

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2025 at 08:29 AM by Stephen Stafford (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 May 2025 at 06:52 AM by Stephen Stafford (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Reservoir Views Primary School (RVPS), our vision is to create a thriving learning environment where students are empowered to succeed. This vision is guided by our core values of *Courage*, *Connection*, and *Curiosity*, which shape our school culture and expectations.

We are committed to providing a safe, secure, and stimulating learning environment, ensuring that all students reach their full educational potential through a high-quality, differentiated curriculum. At RVPS, we recognise that student wellbeing and academic success are deeply interconnected, and we strive to promote this link both within the classroom and across the school community. We value the partnership between school and families and share a collective responsibility for fostering an inclusive and supportive environment for all students.

School History & Facilities

Established in 2009 through the merger of Keon Park Primary School and Burbank Primary School, RVPS is located in Reservoir, 11km north of Melbourne's CBD.

Our modern school buildings are designed to promote collaborative learning and teaching, featuring flexible learning spaces that enable teachers and students to work together or independently as needed. Our extensive school grounds provide students with a range of opportunities for both active and passive play.

Key outdoor facilities include:

Vegetable Garden & Grub Club – Hands-on learning experiences in sustainability and practical life skills.

Sensory Play Space – An inclusive area designed for both restful and active play.

Four playgrounds, a running track, a sports field, and a basketball/netball court.

Outdoor shaded learning spaces promote engagement beyond the classroom.

Student & Staff Profile (2024)

Total enrollment: 268 students (51% female, 49% male)

English as an Additional Language (EAL) learners: 23%

Student Family Occupation and Education (SFOE) Index: 0.342 (Low-Medium band)

Staffing Profile:

29.8 FTE staff members, including:

20.6 FTE teaching staff, including the Principal and Assistant Principal

9.2 FTE non-teaching support staff

Specialist Programs

In 2024, RVPS offered specialist programs in:

Visual Arts

Physical Education

Music

Auslan

These programs provide students with diverse learning experiences that enhance creativity, physical wellbeing, and communication skills.

At RVPS, we take pride in fostering a dynamic, inclusive, and engaging learning environment, ensuring every student feels supported and inspired to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school commenced the year with a rigorous school review in Term 1, leading to the development of the 2024-2028 School Strategic Plan (SSP) in Term 2. This plan focuses on two key goals:

1. Optimising learning growth for every student
2. Enhancing the wellbeing of all students

This important work began at the start of the year and continues to shape our approach to teaching and learning.

Curriculum & Intervention Programs

While maintaining a strong focus on evidence-based literacy practices, the school also committed to understanding and implementing the Mathematics 2.0 curriculum ahead of its mandated introduction in 2025. This initiative involved:

A strategic, whole-school professional learning approach

Participation in network-level professional learning to develop the Mathematics 2.0 Foundation to Year 6 Learning Continuum

Introduction of a full-time mathematics intervention and extension program for students in Years 3 to 6

In literacy, targeted interventions supported students identified as at risk based on assessments such as:

Acadience Benchmark Assessments

Macquarie University Reading Assessments (LeST and CC2)

Formative phonics checklists

Students requiring additional support were placed in Tier 2 intervention programs using MiniLit or MacqLit.

Professional Learning & Student Growth

The school actively participated in the Professional Learning Communities (PLC) initiative, which strengthened our weekly Professional Learning Team (PLT) meetings. This involved implementing an inquiry cycle and enhancing staff data literacy to inform teaching strategies.

Additionally, the school refined the implementation of Individual Education Plans (IEPs) for all students. These IEPs provided clear learning goals, visible and accessible in classrooms, empowering students to take ownership of their learning. Student-led conferences at the end of each term allowed students to reflect on their progress and set future goals in collaboration with teachers and parents.

Student Achievement & Assessment Data

While teacher judgments of student achievement against the Victorian Curriculum in English and Mathematics were slightly lower than similar schools and state averages:

English: RVPS - 81.3% | State & Similar Schools - 86.4%

Mathematics: RVPS - 77% | State - 85.9% | Similar Schools - 85.2%

The percentage of students achieving Strong and Exceeding proficiency levels in NAPLAN was highly positive, particularly in Reading and Numeracy:

Reading (Strong or Exceeding Proficiency)

Year 3: RVPS - 69.7% | State - 68.7% | Similar Schools - 68.2%

Year 5: RVPS - 80.6% | State - 73% | Similar Schools - 71.7%

Numeracy (Strong or Exceeding Proficiency)

Year 5: RVPS - 70% | State - 67.3% | Similar Schools - 63.3

Wellbeing

Wellbeing & Community Support

In 2024, the wellbeing of staff, students, and the broader school community remained a key priority, guiding school decisions and initiatives.

To complement our existing programs—Respectful Relationships, the Zones of Regulation framework, and Social and Emotional Learning—the school introduced the Visible Wellbeing program as a whole-school approach. Staff engaged in professional development throughout the year, including two pupil-free days dedicated to implementing this strengths-based program.

Targeted Wellbeing & Allied Health Support

To further cater to individual student needs, the school expanded its allied health support services by employing an occupational therapist and speech pathologist, in addition to the existing school psychologist. This enhanced the school's ability to provide specialized interventions and support for students.

Additionally, the assistant principal and allied health team played a pivotal role in ensuring a smooth transition to the Department of Education's new Disability Inclusion model.

Recognizing the growing demand for dedicated wellbeing spaces, the school successfully advocated for a new administrative building, which functions as an Allied Health and Wellbeing Hub. This space has:

Provided dedicated rooms for allied health professionals to work with students

Strengthened collaboration between families, students, and school staff

Ensured consistent strategies are implemented both at school and home

Wellbeing & Community Survey Results

The school's commitment to wellbeing and inclusivity was reflected in high levels of positive endorsement in key student, staff, and parent surveys:

Student Attitudes to School Survey – 4-year average (Sense of Connectedness & Management of Bullying)

Sense of Connectedness: RVPS – 84.6%, State – 77.9%, Similar Schools – 76.8%

Management of Bullying: RVPS – 85.5%, State – 76.3%, Similar Schools – 75.8%

School Staff Survey

School Climate: RVPS – 82.4%, State – 77.7%

Parent/Caregiver/Guardian Opinion Survey

General School Satisfaction: RVPS – 92.5%, State – 81.6%

These results highlight the positive impact of our wellbeing initiatives, reinforcing our commitment to fostering a safe, supportive, and connected school environment for all.

Engagement**Student Attendance**

Improving student attendance remained a priority in 2024. Our "Smooth Start" approach ensures students begin the day punctually, while leadership and staff closely track attendance data. Through internal processes and strong relationships with families, we continue to support students in maintaining regular attendance. In 2024, our average absence days were 24.1, with a four-year average of 20.6, higher than the similar schools average (22.1) and state average (21.8). Attendance remains a focus in our 2024–2028 School Strategic Plan (SSP).

Sustainability & Environmental Initiatives

In 2024, Year 3 and 4 students continued leading our Grub Club and sustainability efforts, supported by a successful Landcare grant and participation in the B&B Highway Planting Project with the City of Darebin. Parent volunteers played a key role in these projects, reinforcing our commitment to environmental education.

Cultural Engagement & Indigenous Perspectives

The school year began with a Community Welcome Picnic, featuring the official launch of our Indigenous mural. Students participated in cultural dance activities, and in collaboration with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation, we renamed our school house teams in Woi Wurrung language, inspired by animals depicted in the mural. Throughout 2024, we continued embedding First Nations perspectives into the curriculum and strengthening cultural understanding and safety for our First Nations students and families.

Student Leadership & Voice

Student leadership, voice, and agency were further strengthened in 2024. Our student leaders attended conferences and leadership development sessions, and a new leadership structure was introduced for students in Years 5 and 6 to enhance their roles and responsibilities.

Extracurricular Programs & Major Events

A whole-school swimming program was successfully implemented. The whole-school concert at the Darebin Arts & Entertainment Centre (Term 3) was supported by a Small Community Grant from the Darebin City Council. The Year 4–6 camping program continued to be well attended and enjoyed. A major development was announced—Reservoir Views Primary School will receive an onsite kindergarten, opening in 2026 as part of the Kinder on School Sites Initiative.

These initiatives reflect our ongoing commitment to student engagement, community connection, and continuous improvement.

Financial performance

Reservoir Views Primary School maintained a healthy financial position throughout 2024. The 2020-2023 School Strategic Plan, along with the development of the 2024-2028 School Strategic Plan and the 2024 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. Equity funding was used to support the priorities within our 2024 AIP. This included teacher resources and rich literature for our school library, all student book packs and return-to-school resources, decodable readers for use in our classrooms, new Chromebooks and significant expenditure for staffing to run our intervention and support programs. Equity funding was also used to subsidise school excursions and incursions, ensure students attended school camp, and provide a whole school swimming program. The school council committed significant funds to support the ongoing maintenance and improvement of school grounds and facilities. School Council also conducted an Expression Of Interest process for the Outside of School Hours Care service at the school and subsequently entered into a new licence agreement with a different provider to commence in 2025.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 257 students were enrolled at this school in 2024, 128 female and 129 male.

0 percent of students had English as an additional language and 6 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).

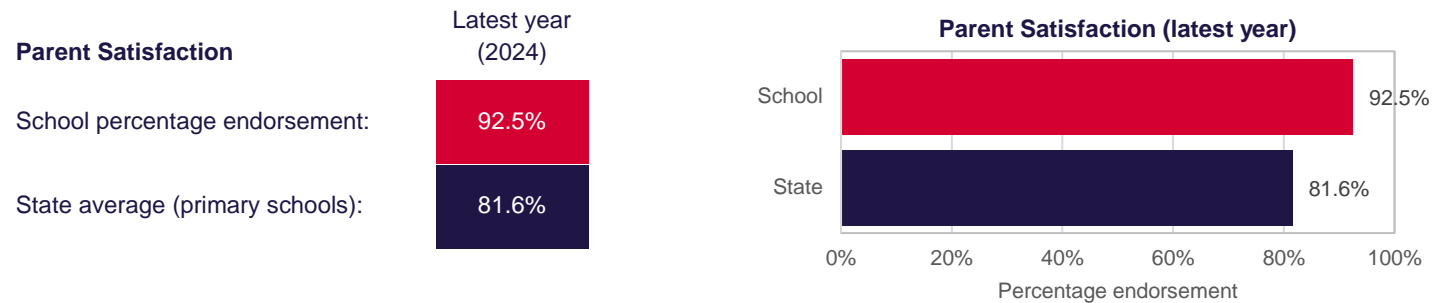
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

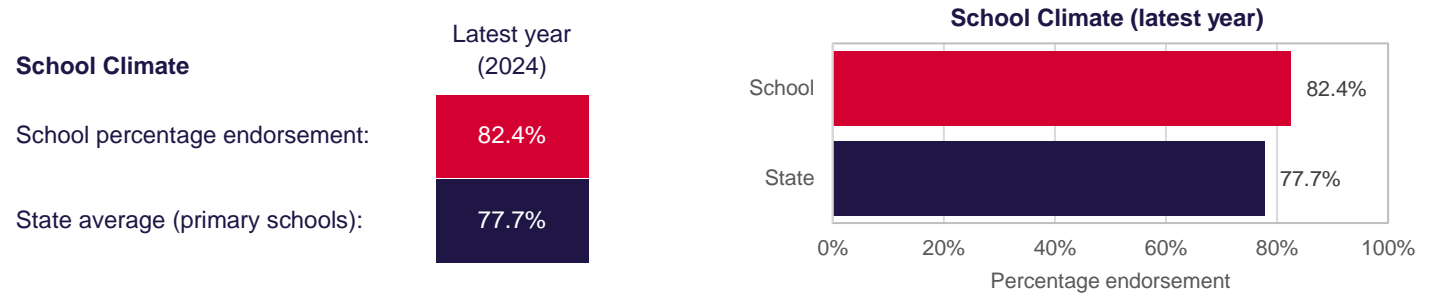


School Staff Survey

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.

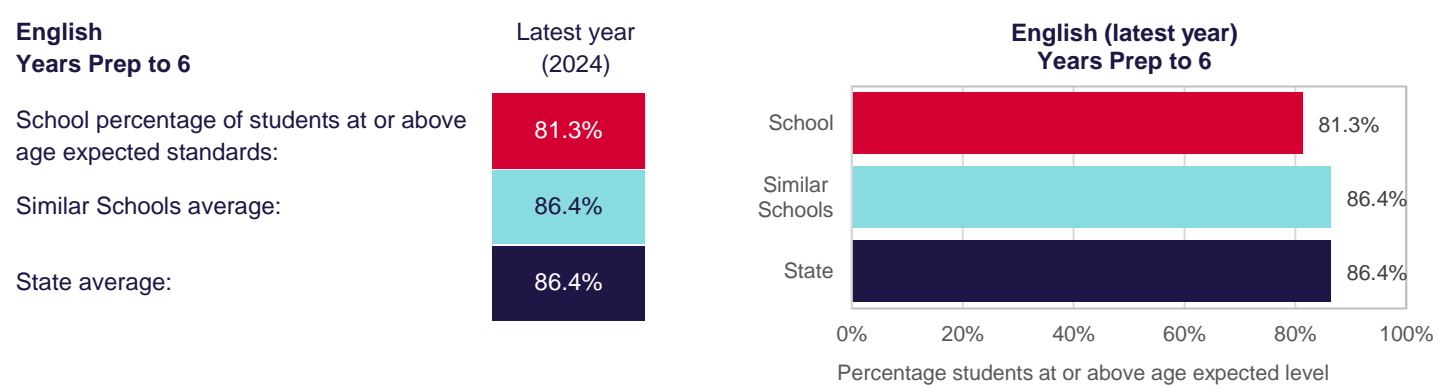


LEARNING

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 against the Victorian Curriculum

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



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

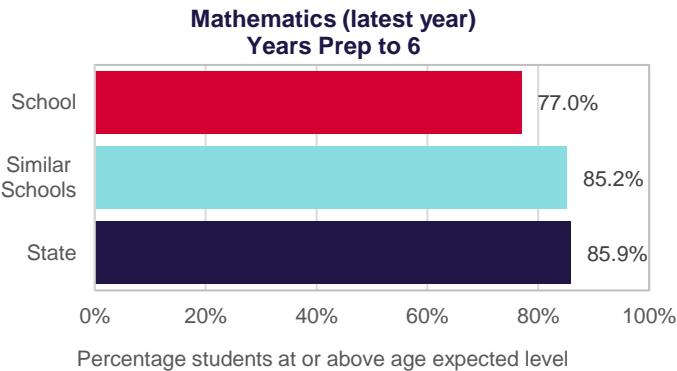
77.0%

Similar Schools average:

85.2%

State average:

85.9%



LEARNING (continued)

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.

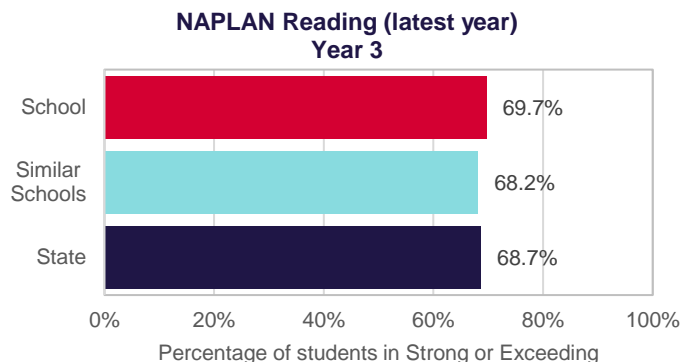
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

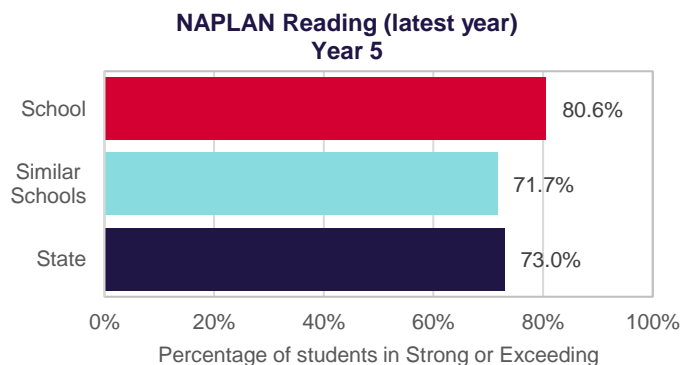
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	63.3%
Similar Schools average:	68.2%	68.7%
State average:	68.7%	69.2%



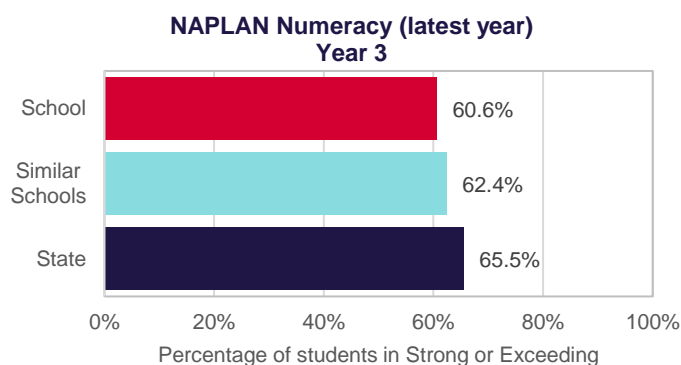
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.6%	74.5%
Similar Schools average:	71.7%	73.9%
State average:	73.0%	75.0%



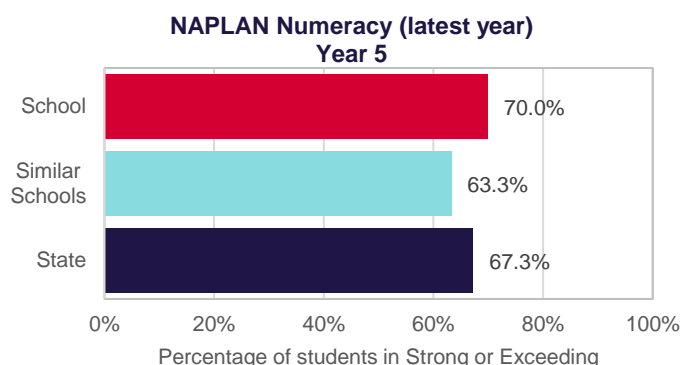
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.6%	53.3%
Similar Schools average:	62.4%	63.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	68.5%
Similar Schools average:	63.3%	65.4%
State average:	67.3%	67.6%



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

64.7%

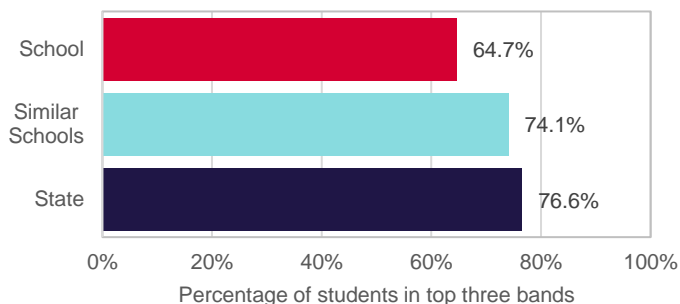
Similar Schools average:

74.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

79.2%

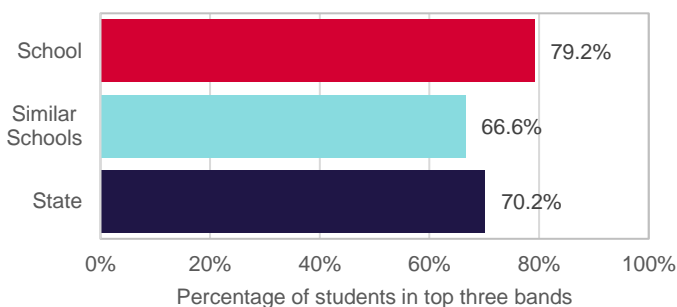
Similar Schools average:

66.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

55.9%

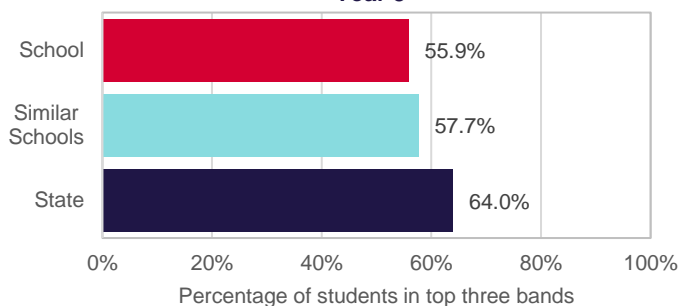
Similar Schools average:

57.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.2%

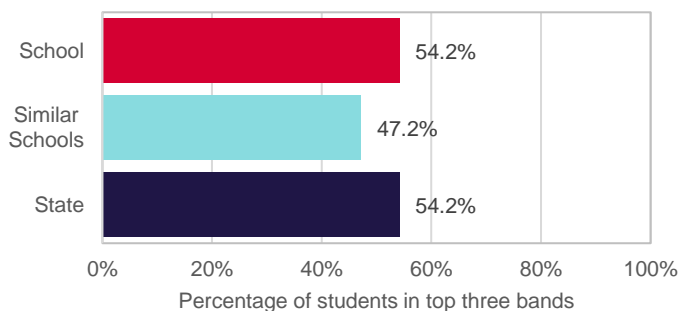
Similar Schools average:

47.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

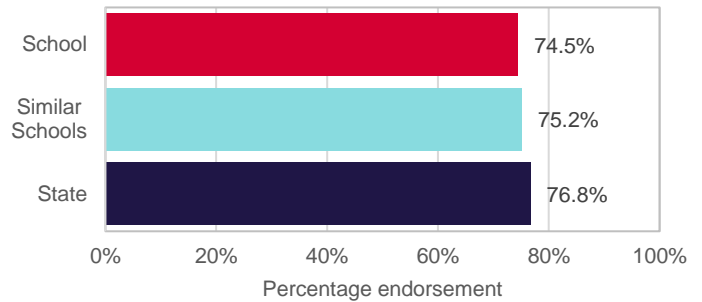
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.5%	84.6%
Similar Schools average:	75.2%	76.8%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



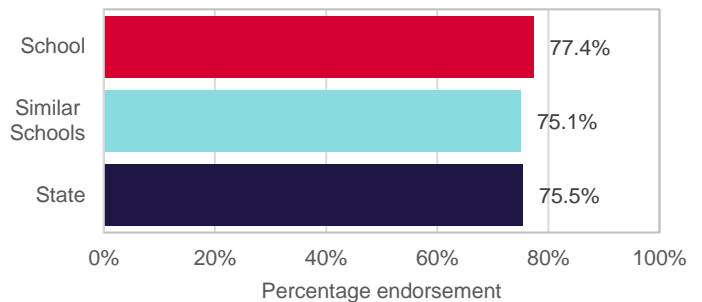
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	77.4%	85.5%
Similar Schools average:	75.1%	75.8%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

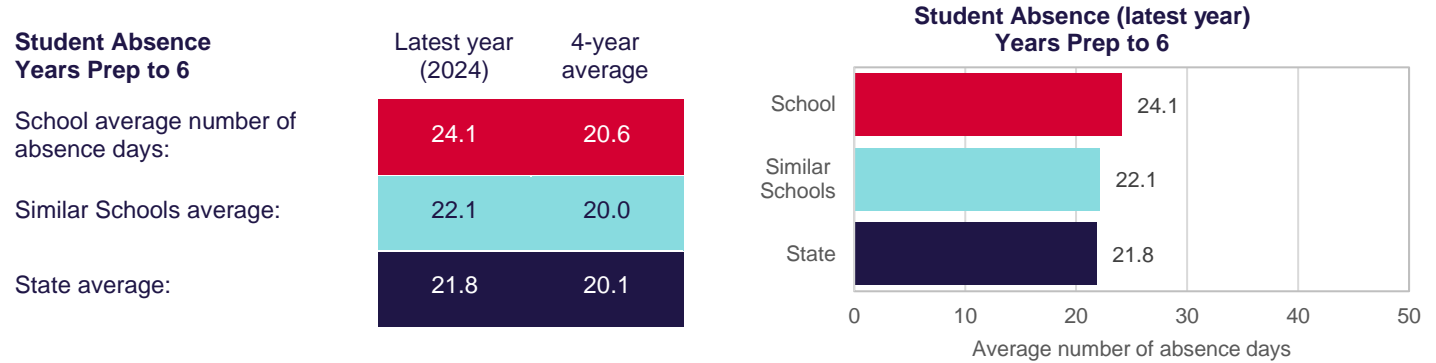


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	85%	89%	90%	86%	87%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,292,144
Government Provided DET Grants	\$511,906
Government Grants Commonwealth	\$9,702
Government Grants State	\$0
Revenue Other	\$30,643
Locally Raised Funds	\$158,587
Capital Grants	\$0
Total Operating Revenue	\$4,002,982

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,768
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$76,768

Expenditure	Actual
Student Resource Package ²	\$3,281,374
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$45,246
Communication Costs	\$4,553
Consumables	\$122,087
Miscellaneous Expense ³	\$22,209
Professional Development	\$48,176
Equipment/Maintenance/Hire	\$35,149
Property Services	\$50,694
Salaries & Allowances ⁴	\$51,910
Support Services	\$140,492
Trading & Fundraising	\$43,772
Motor Vehicle Expenses	\$874
Travel & Subsistence	\$0
Utilities	\$29,495
Total Operating Expenditure	\$3,876,031
Net Operating Surplus/-Deficit	\$126,951
Asset Acquisitions	\$129,839

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$465,081
Official Account	\$33,609
Other Accounts	\$0
Total Funds Available	\$498,690

Financial Commitments	Actual
Operating Reserve	\$99,109
Other Recurrent Expenditure	\$35,865
Provision Accounts	\$4,000
Funds Received in Advance	\$0
School Based Programs	\$203,833
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$201,972
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$53,020
Total Financial Commitments	\$597,799

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