

2021 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).
- 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 2021 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 04 April 2022 at 12:18 PM by Stephen Stafford (Principal)

- This 2021 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 27 April 2022 at 01:55 PM by Bec Wood (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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 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, sports oval and a basketball and netball court.

In 2021 232 students were enrolled in the school. 117 Female and 115 male students. The proportion of English as an Additional Language (EAL) students was 26%. 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. The school's SFOE 0.4281

In 2021, a total of 27 FTE staff were employed at the school. 19 teachers (15.9 teaching and 3.1 non-teaching), 5 education support staff, 1 business manager, 1 assistant principal and 1 principal. In 2021 the school operated specialist programs in Visual Art, Physical Education and Music.

Framework for Improving Student Outcomes (FISO)

In 2021, Reservoir Views Primary School focused on the 3 Statewide Priorities within our 2021 Annual Implementation Plan. These 3 Key Improvement Strategies are related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing and Building Communities.

The Key Improvement Strategies were focused around:

- implementing a modified approach to the instruction of English and Mathematics.
- empowering students to have a democratic voice in the running of their learning communities.
- implementing Individual Education Plans (IEPs) for every student at the school.
- building staff capability to integrate digital learning to enhance learning and teaching.
- continuing the whole school approach to enhancing reading and writing learning and teaching

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 2022 due to the impact of Covid-19 and remote learning. The school's approach to remote learning continued to evolve throughout 2021, responding to ongoing feedback from staff, students and parents/carers/guardians. To ensure all students and families could access our remote teaching and learning model, over 100 devices (netbooks and iPads with internet capability) were distributed to families. The school also provided weekly hard copy learning packs for any family who requested them.

Achievement

In 2021 the school continued to work on its strategic plan goal of improving learning growth for all students.

Reservoir Views Primary School met and exceeded all three 12-month targets set in the 2021 AIP for students to meet and exceed NAPLAN Benchmark Growth in the areas of Reading, Writing and Numeracy. In the area of Numeracy, 67% of students achieved above Benchmark Growth and 33% of students met Benchmark Growth, this places Reservoir Views Primary School in the top 5 public primary schools in Victoria when examining above-average growth for Numeracy - Grade 3 2019 to Grade 5 2021. Overall Reservoir Views Primary School was one of the top 125 most improved Victorian schools in 2021, recording better than expected NAPLAN results compared to NAPLAN results two years ago.

Structured literacy support programs were implemented across the school in 2021. Tutor Learning Initiative funding and school allocated funds were used to employ two teachers to run the Tier 2 intervention program MiniLit. Students within year 1 and 2 cohorts were involved in this program and all students achieved strong growth prior to remote learning periods. This program has been continued in 2022 to further enhance student literacy outcomes.

During the remote learning periods in Semester 2, staff were able to use a variety of online platforms, programs and resources for content delivery, student engagement and assessment. Students were also supported through the use of learning resources such as whiteboards and the option of hard copy home learning packs. 85% of parents who participated in the 2021 Parent/Caregiver/Guardian Opinion Survey were satisfied with the school's approach to remote teaching and learning.

Individual Education Plans (IEPs) were implemented for every student at the school in Semester 1 of 2021. The extended periods of remote learning interrupted the school's work with implementing student-led IEP meetings each term and this focus has recommenced in 2022.

All students supported through the Program for Students with a Disability showed satisfactory progress in achieving their individual goals as identified in their IEPs.

Engagement

Reservoir Views Primary School students are engaged and connected to their school and their community.

To support student engagement and connectedness throughout remote learning periods and to ensure the transition back to onsite learning was as smooth as possible, classroom teachers, education support staff and principal class staff at Reservoir Views Primary School ensured there was ongoing communication between families and the school throughout 2021. Changes to the delivery of our teaching and learning program were adapted to ensure engagement was achieved and staff slowly moved to a model of instruction that was reflective of a typical day of onsite learning which resulted in a smooth transition back to onsite learning.

In 2021, Reservoir Views Primary School continued to work with families to ensure students were at school and learning during onsite learning times. The school focuses on developing and strengthening trusting relationships with all families. The school continued to phone families on a daily basis for any unexplained absences, continued to remind families to notify the school of any absences and use our communication system to log absences. The principal class team at the school work closely with office staff and classroom teachers to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

Positive percentage endorsement across all factors of the Parent/Caregiver/Guardian Opinion Survey continued to be high in 2021. All factors at Reservoir Views were higher than the state, similar and network schools. Positive endorsement on Community Engagement at 89%, School Ethos and Environment at 90% and Student Development at 87%. Focusing on periods of remote teaching and learning, 98% of parents who participated in the 2021 Parent/Caregiver/Guardian Opinion Survey agreed that they could contact their child's teacher when they needed to,

91% agreed that they could understand what their child was expected to do each day and 87% agreed that the school has responded effectively to feedback from parents/caregivers/guardians.

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 2021 Student Attitudes to School Survey results. All factors were higher than the state and similar schools. Positive endorsement on Sense of Connectedness at 88.5% with a 4-year average at 88.2% and Management of Bullying at 90.2% with a 4-year average at 91.2%

Throughout the 2021 remote learning periods, all our 'vulnerable' students were invited to learn at school. Students worked in small groups with staff to ensure their learning needs were met. Outside in the yard, students made new social connections with peers across various year levels.

Phone calls, emails and WebEx meetings between school staff and families were a regular occurrence throughout the remote learning periods. Staff were able to recognise student and family needs and actively respond in a timely manner.

Returning to onsite learning, staff were very aware that the students had not been at school for a substantial amount of time. Learning to socialise and play together productively was a whole school focus when students returned to school. Teachers ensured they were setting students up to be successful outside in the yard, checking in with them before and after break times and running 'circle time' activities to assist with the transition back to school.

Finance performance and position

Reservoir Views Primary School maintained a healthy financial position throughout 2021. The 2020-2023 School Strategic Plan, along with the 2021 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, changes in our staffing profile throughout the year and the total allocation of certain budgets not being spent due to prolonged periods of remote learning.

Equity funding was used to support the statewide priorities within our 2021 AIP. This included teacher resources and rich literature for our school library and significant expenditure for staffing to run our intervention program.

Reservoir Views Primary School conducted an Expression Of Interest process for a third-party Out of School Hours Care provider and a new provider has commenced operation in 2022.

For more detailed information regarding our school please visit our website at
<https://www.reservoirviewsp.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 232 students were enrolled at this school in 2021, 117 female and 115 male.

26 percent of students had English as an additional language and 3 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).

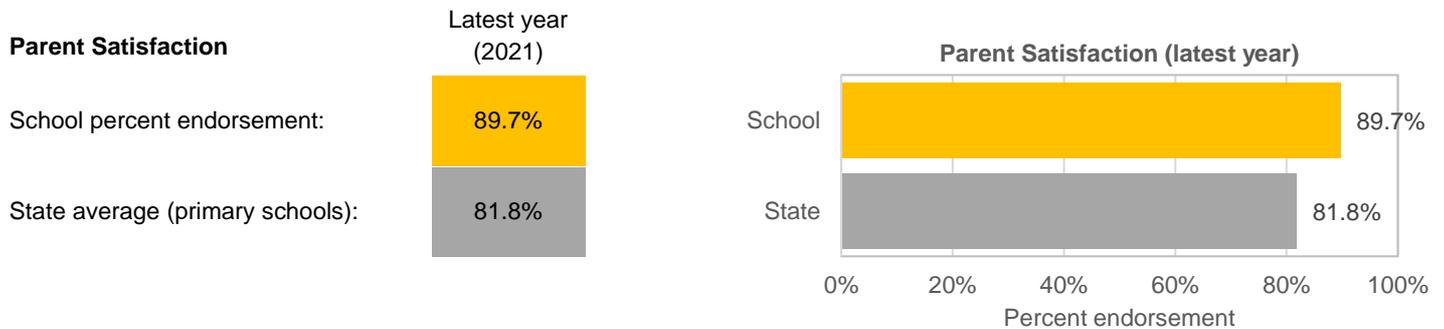
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

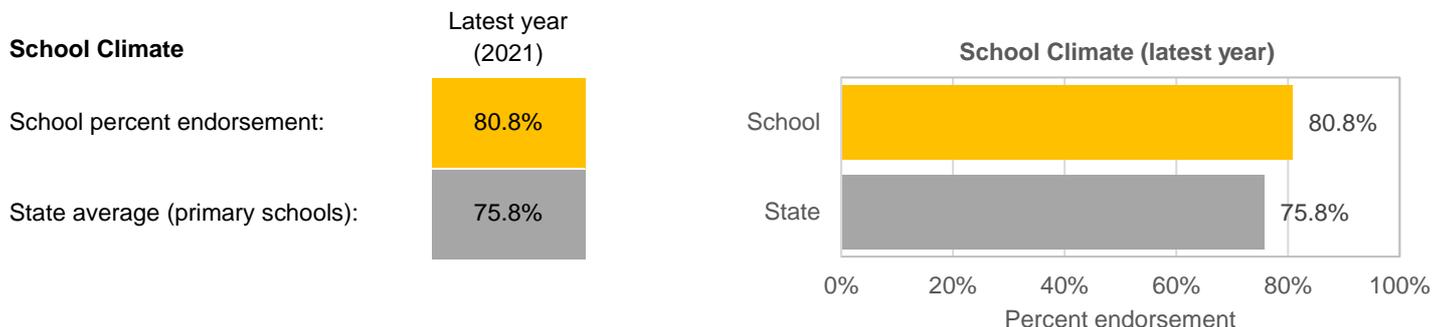


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

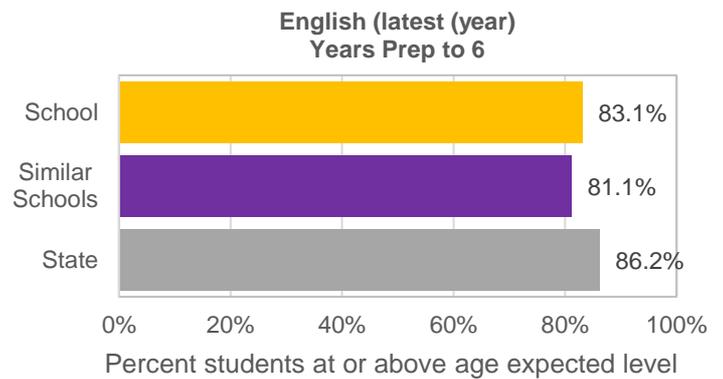
83.1%

Similar Schools average:

81.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

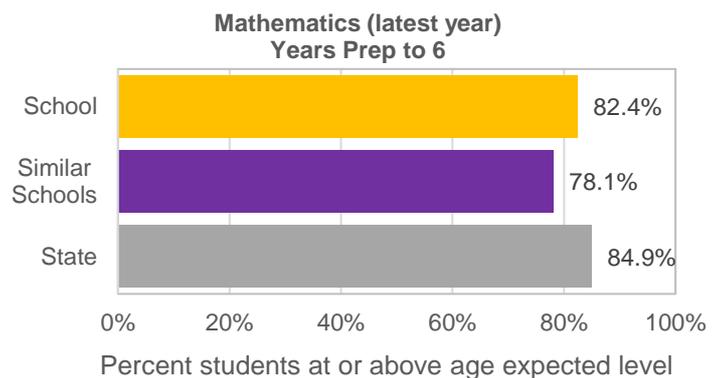
82.4%

Similar Schools average:

78.1%

State average:

84.9%



ACHIEVEMENT (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.

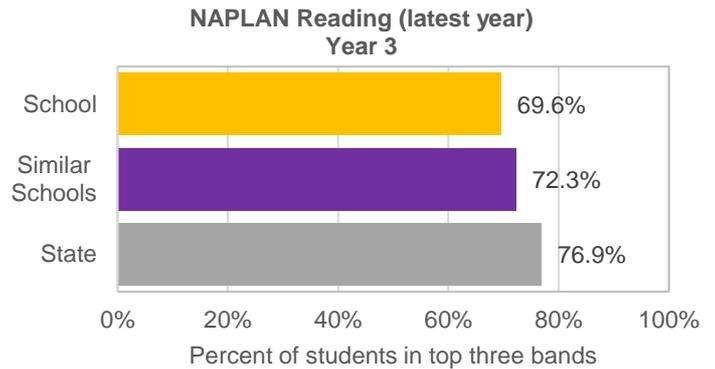
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

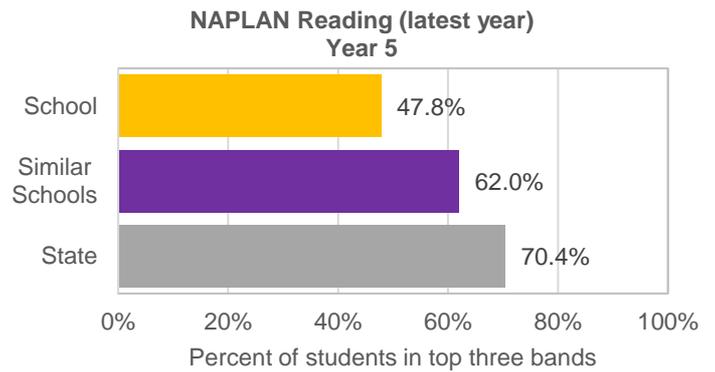
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 69.6% | 69.5% |
| Similar Schools average: | 72.3% | 70.2% |
| State average: | 76.9% | 76.5% |



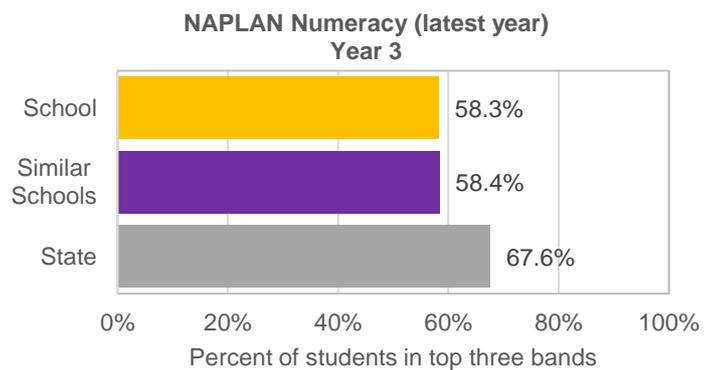
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 47.8% | 55.4% |
| Similar Schools average: | 62.0% | 57.9% |
| State average: | 70.4% | 67.7% |



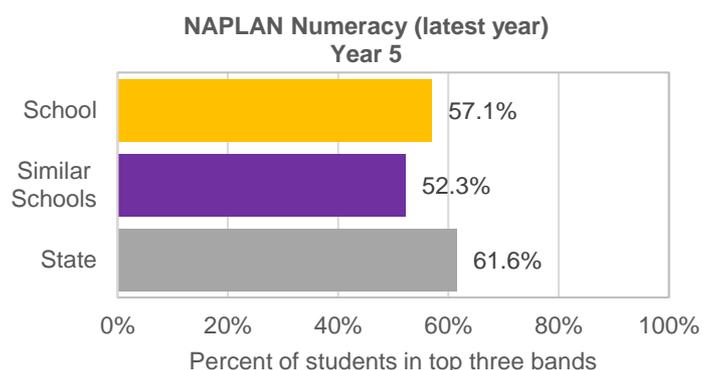
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 58.3% | 63.9% |
| Similar Schools average: | 58.4% | 59.4% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 57.1% | 50.0% |
| Similar Schools average: | 52.3% | 49.3% |
| State average: | 61.6% | 60.0% |



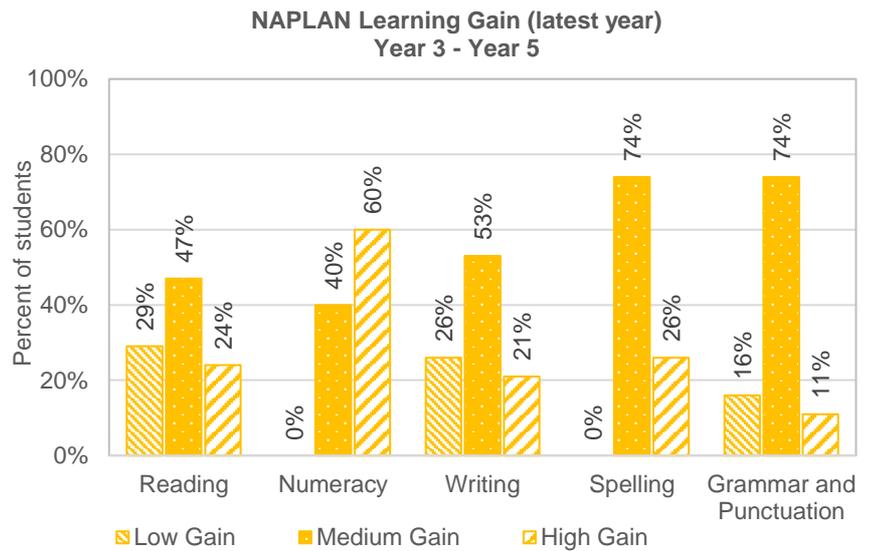
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 29% | 47% | 24% | 22% |
| Numeracy: | 0% | 40% | 60% | 23% |
| Writing: | 26% | 53% | 21% | 23% |
| Spelling: | 0% | 74% | 26% | 26% |
| Grammar and Punctuation: | 16% | 74% | 11% | 25% |



ENGAGEMENT

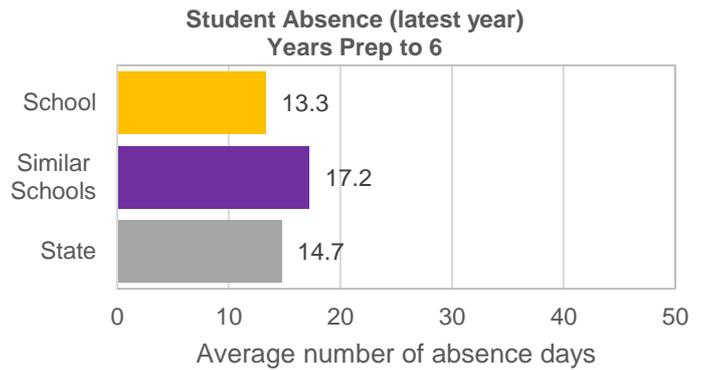
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 13.3 | 15.7 |
| Similar Schools average: | 17.2 | 17.5 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 95% | 93% | 92% | 95% | 94% | 91% | 93% |

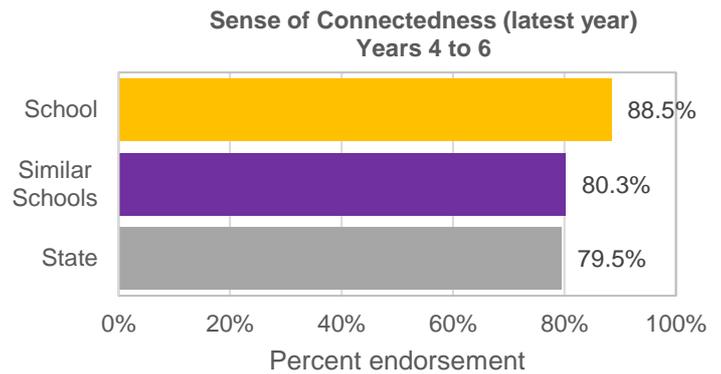
WELLBEING

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).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 88.5% | 88.2% |
| Similar Schools average: | 80.3% | 81.3% |
| State average: | 79.5% | 80.4% |

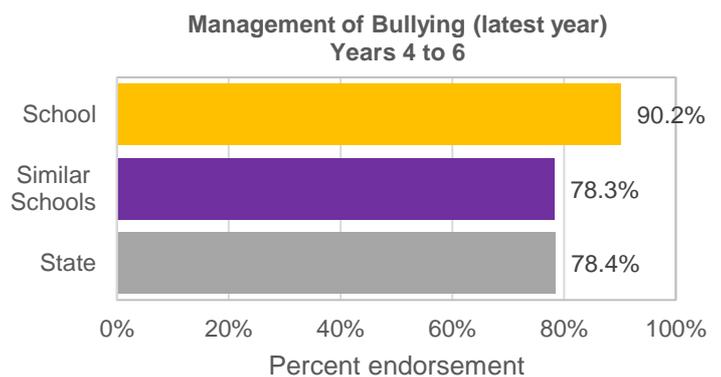


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 90.2% | 91.2% |
| Similar Schools average: | 78.3% | 79.6% |
| State average: | 78.4% | 79.7% |



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,282,392 |
| Government Provided DET Grants | \$347,441 |
| Government Grants Commonwealth | \$12,800 |
| Government Grants State | \$0 |
| Revenue Other | \$4,117 |
| Locally Raised Funds | \$93,360 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,740,111 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$124,172 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$124,172 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,163,614 |
| Adjustments | \$0 |
| Books & Publications | \$554 |
| Camps/Excursions/Activities | \$21,549 |
| Communication Costs | \$2,381 |
| Consumables | \$64,727 |
| Miscellaneous Expense ³ | \$8,458 |
| Professional Development | \$2,486 |
| Equipment/Maintenance/Hire | \$23,349 |
| Property Services | \$29,495 |
| Salaries & Allowances ⁴ | \$60,305 |
| Support Services | \$19,255 |
| Trading & Fundraising | \$23,462 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$21,709 |
| Total Operating Expenditure | \$2,441,344 |
| Net Operating Surplus/-Deficit | \$298,766 |
| Asset Acquisitions | \$51,537 |

- (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 24 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$420,042 |
| Official Account | \$15,958 |
| Other Accounts | \$0 |
| Total Funds Available | \$436,000 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$42,057 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$4,000 |
| Funds Received in Advance | \$14,540 |
| School Based Programs | \$189,652 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$60,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$55,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$65,000 |
| Total Financial Commitments | \$430,248 |

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.