

# 2020 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 2020 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 27 April 2021 at 11:09 AM by Stephen Stafford (Principal)

The 2020 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 29 April 2021 at 01:36 PM by Jess Pitt (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## 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 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 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 2020, student enrolments were 237. Currently, the gender breakdown is 49% girls and 51% boys. The proportion of English as an Additional Language (EAL) students is 37%. 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.

In 2020, a total of 19.0 FTE staff were employed at the school (15.9 teaching and 3.1 non-teaching). In 2020 the school operated specialist programs in Visual Art, Physical Education and L.O.T.E. (Italian). 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 2020 there were 11 classes comprising, two straight Foundation classes, four 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 2020, entering the first year of our new 2020-2023 School Strategic Plan, the school focused on the FISO priority areas of 'Excellence in Teaching and Learning' and 'Positive Climate for Learning.' FISO improvement initiatives included 'Building Practice Excellence', 'Curriculum Planning and Leadership' and 'Setting Expectation and Promoting Inclusion.'

The Key Improvement Strategies were focused around:

- further developing, documenting and embedding whole school collaborative approaches to curriculum, planning and assessment.
- empowering students to have a democratic voice in the running of their learning communities.

Many AIP 'activities' planned within both Key Improvement Strategies and our professional learning plan for the year were modified or set aside to be revisited in 2021 due to the impact of Covid-19 and remote learning.

Our response to remote learning included all staff undertaking professional learning to use a variety of online platforms and programs to enable us to engage with families and students and ensure learning and teaching continued remotely. To ensure all students and families could access our remote teaching and learning model, over 100 devices (netbooks and iPad with SIM cards) were loaned to families. The school also provided weekly hard copy learning packs for any family who requested and students identified through our EAL program were provided with individualised learning packs.

As well as the statewide AIP Priorities, we are consolidating our 2020 key improvement strategies in 2021.

### **Achievement**

In 2020 the school continued work on its strategic plan goal of improving the learning growth of all students.

School-wide professional learning was conducted in term 1 that enabled a consistent understanding and approach to benchmark student reading capabilities using the Fountas and Pinnell system. Staff also participated in professional learning around evidence-based teaching practices in reading with a particular focus on phonemic awareness and phonics. Across the F-2 area, staff implemented a consistent approach to the daily teaching of phonemic awareness and phonics.

During remote learning, staff were able to use a variety of online platforms, programs and resources for content delivery and assessment. Students were also supported through the use of learning resources such as whiteboards and the option of hard copy learning packs. 86% of parents who participated in the 2020 Parent Opinion Survey were satisfied with our approach to remote teaching and learning with 90% feeling like they have a better understanding of what their child is learning.

Throughout the remote learning periods of 2020 we were able to implement small group and 1:1 intervention with our students attending on-site. In 2021, over 45 students across years 1 to 4 will access this program to further enhance student literacy outcomes.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

### **Engagement**

In 2020, Reservoir Views staff worked tirelessly to ensure students and families remained connected and engaged to their school and learning throughout the lockdown periods; this is something we are very proud of.

This year the school focused on KIS related to the FISO dimension Setting Expectations and Promoting Inclusion. The focus on empowering students to have a democratic voice in the running of their learning communities has been continued into 2021 as we further develop and enhance collaborative practices and process which support students voice and agency. The specific work on goal setting will see the introduction of Individual Education Plans for every student.

Positive percentage endorsement across all factors of the Parent Opinion Survey was at a five year high in 2020. All factors for Reservoir Views were higher than the state, similar and network schools. Positive endorsement for Parent and Community Engagement at 90%, School Ethos and Environment at 91% and Student Development at 86%.

### **Wellbeing**

The focus on student, staff and family wellbeing was an imperative focus in 2020 and will remain a focus in 2021.

Throughout 2020 lockdown periods, all vulnerable students were learning at school ensuring their engagement, safety

and overall wellbeing. Students who would normally see our psychologist through OnPysch were seen using online tools ensuring their wellbeing was catered to. At home, with online learning playing such a huge part of their daily lives we needed to ensure students were educated around safe use of our online platforms from Foundation to year 6.

Re-engagement of all students was a priority on returning to school. Students were re-engaged in many ways from learning to playing and socialising with peers. As a positive, students were very happy to be back at school and were able to engage with their learning.

Staff wellbeing on a whole was positive, we kept in contact via WebEx. WebEx meetings happened daily as a cohort team, leadership team, education support team, specialist team or whole staff. Leadership were able to keep in contact with teams and individual staff throughout the week ensuring all staff were taking care of themselves whilst working from home.

Our families were kept engaged through phone calls, email and WebEx. Staff did an extraordinary job keeping in contact with their families and how they were going throughout the year. In some cases, leadership made contact with families where the wellbeing of their children was a concern and coached the families through ideas and motivators for their children. We were also very understanding of children who were just not capable of completing all set tasks and we asked families to not push their children too much and give them a break where needed. The positive of this being that we made strong connections with our families and we hope to be able to continue this work with our families.

### **Financial performance and position**

Reservoir Views Primary School maintained a healthy financial position throughout 2020. The 2020-2023 School Strategic Plan, along with the 2020 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 teacher resources and rich literature for classroom libraries. Significant expenditure was allocated to the Buildings and Grounds to install operable walls within all of our teaching spaces.

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

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 237 students were enrolled at this school in 2020, 116 female and 121 male.

37 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

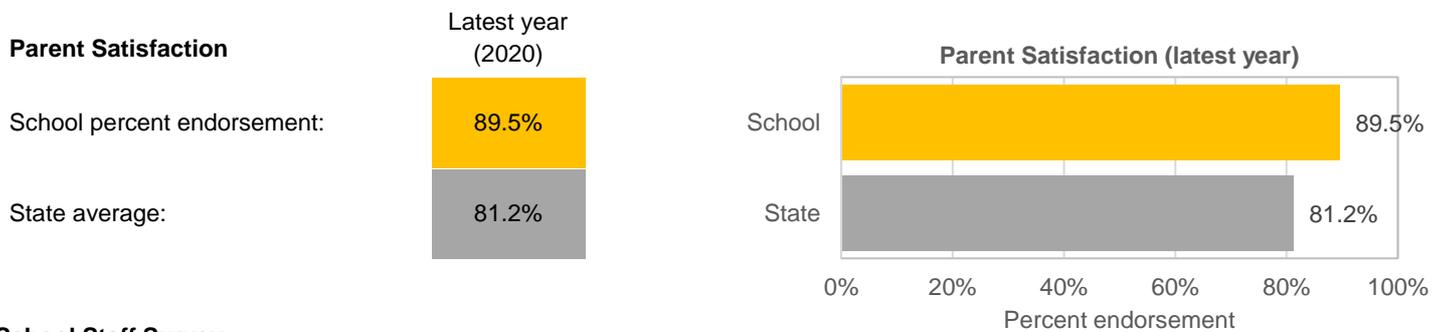
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

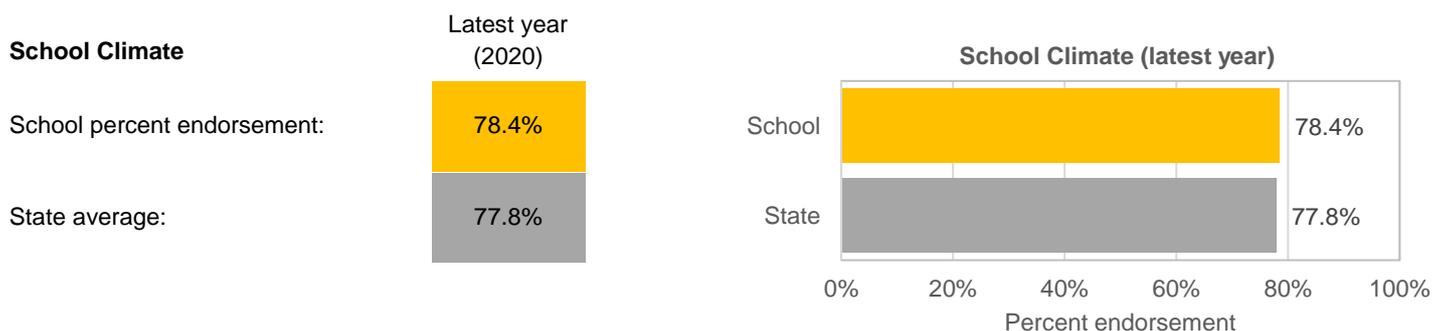


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

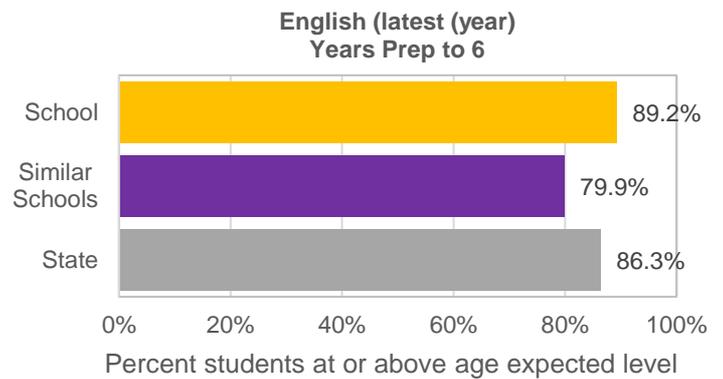
89.2%

Similar Schools average:

79.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

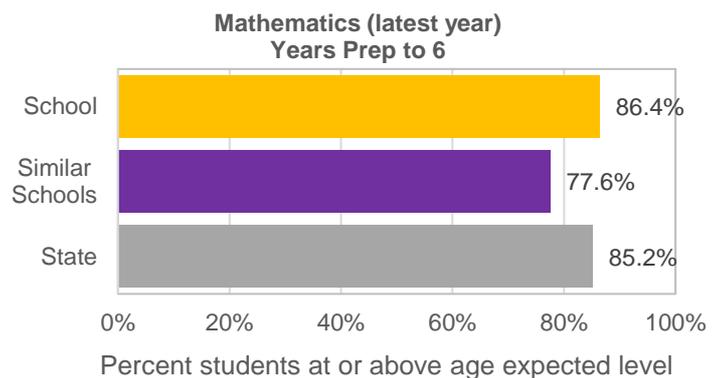
86.4%

Similar Schools average:

77.6%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

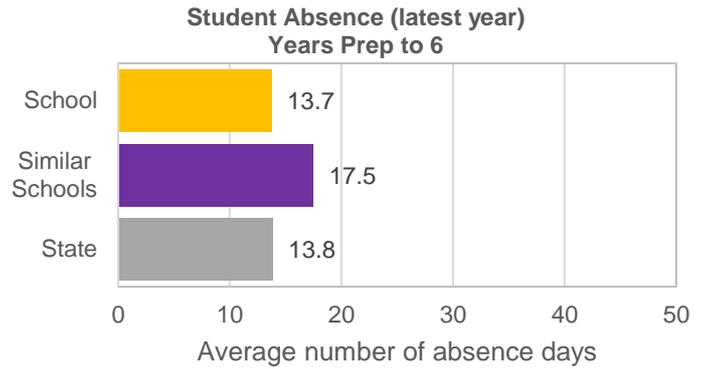
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.7	16.9
Similar Schools average:	17.5	17.6
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	90%	95%	95%	93%	94%

**WELLBEING**

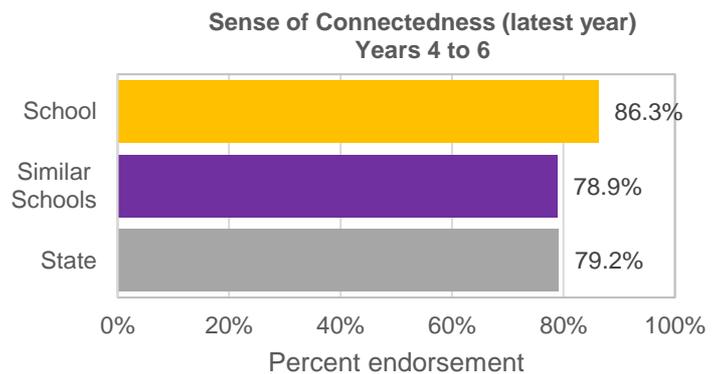
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	86.3%	89.0%
Similar Schools average:	78.9%	82.2%
State average:	79.2%	81.0%



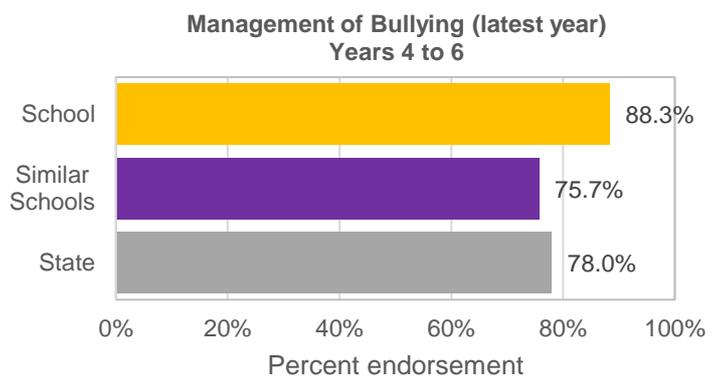
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	88.3%	92.3%
Similar Schools average:	75.7%	80.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,252,572
Government Provided DET Grants	\$349,068
Government Grants Commonwealth	\$4,650
Government Grants State	NDA
Revenue Other	\$17,871
Locally Raised Funds	\$66,756
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,690,917</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$139,916
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$139,916</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,134,559
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$14,365
Communication Costs	\$4,069
Consumables	\$55,857
Miscellaneous Expense <sup>3</sup>	\$12,434
Professional Development	\$5,707
Equipment/Maintenance/Hire	\$36,251
Property Services	\$70,505
Salaries & Allowances <sup>4</sup>	\$34,405
Support Services	\$40,013
Trading & Fundraising	\$29,128
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,652
<b>Total Operating Expenditure</b>	<b>\$2,457,947</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$232,970</b>
<b>Asset Acquisitions</b>	<b>\$57,060</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$289,804
Official Account	\$38,172
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$327,976</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,199
Other Recurrent Expenditure	\$16,317
Provision Accounts	\$4,000
Funds Received in Advance	\$32,858
School Based Programs	\$125,909
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$65,000
<b>Total Financial Commitments</b>	<b>\$327,283</b>

*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.*