

# 2019 Annual Report to The School Community



School Name: Reservoir Views Primary School (5523)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2020 at 11:01 AM by Stephen Stafford (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 May 2020 at 02:56 PM by Dom Barr (School Council President)

## About Our School

### School context

Reservoir Views Primary School's vision is to provide a secure and safe physical and social learning environment underpinned by our shared values and expectations. Reservoir Views Primary School's values are Resilience, Love of Learning and Respect.

Reservoir Views Primary School (RVPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. RVPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Reservoir Views Primary School was established in 2009, the result of the merger between Keon Park Primary School and Burbank Primary School. The school is situated in Reservoir, 11kms north of Melbourne's CBD. The school buildings are designed to promote collaborative learning and teaching, with flexible learning areas enabling teachers and students to work together and separately as needed. Our vast school grounds offer a number of opportunities for students to engage with each other in active and passive play areas. The Vegetable Garden provides students with the opportunity to learn a range of practical skills whilst the Sensory Play Space was designed to be an inclusive play space with elements designed to promote both passive, restful areas and accessible active play areas. Students also have access to 4 playgrounds, a running track, sports oval and a basketball and netball court.

In 2019, student enrolments were 217. Currently, the gender breakdown is 49% girls and 51% boys. The proportion of students with a Language Background Other Than English is 51%. The proportion of English as an Additional Language (EAL) students is 32%. Reservoir Views Primary School's high number of temporary resident students (15%,) places it in the highest proportion of temporary resident student range, when compared to state, region, LGA, school type and postcodes. 85 students speak a language other than English at home. This is 38.81% of the student body. 46 of these students, 21% of the student body, were born in Australia, but speak a language other than English at home.

In 2019, a total of 19.0 FTE staff were employed at the school (15.9 teaching and 3.1 non-teaching). The school operates specialist programs in Visual Art, Physical Education and L.O.T.E. (Italian). The school is committed to introducing a fourth specialist program of Music in 2021. Positive and resilient behaviour is fostered by implementing strategies from the Berry Street Education Model. Students have access to a number of in-school activities such as lunchtime clubs.

In 2019 there were 11 classes comprising, three straight Foundation classes, three composite Grade 1 and 2 classes, three composite Grade 3 and 4 classes and two composite Grade 5 and 6 classes.

### Framework for Improving Student Outcomes (FISO)

In 2019, entering the final year of the 2016-2019 School Strategic Plan, the school continued to focus on the FISO priority areas of 'Excellence in Teaching and Learning' and 'Professional Leadership.' FISO improvement initiatives included 'Building Practice Excellence' and 'Building Leadership Teams.'

The Key Improvement Strategies were focused around:

- Literacy curriculum, pedagogy and practice and developing our professional learning team practices to enhance moderation, tracking of students and intervention. Through developing whole school pedagogical frameworks in Reading and Writing, we have enhanced best practice and consistency across the school in Literacy. This work has

continued in 2020.

- Building professional and collaborative leadership. Establishing a new School Improvement Team was a priority in 2019 with the appointment of a new Principal, Assistant Principal, new teaching staff, and the School Strategic Plan Review. Continuing to develop instructional leaders throughout the school remains a focus area in 2020.

A key priority for the school in 2019 was dedicated to the Evaluate and Diagnose phase of the FISO Improvement Cycle as a rigorous whole school self evaluation of our 2016-2019 School Strategic Plan was undertaken in Term 3, 2019.

## Achievement

In 2019, the school continued to work on the final year on its strategic plan goal of: Improving and maximising student learning across the whole curriculum with an emphasis on Literacy and Numeracy. The school focused on the learning and teaching of reading and writing. Staff undertook whole school professional learning on engaging students in the process of writing and worked with the principal, assistant principal and leading teacher on refining our instructional model and ensuring there is a consistent approach to the learning and teaching of reading at the school. This will continue to be a whole school focus in 2020.

The school was able to meet and exceed all three of its Teacher Judgement - Victorian Curriculum targets for 2019. 93% of student were judged at and above expected level in Reading, 88% of students were judged at and above expected level in Number and Algebra and 89% of students were judged at and above level in Writing. The school met its 12-month NAPLAN targets in one of four identified areas, increasing the percentage of students achieving the top two bands in Year 5 NAPLAN Number and Algebra to 26%

The appointment of a new substantive principal for the school in April 2019 saw the school focus on implementing a new organisational design model that focused on building professional and collaborative leadership while increasing individual leadership capacity throughout the school. This will continue to be a focus in 2020 with a focus on developing instructional leadership throughout the school.

Staff, students and community members participated in a rigorous school review self-evaluation process in Term 3. This led to a productive school review in Term 4 and the creation of a new School Strategic Plan for 2020-2023.

## Engagement

Reservoir Views Primary School students are connected to their school. This is supported by very strong student Attitudes to School survey results. All measures of the survey were in the fourth quartile in positive endorsement relative to all Victorian government schools and higher than schools with similar intake characteristics. The strong positive endorsement for Sense of Connectedness (89%), Sense of Inclusion (94%) and Student Voice and Agency (84%) factors indicate a highly engaged student cohort. In 2019 a greater focus was placed on the role of student leaders within the school and developing school wide consistency in our approaches to students co-designing learning.

In 2019 the school started planning work to address how attendance data can be improved across the school. In 2019 the average absence was 19.1 days. This work was also identified a focus area through our 2016-2019 School Strategic Plan Review and was included in our 2020-2023 School Strategic Plan.

## Wellbeing

Reservoir Views Primary School places strong emphasis on wellbeing and recognises the important role it plays in maximising students' learning experiences and their ability to contribute to their school community. In 2019 the school focused on strengthening relationships and developing a strong sense of community across the school. This work will continue throughout our 2020-2023 School Strategic Plan.

The continued use of the Berry Street Education Model and Respectful Relationships program throughout the school

has contributed significantly to the development and maintenance of positive relationships between students. Brain food and brain breaks, including mindfulness and exercise breaks are widely used throughout the school to promote and teach students about the importance of self-awareness and selfcare. A variety of lunchtime activities is offered to engage and support students in their social/ emotional development.

Our school has a successful transition program into, through and beyond the school. Our pre-Foundation to school program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits and an extensive orientation program for students and parents. We have established relationships with our local secondary schools and have developed connections between staff at these schools including reciprocal visits enhancing understandings of students needs and backgrounds prior to commencing Year 7. In 2020 we will continue to work on improving Year 6 to 7 transition ensuring our students are well prepared for the next stage of learning.

### **Financial performance and position**

Reservoir Views Primary School maintained a healthy financial position throughout 2019. The 2016-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus was due to effective staff employment and management of the SRP, enrolments of overseas fee-paying students throughout the year, the receipt of special grants, and changes in our staffing profile.

Equity funding was used to support our AIP goal: Improving and maximising student learning across the whole curriculum with an emphasis on Literacy and Numeracy. This included professional learning for staff, teacher resources and rich literature for classroom libraries. Significant expenditure was allocated to the Buildings and Grounds to install operable walls within our F-2 learning spaces.




**For more detailed information regarding our school please visit our website at**  
<https://www.reservoirviewsps.vic.edu.au/>

## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 215 students were enrolled at this school in 2019, 111 female and 104 male.

37 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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







#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison</p> <ul style="list-style-type: none"> <li>Above (Dark Teal Circle)</li> <li>Similar (Light Teal Circle)</li> <li>Below (Blue Circle)</li> </ul> <p><b>Above</b> </p> <p><b>Similar</b> </p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>65%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>45%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	55%	25%	Numeracy	20%	70%	10%	Writing	40%	40%	20%	Spelling	10%	65%	25%	Grammar and Punctuation	50%	45%	5%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	20%	55%	25%																															
Numeracy	20%	70%	10%																															
Writing	40%	40%	20%																															
Spelling	10%	65%	25%																															
Grammar and Punctuation	50%	45%	5%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	91 %	94 %	91 %	90 %	87 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	91 %	94 %	91 %	90 %	87 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,017,810	High Yield Investment Account	\$230,489
Government Provided DET Grants	\$323,845	Official Account	\$15,202
Government Grants Commonwealth	\$6,850	<b>Total Funds Available</b>	<b>\$245,691</b>
Revenue Other	\$23,433		
Locally Raised Funds	\$99,905		
<b>Total Operating Revenue</b>	<b>\$2,471,843</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$154,393		
<b>Equity Total</b>	<b>\$154,393</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,885,790	Operating Reserve	\$59,634
Books & Publications	\$700	Other Recurrent Expenditure	\$8,833
Communication Costs	\$4,936	Provision Accounts	\$3,000
Consumables	\$62,801	Funds Received in Advance	\$17,806
Miscellaneous Expense <sup>3</sup>	\$128,429	School Based Programs	\$72,300
Professional Development	\$17,169	Maintenance - Buildings/Grounds < 12 months	\$64,000
Property and Equipment Services	\$115,909	Maintenance - Buildings/Grounds > 12 months	\$20,000
Salaries & Allowances <sup>4</sup>	\$69,766	<b>Total Financial Commitments</b>	<b>\$245,573</b>
Trading & Fundraising	\$26,618		
Utilities	\$22,000		
<b>Total Operating Expenditure</b>	<b>\$2,334,118</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$137,725</b>		
<b>Asset Acquisitions</b>	<b>\$6,282</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

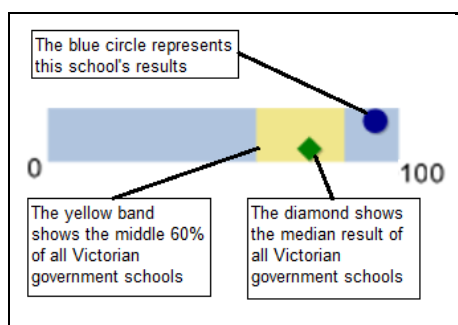
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

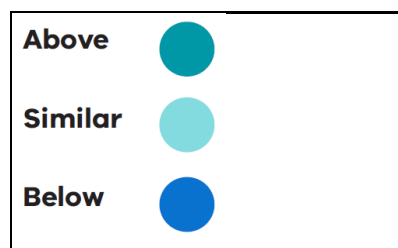


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').