

2023 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 18 March 2024 at 09:53 AM by Stephen Stafford (Principal)

- This 2023 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 26 April 2024 at 03:24 PM by Gerard Daley (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Reservoir Views Primary School's vision is to create a thriving learning environment where students are empowered to succeed. This vision is underpinned by our shared values and expectations. Reservoir Views Primary School's values are *Courage*, *Connection*, and *Curiosity*. 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, as a 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 both 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, a sports field, an outdoor shaded learning space, and a basketball and netball court.

A total of 248 students were enrolled at this school in 2023, 121 female and 127 male. 23 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

The proportion of English as an Additional Language (EAL) students in 2023 was 23%. Reservoir Views Primary School's high number of temporary resident students (7%) places it in the highest proportion of temporary resident student range when compared to state, region, LGA, school type, and postcodes. The school's Student Family Occupation and Education index (SFOE) in 2023 was 0.367. This places the school in the Low-Medium SFOE band value. In 2023, a total of 23.7 FTE staff were employed at the school. 16 FTE teaching staff, including the principal and assistant principal, and 7.7 FTE non-teaching support staff. In 2023 the school operated specialist programs in Visual Art, Physical Education, Music and Auslan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school continued work on its strategic plan goal of improving the learning growth of all students. Staff continued professional learning around evidence-based practices in literacy, particularly reading, as well as beginning to develop professional knowledge in the area of mathematics. Teachers in 5/6 began to implement challenging maths tasks using the 'launch, explore, review' model once per week to focus on student reasoning and problem solving in maths. Essential Assessment was implemented across P-6 and the Maths Online Interview (MOLI) was conducted for all students in P-3 as well as at risk/low performing students in 3-6.

Staff continued to implement a synthetic phonics and structured literacy learning program and focused on improving students' fluency skills in mathematics. The school developed consistent documentation including assessment schedules, scope and sequence documents in phonics, sentence-level writing, mathematical fluency skills, and topics of inquiry across F-6. Each team collaborated to create unit plans, resources and formative assessment checklists to ensure consistency across cohorts and the school. Teams met in weekly PLT to analyse data including formative assessment checklists, dictation, writing samples, and mathematics assessments. A high degree of focus was placed on professional learning and the development of Individual Education Plans (IEPs) for all students at Reservoir Views. Student-led conferences were held at the end of each term for students to reflect on their learning and discuss their future goals with their teacher and parent/s or guardian/s. In the classroom, IEPs formed the basis of individual student goals that were visible and accessible for students to take ownership and understand the stages in their learning. Students reflected on their progress with their peers and teachers and led termly IEP meetings to showcase their progress and present their new goals. Our response to intervention model (Reading) continued to be a focus and staff undertook a range of assessments in reading to identify students at risk or those needing extension. Students identified at risk on measures such as Acadience Benchmark Assessments, Macquarie University reading assessments (LeST and CC2), and formative phonics checklists were placed in Tier 2 intervention using the MiniLit or MacqLit program. Teachers improved their data literacy and used the data to take small focus groups to target the individual needs of their students.

Results from the 2023 NAPLAN indicate some positive effects, particularly in Year 5, and areas for improvement, particularly in Year 3. In Year 3, 15% of students were exempt from NAPLAN. In Reading, 55.6% of students in Year 3 and 66.7% of Year 5 students achieved within the strong or exceeding category. This was below similar schools and the state average. Results in Year 3 Numeracy indicate 44.4% of students are performing at exceeding or strong, with 66.7% of Year 5 students in this category. For Year 5, this is above similar schools and close to the State average (67.9%).

NAPLAN interim relative growth data for students who completed Year 3 NAPLAN in 2021 and Year 5 NAPLAN in 2023 showed very positive results for students who attended Reservoir Views Primary School across this period compared to students who completed Year 5 NAPLAN at Reservoir Views Primary School and Year 3 NAPLAN in 2021 at another school. In reading, all 25% of students who had high relative growth attended Reservoir Views two years earlier. In numeracy, 90% of students who attended Reservoir Views two years earlier achieved medium to high growth compared to students who attended another school two years earlier where 60% achieved medium to high growth.

Wellbeing

Student, staff, and community wellbeing is a continual focus and at the core of the Reservoir Views Primary School's work. The school's ongoing focus on student wellbeing is reflected in the positive percentage endorsement across all factors of the 2023 *Student Attitudes to School Survey* results. All factors were higher than the state and similar schools. Positive endorsement of the factor *Sense of Connectedness* was 86% and the factor *Not Experiencing Bullying* was 90%. The ongoing focus on staff wellbeing, safety, and trust between colleagues is reflected in the positive percentage endorsement across factors of the 2023 *School Staff Survey* results. Positive endorsement of the factor *Staff Trust in Colleagues* was 100% while the module *School Staff Safety and Wellbeing* received 88% positive endorsement above state results. All factors are significantly higher when compared to similar schools and compared to all schools in the state. Results within the 2023 *Parent Opinion Survey* also supported our work with the *Safety* module receiving 88% positive endorsement. The school employed a psychologist two days a week in 2023 to support students and staff across the school to ensure the correct adjustments to support student wellbeing were being implemented in classrooms. The *Zones of Regulation* (ZoR) framework continued to be implemented across the school and the consistent language from both students and staff modelling the framework has supported students to have a better understanding of their thoughts and feelings. ZoR has supported all students to have personal strategies to support them through the 'zones' to be more regulated learners.

Engagement

Our school Vision '*To create a thriving learning environment where students are empowered to succeed*' underpinned by our new Values '*Courage, Connection and Curiosity*', continued to be implemented ensuring a sustained understanding of what underpins us at RVPS. Through our Community Sub-Committee of our School Council, our parents are continuing to engage through our Parents/Carers as Helpers Program. Our Parents/Carers as Helpers Program is growing in numbers each year, more so in the younger year levels. All our helpers complete an induction session that covers school policies, procedures, and Child Safe practices. Our helpers volunteer their time in many areas of RVPS ranging from; in the classroom, library support, fundraising, school events, classroom excursions, weekend BBQs, working bees, by being formal members of our School Council and in many other ways that enhance the growth of our school. Attendance continued to be a focus. Our 2023 absence rate of 36% having 20 plus days of absence is the same as state average for absence. Resuming as many special events as possible was an important part of student, staff, and family engagement in 2023. This also supported us in successfully re-engaging families back to daily life and learning at Reservoir Views Primary School. Inviting and involving our families around our school with special events, meetings and lots of conversations around individual student support was a key focus in 2023. Support ranged from, family support with food and clothing, and educational support with *Individual Education Plans*. Classroom teachers made connections with their students. They devoted time getting to know them well, how they best learn, what their interests are, and how they can be supported as a learner. In 2023, we further developed our focus on student voice and agency especially in the senior years. Student Agency continued to be developed and defined through our Individual Education Plans (IEP). All students have an IEP. Students developed their understanding of set goals and how they will achieve them over the term and year, celebrating these achievements with their families and loved ones at the end of each term. Positive percentage endorsement across all factors of the Parent/Caregiver/Guardian Opinion Survey continued to be high in 2023. All factors at Reservoir Views were higher than the state, similar and network schools. Positive endorsement on Community Engagement at 90%, School Ethos and Environment at 87%, Student Cognitive Engagement at 82%, and Student Development at 84%. Reservoir Views Primary School engaged with a renowned Indigenous artist to complete a large mural adjacent to our outdoor learning space. This project connected all members of our community and reinforces our commitment to cultural understanding and safety for our First Nation families, students and community members.

Financial performance

Reservoir Views Primary School maintained a healthy financial position throughout 2023. The 2020-2023 School Strategic Plan, along with the 2023 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 statewide priorities within our 2023 AIP. This included teacher resources and rich literature for our school library, decodable readers for use in our classrooms 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 schools grounds and facilities.

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 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 248 students were enrolled at this school in 2023, 121 female and 127 male.

23 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).

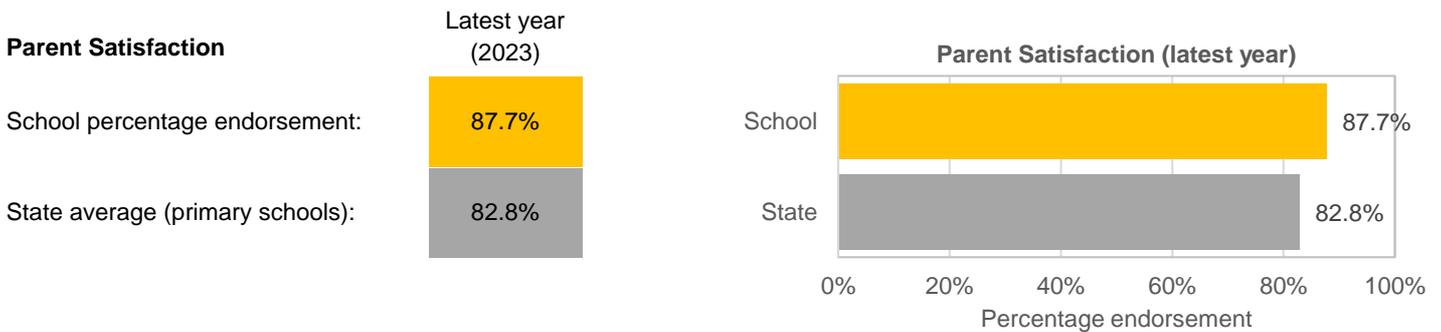
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

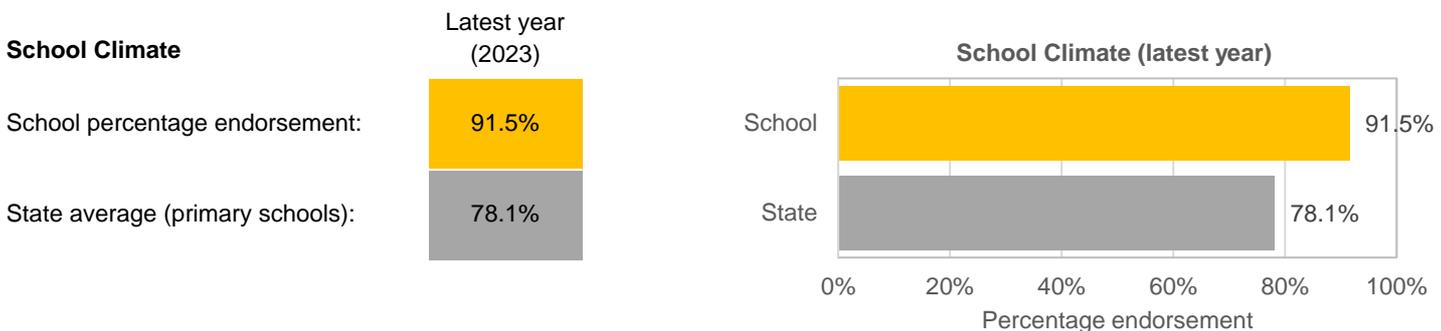


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

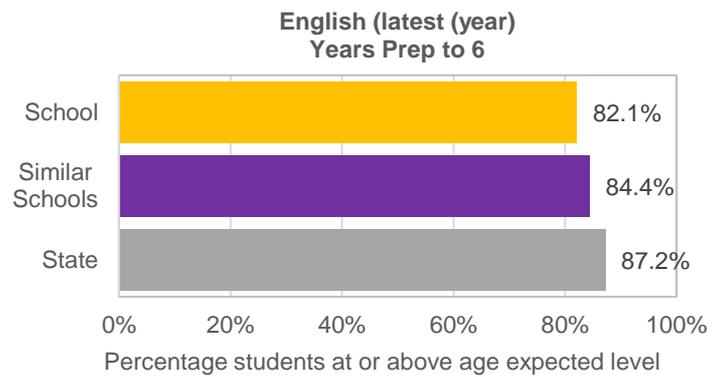
82.1%

Similar Schools average:

84.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

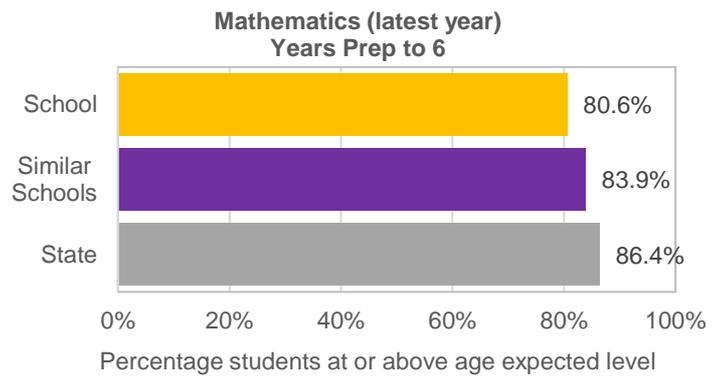
80.6%

Similar Schools average:

83.9%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

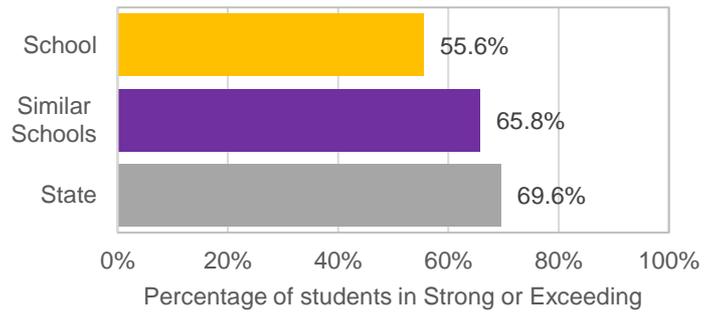
Similar Schools average:

65.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

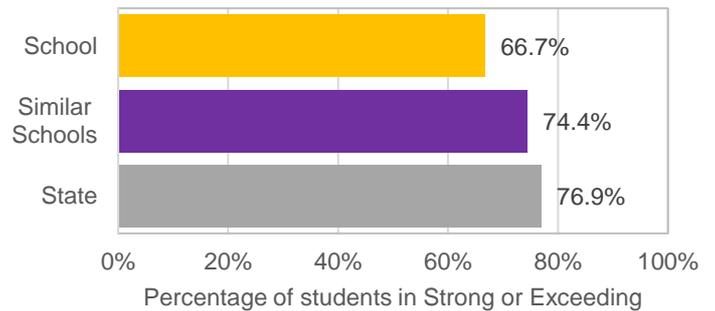
Similar Schools average:

74.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

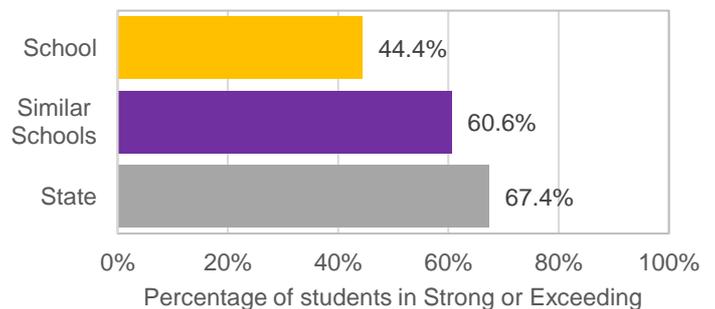
Similar Schools average:

60.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

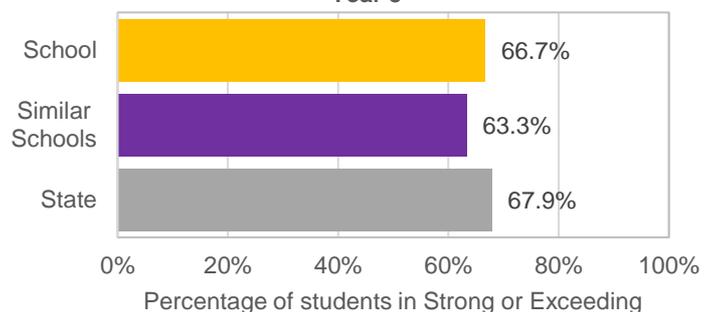
Similar Schools average:

63.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.7%

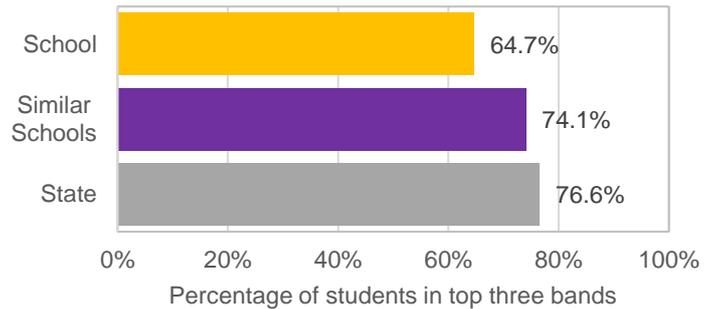
Similar Schools average:

74.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

79.2%

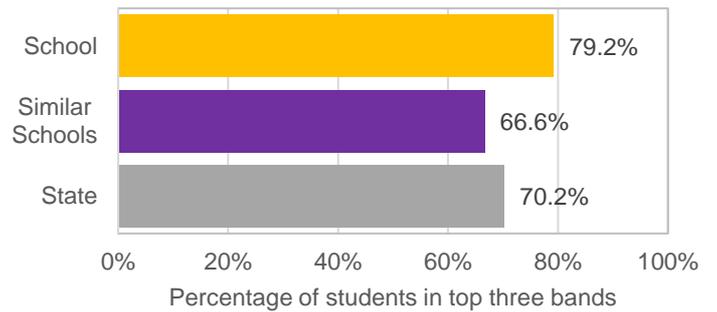
Similar Schools average:

66.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

55.9%

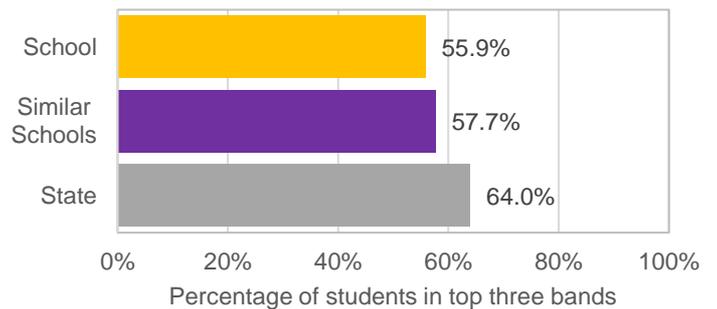
Similar Schools average:

57.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

54.2%

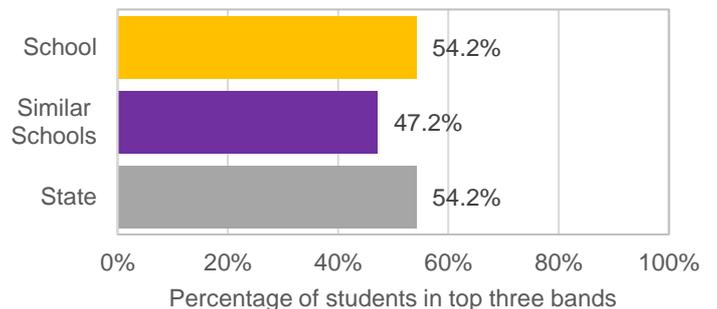
Similar Schools average:

47.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

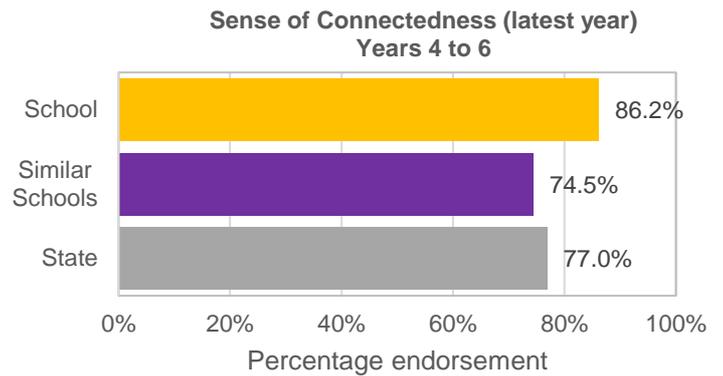
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	86.2%	88.0%
Similar Schools average:	74.5%	77.4%
State average:	77.0%	78.5%

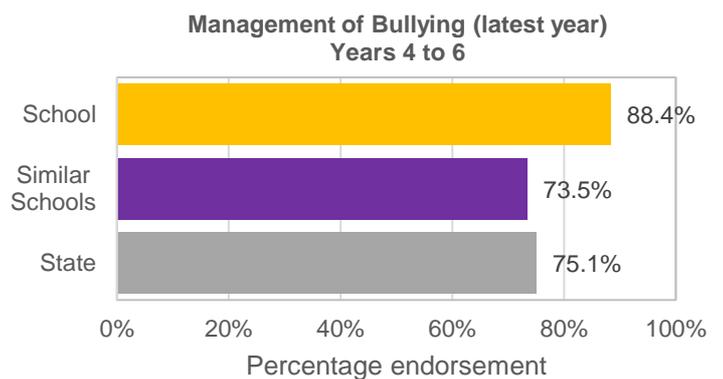


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	88.4%	88.6%
Similar Schools average:	73.5%	75.7%
State average:	75.1%	76.9%



ENGAGEMENT

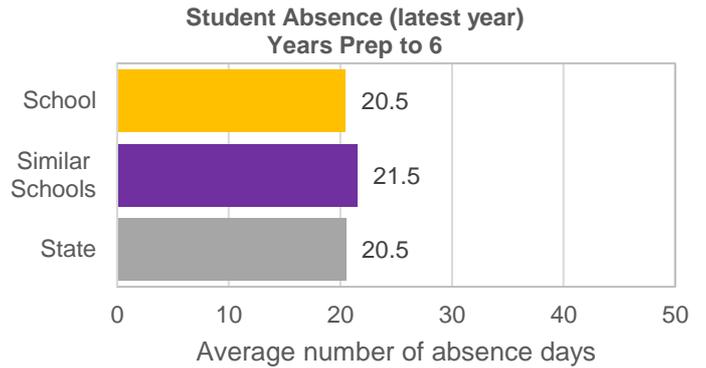
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.5	18.0
Similar Schools average:	21.5	19.4
State average:	20.5	18.1



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 (2023):	90%	90%	90%	89%	87%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,007,163
Government Provided DET Grants	\$367,876
Government Grants Commonwealth	\$9,547
Government Grants State	\$0
Revenue Other	\$39,105
Locally Raised Funds	\$173,177
Capital Grants	\$0
Total Operating Revenue	\$3,596,868

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,727
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$82,727

Expenditure	Actual
Student Resource Package ²	\$2,595,367
Adjustments	\$0
Books & Publications	\$478
Camps/Excursions/Activities	\$66,151
Communication Costs	\$2,746
Consumables	\$109,110
Miscellaneous Expense ³	\$46,093
Professional Development	\$10,151
Equipment/Maintenance/Hire	\$23,187
Property Services	\$60,810
Salaries & Allowances ⁴	\$144,234
Support Services	\$104,184
Trading & Fundraising	\$43,631
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,816
Total Operating Expenditure	\$3,228,956
Net Operating Surplus/-Deficit	\$367,912
Asset Acquisitions	\$40,989

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$356,140
Official Account	\$34,076
Other Accounts	\$0
Total Funds Available	\$390,216

Financial Commitments	Actual
Operating Reserve	\$95,976
Other Recurrent Expenditure	\$32,313
Provision Accounts	\$4,000
Funds Received in Advance	\$0
School Based Programs	\$111,647
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$91,256
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$151,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$486,192

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.