



Richmond Primary School
EAST FREMANTLE

Annual Report 2025



Ready

Respectful

Responsible

Principal's Report

2025 has been a year defined by steady growth, shared purpose, and the continued strength of our Richmond Primary School community. It has been a privilege to lead our school through another productive and enriching year, supported by dedicated staff, an engaged School Board, an active P&C, and families who consistently place their trust in our work. Together, we have upheld the traditions and values that shape Richmond while embracing opportunities that enrich student learning and well-being.

Across the year, our school has hosted a wide range of academic, cultural, and community events that have brought students, families, and staff together. From Edu Dance and Book Week to our Anzac Day service, Swimming and Athletics Carnivals, and Christmas Carols Night, these gatherings strengthened our sense of belonging. Incursions and excursions including Young Leaders Day, Parliament House, and Fremantle Arts Centre workshops added depth and breadth to student learning. Clubs such as Lego League, Marathon Club, the Garden Club, and Run for Fun continued to nurture creativity, teamwork, and school spirit.

A strong focus on teacher quality remained central to our work. Staff engaged in high-quality professional learning aligned with Department of Education priorities, including High Impact Teaching Strategies, Talk for Writing, Talk for Reading, UFLI, and the Language Leadership Initiative. The commitment shown by our educators to refine their practice has contributed to more consistent, evidence-informed teaching across the school. Our instructional coaching team, alongside peer mentoring and performance development processes, ensured that staff received ongoing support to deliver exceptional learning programs.

Leadership development was another important focus in 2025. The Distributed Leadership Model continued to offer meaningful opportunities for staff to lead school priorities and phase-of-learning initiatives. I congratulate Nicole Horsley on achieving Level 3 Teacher status, and I commend all staff who contributed to leadership programs within the Riverside Network and across the school. Weekly engagement with our Student Leadership Team ensured that student voice remained valued and visible in daily school life.

Creating a supportive, inclusive, and safe learning environment has remained a key element of our work. The establishment of our Student Services Team strengthened coordination of student support, and new well-being initiatives for both staff and students have helped enhance the positive culture we value so highly. The development of the External Service Provider (occupational therapists, speech therapists) Policy,



Erika Holst-Marsh
Principal

and the ongoing review of Student at Educational Risk (SAER) processes further ensured strong alignment with departmental expectations and best practice.

Our partnerships with families and the wider community have continued to grow. Parent representative meetings, collaborative P&C initiatives, and workshops focusing on compassion, kindness, and anxiety support reflected the shared commitment we hold for our students' holistic development. Ongoing connections with Bicton Primary School, John Curtin College of the Arts, and Melville Senior High School enriched our co-curricular offerings. Programs such as Gardening Club, Your Move, and our sustainability initiatives encouraged students to contribute positively to their school and environment.

The year also brought significant improvements to our facilities and resources. Veranda restoration, jump pit installation, refreshed garden beds, and updates to classroom furniture contributed to an appealing and functional learning environment. The expansion of ICT resources, together with a comprehensive technology audit and device renewal, ensured that students continue to have access to modern tools for learning. Planning with Nature Play WA and our P&C for a welcoming entrance and nature-based outdoor classroom reflects our long-term commitment to creating inspiring spaces for students.

Our financial planning, led with integrity and attention to detail by Manager of Corporate Services (MCS) David Corbett, ensured responsible resource management aligned with school priorities. Regular finance meetings and transparent processes supported informed decisions and sustained our strategic direction.

As I reflect on 2025, I am grateful for the stability, collaboration, and shared purpose that define Richmond Primary School. Our collective efforts have strengthened teaching practice, leadership capacity, and student support systems, ensuring that every child is known, valued, and encouraged to thrive. I look forward to continuing this important work with our community as we enter 2026 together.

Board Report

To the Whadjuk people, East Fremantle is known as Niegarrup, the place where the Pelicans meet. Today, around the school grounds it is a place where Tawny Frogmouth Owls, Black Cockatoos and maybe even Micro Bats meet. East Fremantle is thought to be a place where people gathered over countless generations to trade goods, share stories and hold ceremonies. Living and dreaming by the Derbal Yerrigan. Today, at Richmond we continue to add to that placemaking with our school – teaching, writing stories, celebrating place and respecting our many histories. We are lucky to share such a place.

This year marks Erika Holst-Marsh's second year as Principal of Richmond Primary School. A milestone to celebrate with recognition of Erika's leadership, inspiring the continued growth of teaching and learning practices across the school. The School Board has the privilege of regular briefings from the Principal, teachers and staff. We get to see the many and varied data sets (de-identified for the Board) being collected and hear how the data becomes information that is fed back to teachers to focus their efforts. A lot goes on behind the scenes and the school's ability to use data informed approaches is an amazing asset that sets the school in good stead. On behalf of the School Board, thank you Erika and Staff for your amazing work.

In 2025, we welcomed one new board member, Louise Watson and welcomed back Lacey Filipich. Lacey returned to the school and the Board after spending time living down South. Louise and Lacey joined our reappointed parent members Toby Swingler, Niamh Leonard, Sian Rosser, Sophie Godkin, and myself. Many thanks to Jane Tandy and Madeleine Cox who left the Board this year. The Board also included school representation from Erika Holst-Marsh, Rebecca Button, Nicole Horsley and Dave Carder. Thank you all for the generosity of your time, your intellect, and insightful observations – we are all the richer for it.



This year the Board supported the design and delivery of the 2025 Parent Survey – a critical process that captures parent feedback and informs the school on past and potential future directions; liaised with the East Fremantle Town Council seeking support for initiatives; reviewed the school leavers uniform – taking the opportunity to ask students to lead student engagement (more on this next year) and expanded the uniform options available for students for 2026. I have enjoyed many years on the Board and thoroughly enjoyed the past three as Board Chair but I will not seek to continue as Chair in 2026. Change is an important element of good governance! To all the Richmond parents who may be curious about the Board or have a desire to find a way to contribute to the school, I encourage you to consider raising your hand to join. It is a great way to get involved and give a little back to the school that gives so much. Check out the school's website for more information. Last but not least, thank you to the small army of volunteers that make the school community thrive. Your time and effort is the glue of our community.

Matthew Rose
Board Chair

P & C

The P&C's aim is to support our school and strengthen connections across the Richmond community. In 2025, we were proud to work alongside families, staff and volunteers to bring people together, raise funds, and contribute directly to learning and wellbeing at RPS. It was a big year, filled with community spirit, creativity and collaboration. Throughout the year, we hosted a wide range of events that focused on both connection and fundraising. From relaxed morning teas in the Quad to fun nights out for parents, there was something for everyone and plenty of opportunities to get involved. We kicked off the year with not one, but two Election Day Polling Place fundraisers. Thanks to the fantastic efforts of the RPS community—whether volunteering on the BBQ, donating baked goods, or stopping by to support us—these days were a great success. Our Anzac Flower Making Evening was another highlight. Parents came together to create the wreaths used in the Anzac Assembly, using donated flowers and greenery from the school community. It was a meaningful and creative evening, with lots of conversation, shared talents and a real sense of togetherness.

Mother's Day and Father's Day in the Quad were once again special moments on our calendar. These mornings gave our community a chance to come together to celebrate and thank our RPS mums and dads, and they continue to be much-loved events. The Around the World Quiz Night was a standout social event, with parents and staff embracing the theme through wonderfully creative table decorations. We especially loved seeing our RPS staff tables take out first and second place in the quiz. It was a fantastic night out and a very successful fundraiser.

To round out the year, Carols by Candlelight brought school families together on the oval for a relaxed and joyful evening. Children performed classic carols, parents caught up with friends, and the event provided a lovely way to celebrate the end of the school year as a community.

None of this would be possible without the support of our volunteers. A huge thank you to all parents, carers and members of the wider Richmond community who gave their time and energy to the P&C. We are especially grateful to the DoRKs, the Year 6 Committees, and everyone who helped at events or supported the canteen throughout the year.

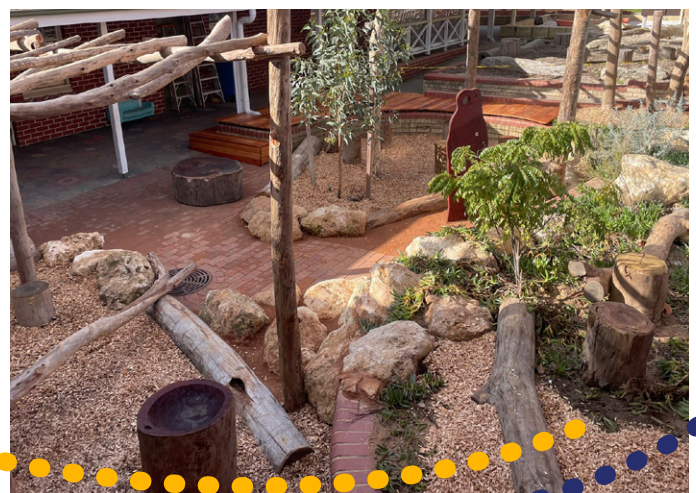
Thanks to this collective effort, we raised over \$50,000 in 2025—an outstanding result. These funds allowed us to complete the Early Childhood Outdoor Learning Space, as well as purchase additional resources including Chomp Saws for the Art Room, Gazebos and Mats for Sports Carnivals, and Interschool Shirts.

Thank you to the Richmond community for your ongoing support. The success of our events and fundraisers truly reflects what we can achieve when we work together.

If you would like to be more involved with the P&C in 2026, we would love to hear from you. Please feel free to email pandc.richmond.ps@gmail.com with any feedback, ideas or suggestions.

We have an exciting calendar of events planned for 2026 and look forward to another great year working together.

P&C



Chaplain Chat

I commenced at Richmond Primary School in Term 2, Week 7 as a YouthCARE Specialist Chaplain on a short-term assignment through to the end of Term 3. At the conclusion of this period, I was delighted to accept the opportunity to remain at Richmond as the ongoing in-school Chaplain.

In this role, I provide pastoral care, support and guidance to students, staff, parents and the wider school community. Working closely with the Principal, Deputy Principal and School Psychologist, I contribute to Student Services processes and whole-school wellbeing.

My work includes 1:1 pastoral care sessions with students to support emotional, mental, social and physical needs, as well as making referrals to appropriate community supports where needed. I have also provided classroom visits and presentations focusing on self-image, resilience, communication and friendship/peer concerns. Regular liaison with teachers helps ensure that students requiring additional social and emotional support are identified and supported in a timely way.

Throughout the year, I have supported school events and wellbeing initiatives as directed by the leadership team, including Richmond Primary's World Kindness Day activities, which promoted everyday kindness and a positive, connected school culture. I also continued the Chess Tournament that was initiated by the previous Chaplain, running the remaining rounds and the final for students who had been involved.

I am grateful for the privilege of supporting the health and wellbeing of the Richmond Primary School community and for the opportunity to work alongside a dedicated Student Services Team as we plan for 2026.



Domenica Casci
YouCARE Chaplain

YouthCARE Specialist Chaplain –
Term 2, Week 7 – Term 3, Week 10

YouthCARE In-School Chaplain
(Permanent) – Term 4, 2025

Dads of Richmond Kids

The Dads of Richmond Kids – or DoRKs for short – is a group created specifically for Richmond dads and children from Kindy to Year 6. The DoRKs are part of a broader initiative called The Fathering Project, and our main aim is to strengthen connections between dads and their kids through organised events and activities. The group also gives dads an opportunity to connect with and support one another in the challenging role of being an effective parent and father figure.

The group includes fathers, father figures, and any positive male role model who would like to participate and bring their children along. We also welcome single or solo parents who fulfil the role of dad. Mums who regularly take on the “dad” role are very welcome to join in DoRKs activities.

Whenever a DoRKs event is organised, we make sure all fathers, father figures, and supporting family members have the chance to come along and get involved.

Our first event of the year was the Dads and Kids Bike Ride in March. The group successfully cycled from East Freo Community Park to the pump track at Point Walter Reserve – with a few laps around it – before making the return journey!

Next came a group trip to FlipOut in June for hours of bouncing fun and pizza. In August, we went ten-pin bowling and added a bit of friendly competition to a great afternoon out with the kids.

Throughout the year, we continued to run the DoRKs Café, providing coffee to staff and parents at assemblies and supporting the class cake stalls. We also extended the café theme to host the ever-popular Mother’s Day Coffee Morning in May and the Father’s Day Brekkie in September, both held in the Quad. On Polling Day, we supported the school community by serving coffee to those coming to cast their vote.

This year, our “dads-only” events were organised within individual year groups, with dads catching up at cafés, parks, or the pub for a well-earned social break. These dads-only gatherings, together with the information we share through our links, help encourage participation in fathering discussions and conversations about men’s mental health – something that’s vitally important for us all.

We also supported a range of school and P&C events, from sausage sizzles to lending a helping hand wherever needed, and we made sure new dads at the Kindy Orientation Morning received a warm welcome.

Finally, in November we held our annual Dads and Kids Camp at Nanga Brook Campsite in Lane Poole Reserve, Dwellingup. Around 70 dads and kids made the trip for a bushwalk, a campout, and a crack at the Treetops Adventures high-ropes course! The kids ran around the campsite, dads cooked dinner and breakfast on the BBQs, and everyone had a fantastic time before conquering the treetop challenges.

In summary, we’ve had a wonderful 2025 and look forward to more adventures next year!



Mike Slattery
DoRKs Organiser

Parent Information Sessions

In 2025, Richmond Primary School was pleased to offer a range of high-quality parent information sessions designed to support families in their important role of guiding and nurturing their children. One of the highlights was a well-received session on managing anxiety in children, led by our school psychologist, Erin Gothard-Fox, and her colleague, Gemma Mansbridge. Their practical strategies and clear guidance were appreciated by all who attended and contributed meaningfully to our ongoing focus on student wellbeing.

Alongside this, the P&C partnered with local community members to host a five-week parenting course, recognising the challenges parents face and the value of building skills and confidence. The course began with a free introductory evening in the school library before commencing formally the

following week. The strong level of interest reflected a shared commitment to supporting children's development both at home and at school. Throughout the year, we also continued to share online parenting resources through our newsletter, ensuring families had access to a broad range of evidence-informed supports.

These initiatives highlight our school's commitment to working in partnership with families and providing meaningful opportunities for learning and connection. We look forward to continuing this important work in 2026, supporting parents as they support their children.



Kindergarten - Boodalong and Maali

Learning Through Play: Nurturing Numeracy in a Hands-On Kindergarten Classroom

“Young children learn best through hands-on experiences and active engagement with materials and people in their environment.” - Western Australian Kindergarten Curriculum Guidelines

At Richmond Kindergarten numeracy is more than just numbers on a page—it’s a lived experience. Through a balanced blend of indoor and outdoor play, this classroom brings mathematics to life, sparking curiosity and fostering essential early numeracy skills in children aged three to five. The learning environment is thoughtfully designed

to promote exploration, collaboration, and purposeful play. Whether children are sorting pebbles by size in the garden or measuring water in translucent containers in the sensory area, every activity is an opportunity to engage with mathematical concepts in meaningful ways.

Indoor Learning: Play-Based Numeracy in Action

Inside the classroom, learning areas are set up with a variety of open-ended materials. In the construction corner, children use blocks of different shapes and sizes to build structures, learning to count, compare lengths, and explore symmetry and patterns. The dramatic play area often transforms



into shops or cafés, where children role-play with pretend money, take orders, and discuss quantities—developing foundational understanding of number, counting, and operations in social contexts. Maths games with dice, number cards, and puzzles offer structured opportunities to build numeracy fluency while maintaining a playful spirit. Teachers act as co-learners and facilitators, using intentional questioning to extend children’s thinking. For example, when a child builds a tower, an educator might ask, “How many more blocks do you need to make it as tall as mine?”

Outdoor Exploration: Natural Maths in Nature

Outdoors, numeracy is integrated seamlessly into natural exploration. Children count leaves, jump along numbered stepping stones, and compare the length of sticks and shadows. Sand and water play stations provide opportunities to explore volume, capacity, and measurement, with terms like “full,” “empty,” “more,” and “less” used in everyday language.

Educators support these experiences by documenting learning, introducing mathematical language, and creating provocations that connect to children’s interests.

By embedding numeracy across a rich tapestry of play-based, hands-on experiences, this kindergarten classroom ensures that mathematics is not a separate subject, but a fundamental part of how children explore, make sense of, and enjoy their world. With guidance from the EYLF and the WA Kindergarten Curriculum, this model empowers children to build the numeracy skills they need—joyfully and naturally.

Kate Bockman
Teacher



Kindergarten - Kaa Kaa

Kindy Teddy Bears Picnic and PJ Dress-up Day

To end Term Three our Kindy classroom transformed into a cozy world of cuddles, creativity and curiosity for our Teddy Bears Picnic and PJ Dress-up Day.

The children arrived in their favourite pyjamas, proudly carrying their beloved teddy bears (and a few other special soft toy friends) for a magical day full of fun and learning.

This special event was more than just a celebration- it was a wonderful opportunity to engage in hands-on learning experiences with a focus on play-based discovery, social development, and early literacy and numeracy skills.

Tiny Teddy Counting to 10

Our day began with a deliciously fun Tiny Teddy counting activity. Children used the bears to practice one-to-one correspondence, counting from 1-10, and exploring early maths concepts such as more, less and equal.

Chocolate Fingerpainting and Pre-writing Patterns

Next, we embraced a sensory-rich experience with chocolate finger painting. Using smooth edible paint, children created pre-writing patterns such as zigzags, spirals and waves. These patterns are

an important precursor to writing and support fine motor development.

Teddy Bear Portrait Drawing

With their fluffy friends nearby, the children were invited to observe and draw portraits of their teddies using crayons and pens. This activity encouraged children to look closely, describe features, and represent what they could see- a key part of developing visual literacy and observational skills. The children expressed themselves artistically while celebrating the unique bond they have with their teddy bears, enhancing their sense of belonging and self.

Social Development through Shared Joy

Perhaps the most heartwarming part of the day was watching the children engage in rich social interactions. Whether it was sharing their teddies, playing musical chairs or sharing an outdoor picnic lunch, the day fostered empathy and fun. Through play our wonderful kindy children practiced kindness, inclusion and respect for others- essential foundations for lifelong social skills.

Julie Dyer
Teacher



Book Week Parade

Our 2025 Book Week Parade was a wonderful celebration of creativity, imagination and community spirit. Despite the terrible weather, our Richmond Primary School community showed remarkable flexibility by quickly moving the event to the undercover area. The way students, staff and families adapted so calmly and positively was a true reflection of our strong school culture.

The costumes were outstanding, showcasing many hours of thought, creativity and effort. From much-loved storybook characters to inventive original ideas, the parade was filled with colour and excitement. Our judges certainly had a challenge choosing from such an impressive array of costumes.

Congratulations and thank you to all students, families and staff who contributed to making this event so memorable. It was a joyful celebration of literature and a lovely reminder of the power of shared experiences within our school community.



Bike Education

From Richmond to the Round House: A Brilliant Day Out for Year Four

Once again, the highlight of Year 4 in 2025 was our ride into Fremantle on a sunny Wednesday in term four. The students participated in three weeks of Bike Education lessons with Mr Thorogood and he then declared that they were all capable and ready to ride safely into Fremantle.

This year the route was trickier than previous years with the closure of the Fremantle Traffic Bridge, so extra safety measures were taken. Mr Thorogood and Mrs Holst-Marsh rode the streets to find the safest route, and the 'Swan River Crossing Project' provided us with two excellent guides from Auscycling to accompany us, stay with the bikes for the day and ride back with us.

On the day, Mr Thorogood, Mrs Sorrell, Mrs Rose, fifty seven students and many parent volunteers excitedly headed off from the basketball courts. From school, we rode along the picturesque Swan River, up and over Canning Highway and then along the railway line until we arrived at The Round House, the oldest building in Western Australia. Bikes were parked, and then we headed on foot, straight to the Fremantle Prison.

At the Prison we enjoyed our tour where we learnt so much about the history of the Swan River Colony and heard the very entertaining 'Moondyne Joe' story. This year's tour was made extra special by Room 4 having Zoe's uncle as their guide and Room 12 having Miss D'agostino's dad as their guide. Kailis Fish Market was our next stop, where we enjoyed our delicious lunch of fish and chips and then as a special surprise, we arranged a little cake and sang Happy Birthday to Mrs Rose. After lunch, we headed over to The Round House where Eli had the privilege of firing the cannon at 1.00pm before we had a quick look inside this beautiful old building.

We were lucky enough to have a short play at Esplanade playground before we rode back to school. Everyone was exhausted, but safe and happy after our brilliant day out. What a way to celebrate what has been an amazing year!

Rebecca Sorrell
Teacher



Harmony Week

Harmony Day at Richmond Primary School in 2025 was a vibrant celebration of unity, creativity and the strength of our school community. Our talented students, guided by our dedicated art teacher, Mrs Kate Driscoll, created a stunning welcome installation that captured the true spirit of Harmony Day. Mrs Driscoll's vision and the students' artistic efforts resulted in an engaging and meaningful display that reflected the values of inclusivity and cultural respect. It was wonderful to see students and families interacting with the installation throughout the day. The display not only showcased artistic skill but also invited thoughtful conversations, helping strengthen understanding and connection across our community. We extend our sincere thanks to the community members who arrived early on Friday morning to assist with setting up the installation. Your willingness to help ensured the day ran smoothly and contributed greatly to its success. Harmony Day 2025 was a powerful reminder of what can be achieved when a community comes together with shared purpose. We are proud of our students, our staff and our families for embracing this important celebration with such enthusiasm and goodwill.



Gardening Club

Our Gardening Club commenced in 2025 thanks to the incredible generosity of two community members, Jerome and Wendy. Their support and commitment helped establish a program that has quickly become a valued part of school life. Each Wednesday, our enthusiastic Gardening Club students work alongside Jerome and Wendy to care for and grow our vegetable gardens. Their combined efforts have created a vibrant and sustainable space that supports hands-on learning and encourages teamwork, responsibility and pride. Many in our community may have been lucky enough to taste the wonderful produce harvested from the garden throughout the year. We are very grateful to our students and our volunteers for their ongoing contribution. Their work is helping Richmond Primary School grow in such a positive and purposeful way.



Physical Education

It has been a hugely successful year in terms of interschool results for Richmond P.S in 2025.

Notable results include:

- Girls Cricket MDISSA champions – qualifying for regional championships
- Lacrosse B division champions and second in division A
- MDISSA A division swimming champions
- MDISSA A division cross country champions
- SSWA Southern Region Girls Football (soccer) champions
- SSWA Southern Region Boys Football (soccer) champions
- SSWA Primary School Cross Country top 10 finishes
- MDISSA B Division Athletics champions

Students looked fantastic in the new interschool shirts provided by the P&C!

The year started off with students in Year 1 and PP experiencing the Freo Footprints program (free of charge). AFLW players taught students skills over three weeks before a gala day for the Year 1 students at the Fremantle Dockers training facility in Cockburn. Richmond was also fortunate to be one of ten schools to have the bus costs subsidised by the Fremantle Dockers.



A range of community SEDA clinics were undertaken in 2025 including AFL, football (soccer) and netball. Our Year 4-6 students undertook swimming trials prior to our faction carnival event at Fremantle Aquatic Centre, and we once again acknowledge and thank our parent volunteers who assisted with timing both events.

All students in PP-2 were assessed using the Kiddo Challenge assessment in Term 1 and 3 to supplement the reporting schedule. Richmond PS was also fortunate to have several classes take part in a KIDDO physical literacy assessment trial which will inform our future planning.

The MDISSA interschool lacrosse and cricket carnivals were a success despite the prospect of poor weather and students had a fantastic time and teams had a lot of success whilst displaying our core values. Unfortunately, the winter MDISSA carnival had to be cancelled due to a poor forecast however students did enjoy a stand-alone fixture against Attadale PS.

Federally funded Sporting schools funding was acquired in Terms 2 and 3 in 2026. Our PP-2 students enjoyed learning gymnastics skills and the whole school benefited from line marking for the carnival and a range of new equipment. We would also like to acknowledge and thank Melville SHS for providing students to assist with the officiating of our Faction Athletics Jumps and Throws championship event. The new P and C funded jump pits are a huge improvement on the old ones and the whole school will benefit for many years to come.

Whole school cross country and athletics events were once again well received, and we thank the East Fremantle Junior Football club for making their changerooms available.

A number of student teachers and work experience students undertook placement throughout the year. Miss Molly Thorpe and Lockie made valuable contributions and students were sad to see them leave.

At time of writing students are getting prepared for the MDISSA Year 3-4 red ball tennis competition and bike education events. A busy end to yet another successful, engaging and enjoyable year.

Rob Thorogood
Physical Education Specialist

Italian

Viva L'Italiano!

2025 began with students learning Italian in a dedicated classroom space with weekly lessons held in Room 13, venturing into the cross curricular world of languages, science and the arts. The students have really enjoyed having a dedicated space for Italian in the school and being immersed in Italian realia and visual literacy displays, using listening posts and role play sets and having access to all sorts of authentic language learning resources at their fingertips.

Learning Italian with a cross curricular approach this year, gave the students an opportunity to connect Italian to other learning areas. From the Italian tradition of Carnevale with students exploring the city of Venice, making masks and Pinocchio puppets to Leonardo Da Vinci and Renaissance Italy, where we created portraits of la Gioconda (Mona Lisa), listened to Vivaldi's Four Seasons, made mechanical helping hands, constructed self-supporting bridges and wrote in Leonardo's secret code. This STE(A)M inspired approach to learning Italian was one of the many highlights this year. Term 3 began with the Italian room being transformed into an Italian pizzeria, an Italian fruttivendolo and Italia Posta with the year 5's writing scripts and perfecting their acting skills to perform in a pizza ordering roleplay while the upper school students wrote pen pal letters in Italian to introduce themselves to other students in our neighbouring network schools. The junior students learnt Italian with the hungry caterpillar and Mr Potato Head.

Competizioni

Extracurricular opportunities to use Italian in local and interstate competitions were again offered with Italian students invited to submit posters, scripts, short films and text in Italian linked to the themes in the WA curriculum. We have a proud history of

achievement and participation in these events with many entries and submissions sent to the 2025 Italo WA Italian Festival, WAATI Fammi un poster Italiano competition, LTAWA Languages week competition and the inaugural Il Globo premio in classe Italian short film competition.

Italian Languagenut

The Languagenut digital learning platform continued to be a popular language learning tool with many students keenly logging in weekly to see their names on the school leader board and others competing in the global online competitions run throughout the year. This digital tool continues to be a great way to deliver Italian language to the homes of our students with many students enjoying the use of technology to assist them with vocabulary building and understanding Italian grammar.

Antonella Blanchard

Language Specialist



Music

Our Pre-Primary to Year Sixes began the year learning about world celebrations and ceremonies that are part of our Australian Culture such, Lunar New Year, Italian and South American Carnivals, Saint Patrick's Day, Easter and ANZAC Day which they experienced through music, dances, playing world instruments, and songs.

During the year students composed their own works and learnt set pieces, using tuned and un-tuned instruments, that they rehearsed and presented to their class peers as both soloists and in ensembles. They were inspired by world events and celebrations, the six Noongar seasons, children's lullabies, the symphony orchestra, their local environment, Fremantle festivals and their own personal journeys and interests.

Students continued to explore the many purposes for music, such as supporting mental health, sharing ideas and culture, affecting audiences' emotions, collaborating with one another, and education, through learning to read, play, create and perform using soundscapes and standard notation.

Music Extension and Enrichment at Richmond

Choir

Sixty, Year Four to Six students, auditioned and came together in their own time before school each week, to share their love of singing, the joy of singing as a community and to prepare for performances, such as the ANZAC Day Service, School Assemblies, school Music Assembly and East Fremantle's Pioneer Concert.

IMSS

Sixty-three instrumental students from Years Three to Six, began, or continued their tuition at Richmond in one of the seven instruments offered through the WA education departments gifted and talented instrumental programme: violin, viola, cello,

flute, clarinet, trumpet and trombone. In Term Two, the IMSS students performed in a special IMSS assembly, impressing us with how far they had come in their instrumental journey.

Incursions from Fremantle High-Schools.

We were delighted when the John Curtin College of the Arts senior Brass Quintet wowed us with their performances. The surprise highlight for everyone was when our Year Five and Six IMSS brass students, joined the senior quintet players to perform for us.

The Fremantle College students who are part of the Follow the Dream programme were incredible. We were all (or students and staff were) mesmerised as the Fremantle College students shared local First Nations stories with us through dance and music. We were delighted to be invited to join the final song and sing about coming together as Aboriginal and non Aboriginal peoples to celebrate and care for each other and the land we live and learn on in our community.

Carols by Candlelight

We ended the year with Richmond Primary School's first Carols by Candlelight performances by each year level and community singing.

Kindergarten to Year Six students, choir and recorder ensemble, learnt and rehearsed carols during music, as well as rehearsing in their classrooms and at home and then came together to enjoy presenting their carols to the Richmond Primary School Community.

It was a wonderful year celebrating the culture of music and its importance in our lives.

We look forward to music in 2026, where we can build on all that we have learnt, explored, experienced, shared and created.

Moyanne Bertolinin
Music Specialist

Visual Arts

We began 2025 with a vibrant celebration of creativity, launching the year with a whole-school collaborative mural. Every child contributed a small drawing featuring a meaningful message, symbol or “word for the year” — phrases such as Be Creative, Look for Joy, and Try Something New captured the hopes and intentions of our students. Using the Draw All You Can cards as inspiration, students generated imaginative mini artworks that reflected both personal expression and playful experimentation. These individual pieces were displayed on the back wall of the art classroom to form a striking collective mural titled “At Richmond We Draw on Positivity.”

In March, we celebrated Harmony Day with another whole-school art installation. Every child created a small self-portrait replica, celebrating their individuality and identity. These were laminated and mounted on sticks, then displayed across the lawn outside the front office on Harmony Day as a powerful visual statement of unity. The installation symbolised that while each of us is unique, we stand together in harmony at Richmond Primary School.

We were also incredibly excited to receive a generous donation from world-renowned mural

artist Ketones 6000. He gifted the school a stunning painting of the blue-banded bee, which now hangs proudly outside the art room. The artwork has already become a much-admired feature of our creative space. Thank you, Jerome Davenport. During Term 1, our Year 6 students participated in an exciting incursion with graffiti artist Pantone C. Students were introduced to the techniques and culture of graffiti art and had the opportunity to experiment with spray paints while learning how to write their names in a bold graffiti style. The hands-on workshop was thoroughly enjoyed and provided students with insight into contemporary street art practices while encouraging creative risk-taking and self-expression.

Our Year 2 students were also invited to participate in a special exhibition in conjunction with Australian contemporary artist, Gian Manik. The school was delivered a huge canvas along with a selection of paints, and the Year 2 students enthusiastically covered the entire surface with their own expressive marks and colour explorations. The completed canvas was then returned to the artist, who painted over the top, thoughtfully incorporating the children’s work into his final design. The collaborative artwork was subsequently exhibited





at the Old Naval Store in Fremantle, providing our students with the exciting experience of contributing to a professional public exhibition. The children were not the only ones enjoying creativity in the art room. One evening, the staff gathered to celebrate the impending marriage of Miss Jessica Sherman. In a relaxed and joyful atmosphere, teachers picked up paintbrushes and created portraits of their own pets — with many choosing to paint their beloved dogs. It was a wonderful opportunity for staff to connect, unwind and experience the creative process themselves, reinforcing the strong sense of community and shared celebration within our school. For half of Term 1 and throughout Term 2, students explored the theme of birds, resulting in an impressive body of work across all year levels. Using a wide range of mediums including sculpture, printmaking, mixed media and painting, students interpreted the theme in diverse and imaginative ways. These artworks were brought together in a stunning whole-school exhibition titled “Welcome to the Aviary.” It was a delight to welcome families into the space to view the exhibition and celebrate the creativity, skill, and individuality of every young artist. Our students also embraced playful creativity through the creation of “crazy” tennis ball characters as part of the David Shrigley Walyalup

Fremantle Tennis Ball Exchange at the Fremantle Arts Centre. Each student designed and transformed a tennis ball into a unique character before taking it to the exhibition to exchange it for a new one. The exchanged tennis balls were then donated to our Physical Education department, ensuring the project continued to bring joy and purpose beyond the gallery space. During Term 3, students explored still life and landscape art, studying a range of Australian contemporary artists, and creating works inspired by their styles and techniques. A particularly special highlight emerged when we discovered that the grandmother of two of our students is the accomplished abstract landscape artist Moira Hazel. Inspired by her expressive use of colour and form, our Year 3 students — including her grandson — created truly beautiful landscapes in her distinctive style. We were delighted to welcome Moira Hazel to our school when she visited from England in November. In a wonderful full-circle creative moment, she shared that she had incorporated some of the children’s ideas into her own recent artworks. The students were thrilled to meet her, and the experience reinforced the powerful connection between young artists and the wider artistic community.

In November, we held another mini exhibition entitled “Still Lives and Landscapes.” The art room was full to the rafters with the culmination of a term and a half of bright, vibrant artwork. Parents and friends were also introduced to our new Chomp Saws, generously donated by the P&C. The Chomp Saws have been an enormous hit with students, opening exciting new possibilities for construction and design in the art room.

Once again, this year, our Year 5 students entered the Gwenyth Ewans Historic Fremantle Architecture Competition, creating artworks inspired by one of Fremantle’s historic buildings. The competition encourages students to closely observe and interpret the architectural heritage of our local community through creative expression. We were absolutely thrilled that Annaliese and Charlize were announced as winners from Richmond Primary School. Students, families, and staff attended the award presentation at the Fremantle Town Hall to celebrate their outstanding achievement — a proud and memorable moment for our school.

Year 5 students also took part in what has now become an annual excursion into Perth city. Students participated in a guided walking tour to explore the vibrant street art throughout the city, gaining a deeper appreciation for large-scale public

artworks and the stories behind them. They also visited the Art Gallery of Western Australia, where they toured contemporary exhibitions and viewed significant works from the Western Australian art collection. The experience broadened students’ understanding of both historical and contemporary art practices and connected their classroom learning with the wider artistic landscape of our state.

As a combined art and P and C fundraiser, each class came up with a design for a Christmas tea towel and these were sold at the Christmas Carols night.

We finished the year by celebrating our remarkable Year 6 students. Each student created a beautiful self-portrait that was proudly displayed at their graduation ceremony, showcasing their individuality and growth over their primary school journey. They also collaborated on a final mural centred around the theme of being bold, being brave and making your mark. It was a fitting and powerful way to conclude their time at Richmond — leaving behind a creative legacy that reflects their confidence, character, and artistic voice.

Kate Driscoll
Visual Art Specialist





Staff Information

All teaching staff meet the professional requirements to teach in Western Australian public schools and are listed on the public register of teachers maintained by the Teacher Registration Board of Western Australia. Richmond Primary School continues to benefit from an exceptional and generally stable staff team, with very few changes to the staffing profile at the end of 2025. This year also saw another teacher achieve Level 3 Classroom Teacher status, bringing the total number of Level 3 teachers to three. The proportion of staff working part time has continued to rise, influenced by leave needs along with personal health and family circumstances. In addition, three newly appointed staff members joined the school in 2025 and each successfully achieved full teacher registration during the year. Ongoing careful planning and sound financial management remain essential to support the upskilling and professional learning of new staff, ensuring the continuation of high quality teaching and learning across the school.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	26	20.0	0
Total Teaching Staff	28	21.8	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	12	8.2	0
Total Allied Professionals	15	10.7	0
Total	46	35.1	0



Student Numbers

Richmond Primary School continues to be a thriving and dynamic learning environment, with a total enrolment of 461 students as of Semester 2, 2025. Our student numbers remain steady across all year levels, ensuring a balanced distribution of enrolments as students' progress through the school.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(25)	64	61	59	57	59	58	54	437
Part Time	49								

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

	Kin	PPR	Pri	Sec	Total
Male	24	33	174		231
Female	25	31	174		230
Total	49	64	348		461



STUDENT INFORMATION



Student Destinations

The data below is taken directly from Schools Online (centrally controlled data).
28 students went to our local high school, John Curtin College of the Arts.

Destination Schools	Male	Female	Other	Total
4025 John Curtin College Of The Arts	12	16		28
1063 Christian Brothers' College	10			10
1121 Iona Presentation College		7		7
1041 Christ Church Grammar School	5			5
1107 Aquinas College	2			2
1171 Scotch College	2			2
4206 Fremantle College	1			1
4034 Melville Senior High School	1			1
4042 Perth Modern School	1			1
1122 St Hilda's Anglican Sch - Girls		1		1
1151 Trinity College	1			1
Total	35	24	0	59

Analysis and Impact of Evidence

The number of Year 6 students transitioning to John Curtin College of the Arts has remained steady, with twenty eight students accepting places which is almost half of the cohort. A further four students will be attending government schools offering specialist programmes. Richmond Primary School will continue to strengthen transition pathways and the connections between our local schools. This includes placing a greater focus on our younger cohorts, particularly Year 4 and 5 students and their families, to help them engage with John Curtin College of the Arts and Melville Senior High School well before they make decisions about their child's high school destination.



RICHMOND PRIMARY SCHOOL

EAST FREMANTLE

Community Satisfaction

PARENT SURVEY 2025

Question	Area	Average	
		2022	2025
I feel welcome when I am visiting the school	Relationships	4.46	4.65
Our school is a safe and caring place to be, and fosters self-acceptance and respect	Learning Env	4.47	4.51
I would feel comfortable to approach the school to discuss my child/children's progress	Relationships	4.45	4.45
I believe our school is well led	Leadership	4.17	4.39
Teachers understand and respect my child/children's cultural background and create learning experiences to suit	Teaching	4.01	4.09
At Richmond, my child is encouraged and/or provided an opportunity to contribute positively to the local community	Achievement	3.62	4.07
At Richmond, every child is encouraged and supported to be their best (in line with Richmond's vision - 'Every child to be their best')	Learning Env	4.12	4.06
Richmond is an environmentally responsible school	Learning Env	4.18	4.03
The school sets high expectations for my child/children to learn and progress across many areas	Achievement	3.63	4.00
I am provided with opportunities to actively engage in my child/children's education	Relationships	3.79	3.94
I understand how my child/children's classroom operates	Learning Env	3.51	3.92
The school facilities and resources help to provide contemporary, stimulating and interesting learning experiences for my child/children	Resources	3.86	3.91
I have had opportunities to participate in school planning	Leadership	3.66	3.89
The school's teaching and learning programs meet the needs of my child/children.	Teaching	3.95	3.88
If the school makes big decisions, they ask parents what they think	Leadership	3.51	3.80
Teachers provide me with feedback about my child/children's achievements and progress	Teaching	3.71	3.78
The school successfully communicates how decisions will support learning	Leadership	3.49	3.74
I understand how the school uses data and evidence (e.g. from On Entry, NAPLAN testing) for school planning	Achievement	3.15	3.73
I understand how restorative justice (e.g. reflection sheets, anti-bullying policy) is applied at Richmond	Learning Env	3.48	3.49
I understand the link between the school's planning and the way it allocates resources	Resources	3.07	3.40

Analysis and Impact of Evidence

The 2025 Parent Survey provided encouraging feedback and offers a meaningful comparison with the 2022 results. Overall responses were very positive, with parents highlighting the strong sense of community, the commitment of staff and leadership, and the broad range of extra-curricular opportunities. Parents also noted the success of several improvements introduced since 2022, particularly the term curriculum letters that give clearer insight into student learning.

The survey also helped identify areas for continued focus. Parents expressed a strong interest in inclusive practices that support the growing needs of neurodiverse students. Ongoing attention to streamlined communication, consistent behaviour processes, and strengthening numeracy were also noted as priorities. Feedback pointed to the importance of communicating extra-curricular opportunities clearly and ensuring school policies

and processes are easily understood. In response, the school will continue to refine communication, explore greater use of digital platforms, and expand key information available on the website. Sustainability initiatives and aspects of the school uniform policy were additional areas identified for review.

Parents' priorities reflect broader community trends across Western Australia and nationally, particularly around inclusion and support for diverse learning needs. These insights will play an important role in shaping planning for the 2026 to 2028 cycle. The school is grateful to all families who took the time to share thoughtful and constructive feedback, which continues to guide our commitment to improving outcomes for our students

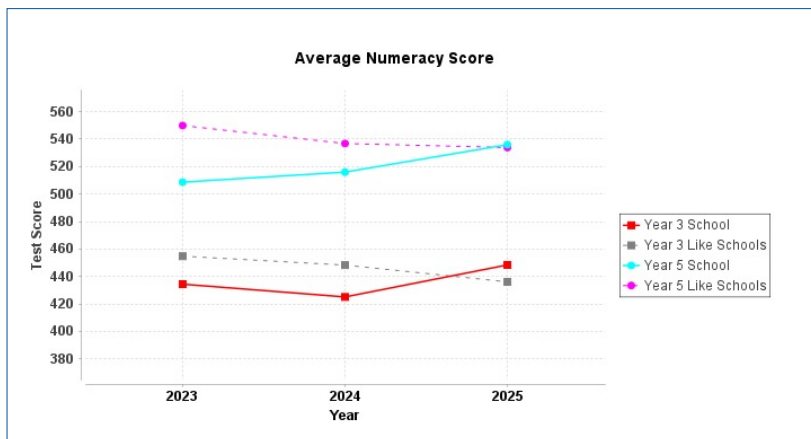


NAPLAN

National Assessment Program Literacy and Numeracy (NAPLAN)

Richmond Primary School is committed to improving student outcomes through the use of high impact teaching strategies and careful analysis of student data to inform teaching and learning. Our Comparative Performance Summary highlights areas of strong progress, along with key focus areas for continued improvement.

NUMERACY

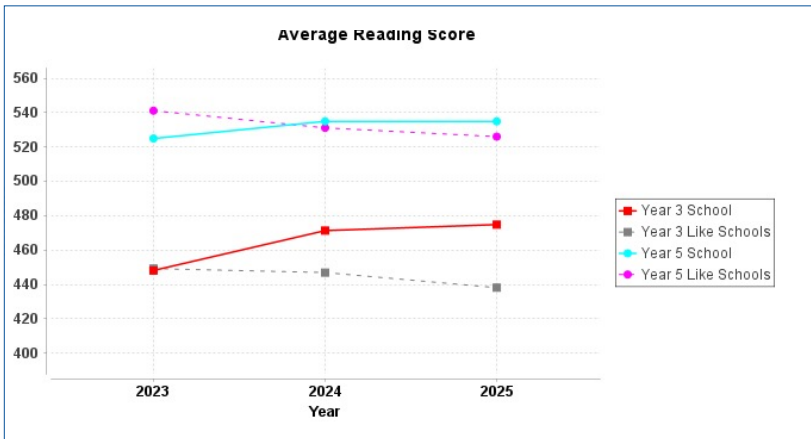


Our Year 3 students are performing well above like schools, with 53% of students represented in the top 20%

Our Year 5 cohort is performing well above like schools, achieving results 1.2 standard deviations above the predicted school mean, with 42% of students represented in the top 20%.

These results reflect the positive impact of using data to accurately target student needs, alongside the consistent delivery of explicit instruction, high impact teaching strategies, and well-structured tiered learning.

READING

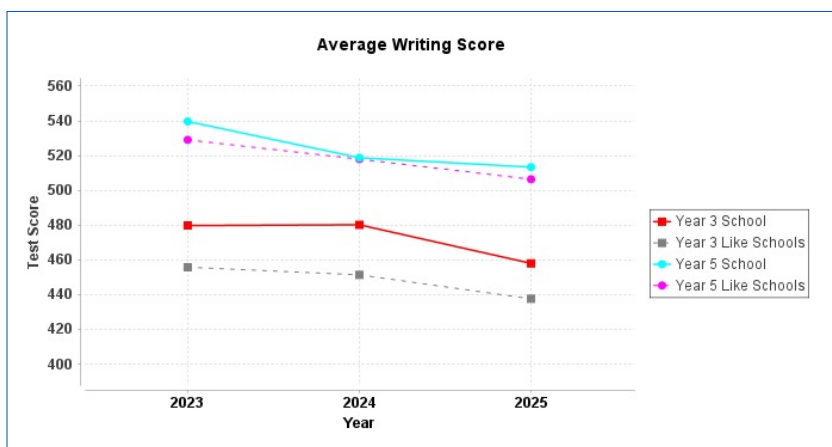


Our Year 3 students are performing above like schools and 1.5 standard deviations above the predicted school mean, with 50% of students represented in the top 20%.

Our Year 5 cohort is performing above like schools, with 40% of students represented in the top 20%.

These results reflect the impact of explicit instruction in phoneme-grapheme relationships, delivered through a carefully designed scope and sequence and supported by knowledge based reading programs.

WRITING

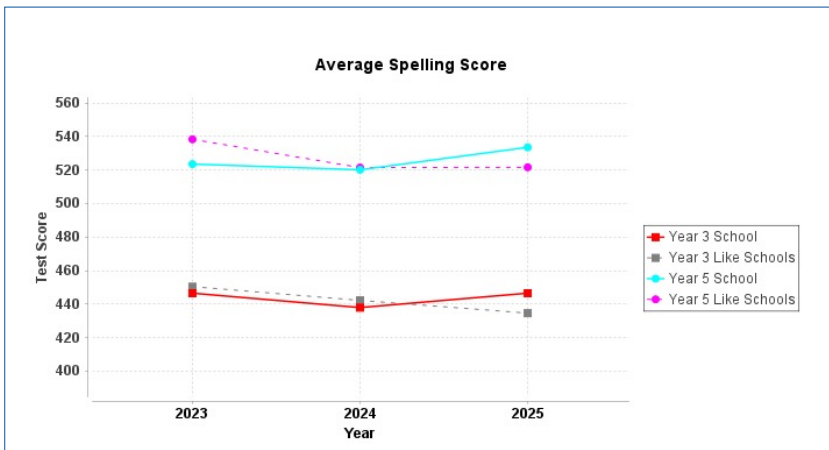


Our Year 3 students are performing well above like schools, with 53% of students represented in the top 20%.

Our Year 5 cohort is performing above like schools, with 41% of students represented in the top 20%.

These results reflect the impact of explicit instruction and high impact teaching strategies.

SPELLING

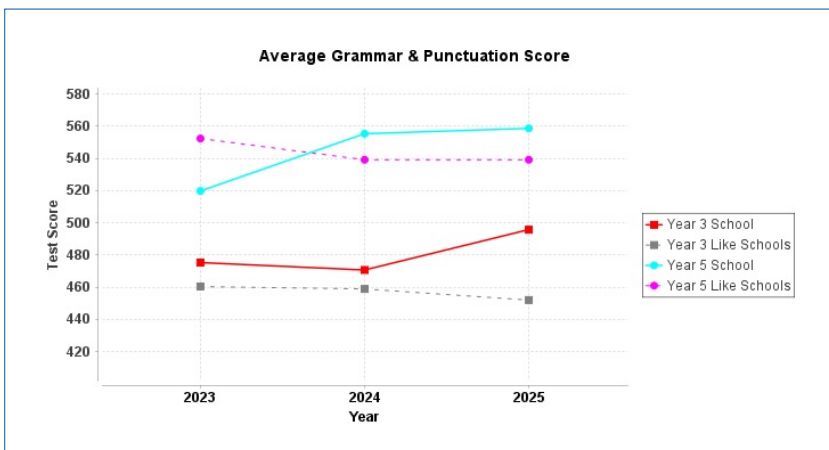


Our Year 3 students are performing above like schools, with 39% of students represented in the top 20%.

Our Year 5 cohort is performing above like schools, with 36% of students represented in the top 20%.

These results reflect the positive impact of using data to target student needs, alongside the consistent provision of explicit instruction.

GRAMMAR & PUNCTUATION



Our Year 3 students are performing well above like schools and 1.3 standard deviations above the predicted school mean, with 54% of students represented in the top 20%.

Our Year 5 cohort is performing well above like schools, with results measured in standard deviations above comparable schools and 53% of students represented in the top 20%.

These results reflect the impact of explicit instruction, supported by high impact teaching strategies.

Overall Trends & Observations:

Our Year 3 students performed above like schools in all learning areas and showed continued improvement in numeracy, reading, spelling, punctuation, and grammar. At least 50% of our Year 3 students achieved results in the top 20% in each of these areas, which is a wonderful achievement.

- Year 5 students also demonstrated strong growth across numeracy, reading, spelling, punctuation, and grammar, with a minimum of 40% of students achieving results in the top 20% in each learning area.
- These positive results reflect the success of our high impact teaching strategies and the implementation of evidence based, whole school programs such as Talk for Writing, Prime Maths, and UFLI.
- Numeracy, our key focus area, has shown significant improvement. Year 3 students achieved results between 0.5 and 1.4 standard deviations above the predicted school mean. This growth highlights the strength of our whole school mathematics program and the careful use of student data to plan differentiated lessons and provide targeted support through tiered, high impact teaching.
- Writing results continue to sit above like schools. A small dip in performance has been noted as we refine the implementation of our new writing program and whole school scope and sequence. This work is well underway and will further strengthen consistency and outcomes over time.

Alignment with the Business Plan:

The 2025 results align closely with the Richmond Primary School Business Plan (2023–2025) and reinforce our ongoing commitment to:

- Developing and embedding effective high impact teaching strategies
- Implementing evidence based, whole school programs in every classroom
- Maintaining a strong focus on numeracy, using data to target individual student needs
- Continuing the implementation of a synthetic phonics program
- Using a whole school assessment and moderation schedule to guide planning and target setting
- Applying data driven approaches to tailor teaching and provide targeted support where needed
- Using explicit teaching models to ensure consistency in instruction across all year levels

We are proud of the progress our students have made and the dedication of our staff in achieving these outcomes. While we celebrate these successes, we remain committed to continuous improvement. Moving forward, we will continue to refine our teaching practices, strengthen early intervention, and maintain a strong focus on high impact instruction to ensure every student is supported to achieve their best.

Learning Environment Report 2025

The environment of a school shapes the everyday experiences of students, staff, families, and the wider community. At Richmond, we continue to take pride in the positive developments that support the wellbeing and growth of everyone who walks through our gates. Our aim remains to provide a safe, inclusive, and nurturing environment that helps every student reach their full potential. This year has seen significant improvements across our physical and social environments. One of the highlights has been the thoughtful upgrade to the courtyard space outside the Pre Primary and Year 1 classrooms. The area now offers a beautiful and practical setting for learning and play, encouraging connection and collaboration among our youngest learners.

The visual identity of our school has also grown in vibrancy through the murals painted on the Kindy building and main school walls. Created by the talented Isobel Bockman, these artworks use abstract shapes and colourful patterns to represent the ideas of community and connection. They link our early childhood and primary spaces in a joyful and meaningful way, celebrating the rich relationships that define Richmond.

We remain grateful for the dedication of our P and C, whose support continues to enhance the experiences of our students. This year, they contributed to important initiatives such as menstruation education for upper primary students and hosted a range of events that strengthen community ties and build a sense of belonging. Creativity continues to flourish at Richmond. Our passionate Art and Music teacher works tirelessly to support and extend student imagination and expression. Students regularly participate in competitions, events, and collaborative projects that connect them to the wider community and further develop their artistic and musical skills.

Our Italian program also continues to enrich learning across the school. Under the guidance of our Italian teacher, students develop language skills while building cultural awareness and global understanding. The program adds a valuable dimension to the academic experience at Richmond.

Physical Education opportunities have been plentiful once again. Our students have taken part in a variety of sporting events and activities and have shown impressive achievements across the year. These experiences help students develop teamwork, resilience, and confidence while keeping active and healthy.

Community-focused giving has remained a strong feature of our school culture. Students took part in weekend fairs, fundraising activities, the Food Drive, and the St Pat's collection. Their generosity and enthusiasm reflect the values we foster at Richmond and it is wonderful to see students embrace opportunities to contribute positively to the world around them.

This year we also established a dedicated Student Services team consisting of the School Psychologist, Chaplain, Deputy Principal, and Principal. The team meets fortnightly to focus on supporting the wellbeing and needs of all students. They are exploring ways to further strengthen our existing SAER processes so that we continue to provide high quality, targeted support.

We were delighted to officially welcome our school chaplain, Dom, who has become a valued presence across classrooms and within the broader school community. She has worked closely with staff, students, and families to offer guidance and support and has initiated activities such as World Kindness Day, which further enrich our culture of care.



Our Education Assistants and support staff remain a vital part of the Richmond community. Their commitment, skill, and genuine care play a significant role in shaping positive relationships, supporting student learning, and ensuring classrooms run smoothly. They contribute daily to building an environment where students feel known, supported, and confident to succeed. Looking ahead, one of our key areas of focus will be continuing to upskill our staff to create supportive and responsive environments for neurodiverse learners. This includes building deeper understanding, strengthening classroom strategies, and ensuring that our practices reflect current research. We will also be reviewing our inclusivity guidelines so that Richmond continues to be a place where all students feel safe, valued, and understood. Our physical spaces have continued to evolve. The

verandas have been upgraded and now provide attractive and functional walkways for students and staff. We have also continued to maintain and enhance our Nature Play areas with fresh sand and updates to equipment, creating inviting outdoor environments that encourage exploration, problem solving, and creative play. As we reflect on the achievements of the year, we are proud of the progress made in creating a school environment that supports wellbeing, excellence, and belonging. Richmond remains a vibrant and connected community where students, staff, and families learn, grow, and work together in a setting that values every individual.

Rebecca Button
Deputy Principal

Financial Summary

As at 31 December 2025

INCOME AND EXPENDITURE SUMMARY

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	75,908	75,908
Carry Forward (Salary):	26,484	26,484
INCOME		
Student-Centred Funding	4,717,210	4,717,210
(including Transfers & Adjustments):		
Locally Raised Funds:	292,914	284,825
Total Funds:	5,112,516	5,104,426
EXPENDITURE		
Salaries:	4,296,129	4,296,129
Goods and Services (Cash):	617,964	597,445
Total Expenditure:	4,914,093	4,893,575
VARIANCE:	198,422	210,852



DETAILED INCOME BREAKDOWN

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	75,908	75,908
Carry Forward (Salary):	26,484	26,484
STUDENT-CENTRED FUNDING		
Per Student	4,074,495	4,074,495
School and Student Characteristics	456,371	456,371
Disability Adjustments	14,162	14,162
Targeted Initiatives	169,582	169,582
Operational Response Allocation	2,600	2,600
Total Funds:	4,717,210	4,717,210
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(205,230)	(205,230)
School Transfers - Cash	205,230	205,230
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	24,274	24,210
Charges and Fees	77,366	71,254
Fees from Facilities Hire	61,296	64,482
Fundraising/Donations/Sponsorships	85,219	82,461
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Regional Office and Other schools	0	0
Other Revenues	34,982	32,642
Transfer from Reserve or DGR	9,776	9,776
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	302,692	294,536
TOTAL	5,135,703	5,127,547

EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,852,672	3,852,672
New Appointments	0	0
Casual Payments	442,949	442,949
Other Salary Expenditure	508	508
Total Funds:	4,296,129	4,296,129
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	48,097	40,183
Lease Payments	65,100	66,541
Utilities, Facilities and Maintenance	124,250	134,918
Buildings, Property and Equipment	111,624	110,444
Curriculum and Student Services	216,884	201,850
Professional Development	22,000	15,084
Transfer to Reserve	12,815	12,815
Other Expenditure	16,194	15,011
Payment to CO, Regional Office and Other schools	1,000	600
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	617,964	597,446
TOTAL	4,914,093	4,893,575

Richmond Primary School
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East Fremantle 6158 WA
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Richmond Primary School
EAST FREMANTLE

