Support (PBS) strategy underpins a safe, respectful, and ambitious learning culture. Guided by our school values—**Resilience, Responsibility, and Respect (3R’s)**—students are encouraged to take responsibility for their learning and care for others.

River Valley Primary School is more than a place of learning; it is a community where students, staff, and families embrace the ethos of “**Learning Together.**”

Message from the Principal Carly Hernaman

It gives me great pleasure to present the 2025 Annual Report for River Valley Primary School.

At River Valley, our mission, vision, and values guide every decision we make. I would like to sincerely thank our staff, students, families, and community members for their ongoing contributions in creating a safe, supportive, and thriving learning environment.

Mission Statement

Learning together means every child matters, every child belongs, and every moment counts.

Vision Statement

To provide every child with opportunities to learn, enabling them to grow into independent, successful members of society.

At River Valley, we achieve this by building trusting relationships, maintaining high expectations through a focus on individual strengths, implementing best-practice whole-school programs, fostering collective teacher efficacy, and strengthening partnerships between students, staff, and the wider community. Student voice remains central to our planning, with students consistently expressing a desire to achieve positive academic outcomes while developing as contributing members of both their local and wider communities.

Our core values—**Respect, Equity, Teamwork, and Learning**—together with our Positive Behaviour Support expectations of **Resilience, Responsibility, and Respect (3R's)**, underpin everything we do. Staff base their planning, teaching, and decision-making on shared beliefs that all children can progress, learn best through consistent teaching, benefit from safe and inclusive learning environments, and thrive when supported academically, socially, emotionally, creatively, and physically.

In 2025, students demonstrated growth across **Numeracy and Literacy**. In Numeracy, students made steady progress in developing and strong bands, while targeted support addressed gaps in foundational skills. In Literacy, achievement across Reading, Writing, Spelling, and Grammar & Punctuation showed steady growth, particularly when students engaged with structured programs such as 'Talk for Writing,' 'Seven Steps,' 'Letters and Sounds,' and 'Word Origins.' Students in developing bands progressed consistently, and scaffolded support enabled students requiring additional assistance to build confidence and skills.

The school continues to prioritise **consistent, evidence-based practices**, including daily review, explicit teaching, scaffolded programs, differentiated instruction, and cross-curricular opportunities. Ongoing formative assessment, including Acadience Reading and Numeracy tools, ensures teaching is data-informed, responsive, and focused on helping all students consolidate skills, achieve growth, and thrive academically and socially.



Our School Expectations

We continue to maintain a very strong focus on the implementation of the Positive Behaviour Support Framework, which ensures that our school values are embedded in everything we do.

Our school expectation definitions were embedded in 2023, in order to ensure the definitions were more purposeful and relevant to our students. The **3R's**, reflect our desired behaviours: to see students be ambitious and strive for success, to take responsibility for their learning and to care for others.

- **RESPONSIBILITY:** Doing the things you are supposed to do and accepting the results of your actions.
- **RESILIENCE:** The ability to recover from or adjust to misfortune or change.
- **RESPECT:** To treat with care and consideration.



Situations change expectations, stay the same



Student Numbers

Student Numbers (as at 2025 Semester 1)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (5) | 15 | 4 | 7 | 8 | 7 | 2 | 12 | 60 |
| Part Time | 10 | | | | | | | | |

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 4 | 8 | 23 | | 35 |
| Female | 6 | 7 | 17 | | 30 |
| Total | 10 | 15 | 40 | | 65 |

| | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal | 1 | 2 | 6 | | 9 |
| Non-Aboriginal | 9 | 13 | 34 | | 56 |
| Total | 10 | 15 | 40 | | 65 |

Enrolment

River Valley Primary School maintained strong enrolments throughout 2025. While some families moved to other schools due to relocation, new students from surrounding areas joined, resulting in overall growth in Semester 2.

Recommendations

To continue supporting school growth, we will highlight River Valley's strengths through community engagement, local promotions, and by celebrating student achievements. Strengthening connections with early childhood providers and community groups will also help attract future families and build our school community.

Student Numbers (as at 2025 Semester 2)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (6) | 15 | 5 | 7 | 9 | 7 | 4 | 12 | 65 |
| Part Time | 11 | | | | | | | | |

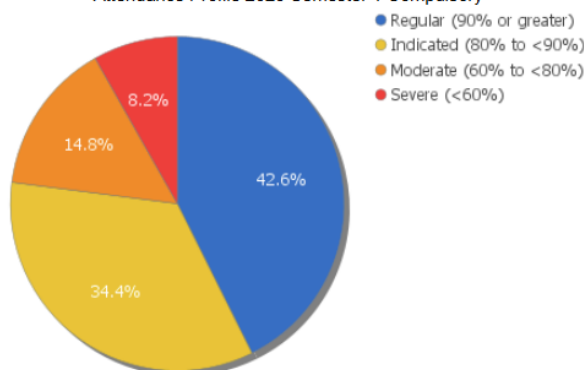
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 4 | 9 | 24 | | 37 |
| Female | 7 | 6 | 20 | | 33 |
| Total | 11 | 15 | 44 | | 70 |

| | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal | 2 | 1 | 7 | | 10 |
| Non-Aboriginal | 9 | 14 | 37 | | 60 |
| Total | 11 | 15 | 44 | | 70 |

Student Attendance

Attendance Profile 2025 Semester 1 Compulsory



Attendance at River Valley Primary School remained variable across the year. While many students maintained regular attendance, a notable proportion of students were absent for extended periods. Discussions with families and school data indicate that the main contributors to absences were:

- **Holidays taken during the school term**
- **Absences for reasons deemed unacceptable**
- **Reasonable absences due to medical reason**

Prolonged absences can significantly impact student learning and engagement, affecting both academic progress and social development. When students miss school regularly, they may fall

behind in key concepts, struggle to keep up with class learning, and miss opportunities to develop important social skills and peer relationships. Consistent attendance is critical for building routines, maintaining learning momentum, and ensuring students can fully participate in classroom activities and school programs.

To support improved attendance, River Valley Primary School is committed to a proactive approach that combines monitoring, communication, and positive reinforcement.

1. Community Education and Communication:

- Promote the importance of consistent attendance through school communication methods, assemblies, and parent meetings.
- Provide clear guidelines about acceptable reasons for absences and the impact of non-essential term-time holidays.

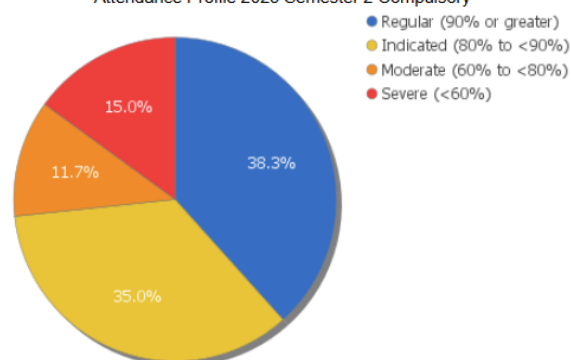
2. Monitoring and Early Intervention:

- Track attendance closely each term and identify students at risk of falling into moderate or severe absence categories.
- Contact families promptly when patterns of absenteeism emerge to discuss support and strategies.

3. Positive Incentives and Engagement:

- Embed engaging, meaningful learning opportunities that encourage students to attend regularly.

Attendance Profile 2025 Semester 2 Compulsory



By raising awareness of the importance of regular attendance, providing support for families, and celebrating positive attendance, River Valley Primary School aims to improve student engagement and learning outcomes in 2026.

Managing Non-Attendance

At River Valley Primary School, student attendance is actively monitored and supported to ensure every child can engage fully in learning. When patterns of non-attendance are identified, the school implements a structured and supportive approach, which includes:

- **Individualised Attendance Plans:** Students with frequent or prolonged absences are supported through tailored attendance plans that outline clear goals, strategies, and support to improve attendance. These plans are developed collaboratively with families, students, and staff.
- **Ongoing Follow-Up:** Attendance is monitored continuously, and any emerging issues are addressed promptly. Staff maintain records of absences and track progress against individualised plans to ensure interventions are effective.
- **Regular Communication:** Families are kept informed through timely contact and discussions regarding attendance concerns. This collaborative approach ensures parents and carers are supported to overcome barriers and understand the importance of consistent attendance.
- **SSEN:MMH Medical Referral Program:** This program supports students who are unable to attend their enrolled school due to health reasons for medically authorised absences of 2–10 weeks. Working in partnership with the student's enrolled school, the program maintains learning continuity, minimises the impact of absence on education, and supports a smooth transition back to school.

Through this proactive and personalised system, River Valley Primary School aims to minimise absenteeism, enhance student engagement, and support all students to achieve their learning potential.

Inclusive Learning Environment for a Successful Future

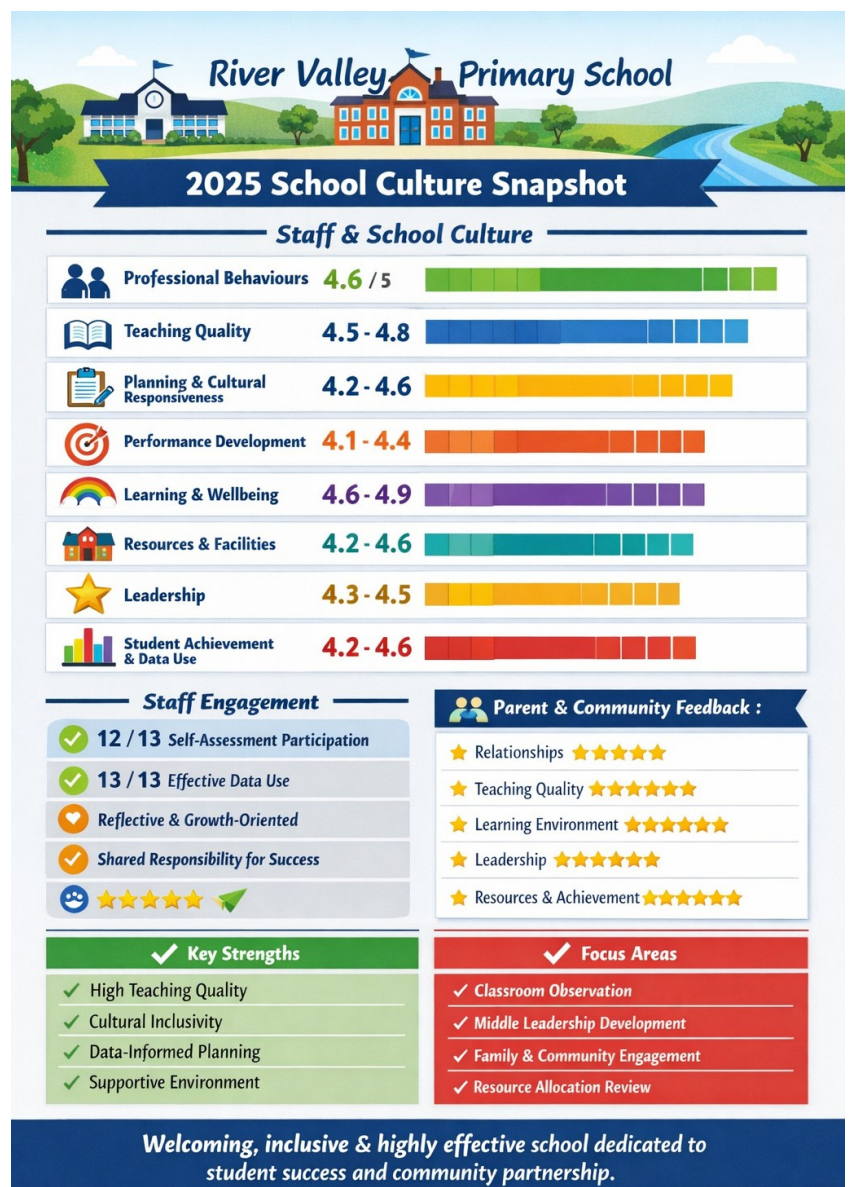
In 2025, River Valley Primary School continued to thrive as a welcoming, inclusive, and highly effective learning community. A comprehensive school culture survey, alongside parent and community feedback, highlighted a professional and collaborative environment where staff model exemplary behaviours, maintain high morale, and are actively engaged in school improvement. Teaching quality remains a standout strength, with educators confidently implementing evidence-based practices and recognising the unique strengths of every student, while collaborative planning aligns closely with the school's strategic priorities and the Aboriginal Cultural Standards Framework. Staff professional growth is supported through clear goal setting, constructive feedback, and targeted development opportunities, ensuring continuous improvement across the school.

Our Year 4–6 cohort completed the Wellbeing and Engagement Census, which measured students' perceptions of school climate, sense of belonging, and emotional engagement with teachers. Results indicate that most students experience medium to high levels of wellbeing across these areas. Students report feeling connected, respected, and valued within the school community, with trusting relationships with teachers who listen, provide support, and treat all students fairly. Peers also demonstrate care, respect, and a willingness to help one another, reflecting a strong culture of collaboration and inclusion. These findings highlight the school's ongoing commitment to creating an environment where every student feels supported, included, and empowered to thrive socially, emotionally, and academically.

The learning environment is safe, positive, and culturally inclusive, fostering student wellbeing and pride in Aboriginal perspectives. Resources and facilities are effectively allocated to enhance learning and wellbeing, while leadership is visible, responsive, and promotes shared ownership of the school vision. Staff engage in self-assessment, data-informed planning, and moderation, with a sustained focus on improving outcomes for Aboriginal students. Parents and community members report high satisfaction, noting welcoming relationships, engaging learning environments, culturally responsive teaching, and transparent, accessible leadership.

Overall, River Valley Primary School is recognised as a highly effective and caring learning community. Strengths include teaching quality, student wellbeing, leadership, cultural responsiveness, and collaborative, evidence-based planning.

Areas for continued growth include strengthening classroom observation, developing middle leadership, expanding family and community engagement, and optimising resource allocation to maximise impact.



Improving Student Achievement

Numeracy

The 2025 Numeracy data indicates that a significant proportion of students in both Year 3 and Year 5 are performing below the expected standard, with rates of students identified as Not At Standard (NAS) considerably higher than like schools and WA public schools. There were no students achieving in the exceeding category, and fewer students than expected in the strong band, highlighting a need to strengthen both intervention and extension practices. Cohort analysis shows that many students requiring additional support made limited progress, while those in the developing band demonstrated more positive growth, suggesting an opportunity to accelerate achievement with targeted teaching. Progress across both year levels appears to have been impacted by gaps in foundational skills and interrupted learning. In response, the school has prioritised daily numeracy review, consistent implementation of explicit teaching practices, and differentiated instruction to better support all learners. Ongoing use of Acadience Numeracy assessments will support regular monitoring of student progress and inform responsive teaching strategies aimed at improving outcomes across all proficiency levels.

| Proficiency Level | Numeracy 2025 | | | | | |
|-------------------|---------------|--------------|-------------------|--------|--------------|-------------------|
| | Year 3 | | | Year 5 | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| Exceeding | 0% | 3% | 8% | 0% | 5% | 11% |
| Strong | 13% | 39% | 50% | 25% | 45% | 54% |
| Developing | 25% | 36% | 27% | 25% | 34% | 23% |
| NAS | 63% | 22% | 13% | 50% | 16% | 11% |

Progress data highlights variability in student growth, with those in the developing and exceeding bands generally demonstrating moderate to high progress, while students requiring additional support showed more limited growth. These trends reflect differences in prior learning experiences, engagement, and the impact of interruptions to schooling. In response, the school has prioritised a consistent, whole-school approach to literacy, including daily review of key reading skills, structured programs to support reading development, and explicit teaching aligned to the Australian Curriculum. Ongoing use of Acadience Reading assessments will support regular monitoring and targeted instruction, with a focus on improving outcomes for all students.

| Proficiency Level | Reading 2025 | | | | | |
|-------------------|--------------|--------------|-------------------|--------|--------------|-------------------|
| | Year 3 | | | Year 5 | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| Exceeding | 13% | 9% | 14% | 25% | 8% | 16% |
| Strong | 0% | 37% | 44% | 0% | 48% | 51% |
| Developing | 50% | 26% | 24% | 25% | 26% | 21% |
| NAS | 38% | 28% | 16% | 50% | 17% | 11% |

Reading

The 2025 Reading data shows a varied pattern of achievement across Year 3 and Year 5, with both areas of strength and ongoing need. In Year 3, student performance was broadly aligned with state expectations at the higher end, with some students achieving strong growth, particularly in the exceeding band. However, a significant proportion of students remained in the developing and Not At Standard (NAS) categories, indicating the need for continued targeted support. In Year 5, a notable strength was the proportion of students achieving in the exceeding band, well above like schools and state comparisons. Despite this, half of the cohort was identified as NAS and there were no students in the strong band, suggesting a polarised distribution of achievement.

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Writing

The 2025 Writing data highlights a significant area for development, with student achievement in both Year 3 and Year 5 well below like schools and WA public schools. A high proportion of students were identified as Not At Standard (NAS), particularly in Year 5, and there were no students achieving in the exceeding band. The proportion of students in the strong band was also considerably lower than expected, indicating limited high-end achievement and a need to strengthen overall writing performance.

| Proficiency Level | Writing 2025 | | | | | |
|-------------------|--------------|--------------|-------------------|--------|--------------|-------------------|
| | Year 3 | | | Year 5 | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| Exceeding | 0% | 2% | 4% | 0% | 4% | 7% |
| Strong | 13% | 63% | 68% | 25% | 45% | 53% |
| Developing | 38% | 19% | 18% | 0% | 31% | 26% |
| NAS | 50% | 16% | 8% | 75% | 20% | 12% |

Cohort analysis shows that many students requiring additional support made minimal progress, with some evidence of low growth even among stronger students. These trends are likely influenced by interrupted schooling, gaps in foundational literacy skills, and a lack of confidence in writing. In response, the school has prioritised a consistent, whole-school approach to writing, including explicit teaching, scaffolded instruction, and the implementation of structured programs. Increased opportunities for feedback, cross-curricular writing, and ongoing formative assessment will support targeted teaching and aim to improve student confidence and achievement across all year levels.

Improving Student Achievement - On Entry

Spelling

The 2025 Spelling data highlights areas of growth and opportunities to further strengthen student achievement across Year 3 and Year 5. In Year 3, a small proportion of students achieved in the strong band, while in Year 5, one student demonstrated high achievement in the exceeding category. These results show that students are capable of reaching higher proficiency levels when supported with targeted strategies.

Cohort analysis indicates that students requiring additional support are responding to instruction at varying rates, and progress can be enhanced through consistent reinforcement of spelling skills and increased engagement with reading.

| Proficiency Level | Spelling 2025 | | | | | |
|-------------------|---------------|--------------|-------------------|--------|--------------|-------------------|
| | Year 3 | | | Year 5 | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| Exceeding | 0% | 9% | 14% | 25% | 13% | 19% |
| Strong | 13% | 36% | 42% | 0% | 42% | 48% |
| Developing | 25% | 31% | 28% | 0% | 30% | 21% |
| NAS | 63% | 24% | 14% | 75% | 15% | 11% |

To build on these successes, the school will continue to implement daily or weekly spelling routines with explicit teaching of patterns and rules, alongside personalised spelling lists for students requiring additional support. Spelling will be reinforced across reading and writing tasks, ensuring practical application of skills. Structured programs such as 'Letters and Sounds' in early years and 'Word Origins' in senior classes will develop students' understanding of word patterns and morphology. Ongoing assessment and tailored support will ensure all students have the opportunity to improve their spelling confidence and achievement.

Grammar and Punctuation

In 2025, Grammar and Punctuation achievement highlighted both progress and opportunities for growth across Year 3 and Year 5. Several students achieved in the strong band, demonstrating growing confidence with sentence structure and punctuation, while students in the developing band showed steady improvement with targeted support. Cohort analysis indicates that students requiring additional support made progress when engaged in explicit teaching, and differences in growth reflect both small cohort sizes and interruptions to learning.

| Proficiency Level | Grammar & Punctuation 2025 | | | | | |
|-------------------|----------------------------|--------------|-------------------|--------|--------------|-------------------|
| | Year 3 | | | Year 5 | | |
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| Exceeding | 0% | 4% | 9% | 0% | 8% | 14% |
| Strong | 13% | 35% | 38% | 25% | 40% | 45% |
| Developing | 25% | 27% | 28% | 25% | 29% | 24% |
| NAS | 63% | 34% | 23% | 50% | 23% | 16% |

To build on these strengths, the school will continue to embed explicit grammar and punctuation lessons into daily Literacy programs, provide targeted mini-lessons for students needing additional support, and offer extension activities for stronger students. Grammar and punctuation will also be reinforced through writing tasks, ensuring practical application of skills and ongoing development of student confidence and proficiency.

Overall Summary

In 2025, student achievement across Numeracy and Literacy highlighted areas of growth and opportunities for further improvement. In Numeracy, several students demonstrated progress within the developing and strong bands, while targeted support for students identified as Not At Standard (NAS) has begun to address gaps in foundational skills. Similarly, in Literacy, students achieved across Reading, Writing, Spelling, and Grammar & Punctuation, with many making steady progress, particularly when engaged with structured programs such as 'Talk for Writing,' 'Seven Steps,' 'Letters and Sounds,' and 'Word Origins.' Cohort analysis indicates that students requiring additional support made progress at varying rates, reflecting differences in prior learning experiences, interruptions to schooling, and confidence with tasks.

The school continues to implement consistent, whole-school approaches to teaching and learning. Daily review, explicit instruction, scaffolded programs, differentiated teaching, and cross-curricular opportunities are used to consolidate skills, build student confidence, and extend achievement. Ongoing formative assessment, including Acadience Numeracy and Reading tools, informs targeted teaching, ensuring all students are supported to achieve growth and improve outcomes across all proficiency levels.

Relationship and Partnerships

In 2025, River Valley Primary School continued to foster strong connections with a wide range of community organisations, businesses, and educational institutions. These partnerships provided invaluable opportunities and resources that enriched student learning, supported well-being, and strengthened engagement with the broader community.

Throughout the year, our ongoing partnerships played a pivotal role in enhancing the educational experience for students. The Dardanup Lions supported various school initiatives and community programs, reinforcing our commitment to service and civic responsibility. Collaboration with the Level 3 School Cluster allowed staff to share best practices, participate in professional development opportunities, and deliver enriching programs for students. Volunteers from Hands Up for Kids provided additional literacy support, ensuring students received targeted reading assistance to strengthen learning outcomes. Meanwhile, the Brunswick Agricultural Society offered students hands-on agricultural education experiences and facilitated participation in the Brunswick Show, connecting them with local farming and rural traditions.

Local businesses also contributed significantly to school improvement initiatives. Bunnings continued to provide resources for gardening and sustainability projects, while Healthways promoted programs encouraging active and healthy lifestyles. The RAC delivered road safety and bike education sessions, helping students develop practical safety skills, and Constable Care presented engaging programs on personal safety, cyber safety, and responsible decision-making. Students also benefited from a range of sports clinics, exposing them to different activities and fostering teamwork and physical activity.

A key highlight of 2025 was the continuation of our Environmental Print Symbols Project in partnership with Aunty Delys. This initiative implemented visual symbols throughout the school, improving accessibility and inclusivity, particularly for students with additional needs. The project aligns closely with the Aboriginal Cultural Framework, strengthening relationships and creating a learning environment where every student feels valued and connected.

Our commitment to embedding the Aboriginal Cultural Framework was further demonstrated through our NAIDOC project. Students collaboratively created 76 stepping stones representing the *Walken Noorn* (Rainbow Snake) beneath the moon and stars, alongside the school logo. This initiative built on the environmental print symbols project, reinforcing cultural identity and connection within the school community, and celebrating Aboriginal culture in meaningful and lasting ways.

In addition to these established partnerships, 2025 saw the strengthening of newer initiatives such as **Eat Up, Oz Harvest** which began in 2025. These programs ensured that students had access to sandwiches and fruit during the school day, guaranteeing that no child went hungry while at school.

Through these ongoing and new partnerships, River Valley Primary School continued to provide a rich, supportive, and inclusive learning environment, where students thrive academically, socially, and culturally, and where the broader community remains an active and valued partner in education.

Financial Summary



ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

| | Current Budget (\$) | Actual YTD (\$) |
|--|---------------------|------------------|
| Carry Forward (Cash): | 80,344 | 80,344 |
| Carry Forward (Salary): | 154,434 | 154,434 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 1,411,794 | 1,411,794 |
| Locally Raised Funds: | 79,578 | 79,573 |
| Total Funds: | 1,726,151 | 1,726,145 |
| EXPENDITURE | | |
| Salaries: | 1,168,303 | 1,168,303 |
| Goods and Services (Cash): | 350,827 | 344,758 |
| Total Expenditure: | 1,519,130 | 1,513,060 |
| VARIANCE: | 207,021 | 213,084 |



Our History

Set near the Ferguson Valley in a unique rural setting, River Valley Primary School is an Independent Public School serving the communities of Burekup, Roelands and surrounds.

The school opened in 1999 as a result of the amalgamation of the former Roelands Primary School (est. 1903) and Burekup Primary School (est. 1913). The school has maintained its rural background and has a strong sense of community and community involvement.



River Valley
PRIMARY SCHOOL

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