2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Reservoir Views Primary School

School Number: 5523
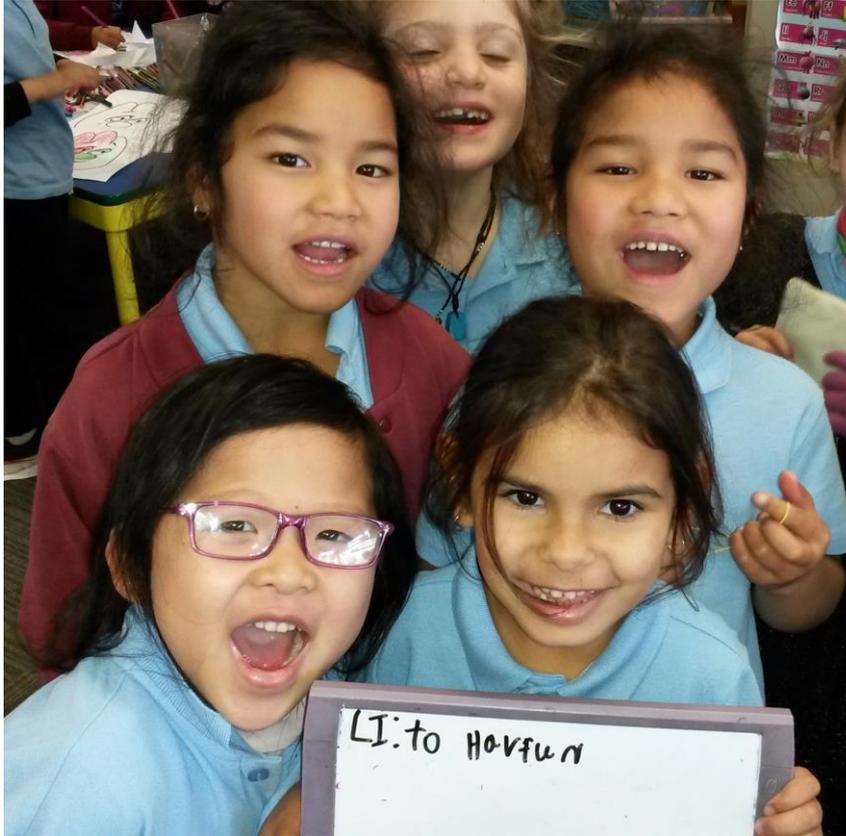
Name of School Principal:	Karen Rush
Name of School Council President:	Warwick Smith
Date of Endorsement:	15 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

In 2016 the student enrolment was 208, similar to the previous year. The 2016 Student Family Occupation (SFO) index of 0.65 was lower than 2015. In 2016, there were 31% EAL (English as an Additional Language) students, 4% ATSI (Aboriginal and Torres Strait Islander) students and 3 students were eligible for Program for Students with Disabilities (PSD) funding. The school had 21 international fee-paying students, most of whom commenced school with little or no English language skills. The school had a total staff of 20 in both full and part time positions with fourteen staff having direct teaching responsibilities.

The school experienced a number of staff changes throughout the year, with new appointments including a leading teacher, four graduate teachers, and an Italian Language teacher. With the appointment of the Italian Language teacher, the school introduced Italian as a Language other than English for the first time. The school focused strongly on developing teacher capacity, particularly with the increased employment of graduate teachers. The school also focused on developing leadership capacity, through instructional leadership by the School Improvement Team, (Principal, Assistant Principal, Leading Teacher, and Team leader), and professional learning teams.

Staff changes during the year strengthened the team approach to planning for cohorts of students. Across the school, classroom teachers increased their collaboration by regularly team-teaching parts of the curriculum and this enabled a finer targeting of teaching to individual student needs. Teachers had daily opportunities to plan and discuss student learning. This sharing of knowledge and skills, supported by targeted professional development established a greater consistency of teaching practice in the school.

We are proud of the rich cultural diversity of our students, with children from a range of cultures and language backgrounds contributing to the school. We enhanced connections with parents particularly those from non-English speaking backgrounds throughout the year. We partnered with PRACE to provide English language lessons for parents and supported kinder-prep connections by providing trained child care staff for pre-schoolers so parents could attend. We continue to be responsive to the needs of our community, through our learning programs and expos for parents, extra-curricular activities, and community get-togethers, such as the Welcome Picnic and Passport for Learning events.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives that the school focused on in 2016 were Building Practice Excellence, and Curriculum Planning and Assessment. In the Building Practice Excellence Initiative, the school has developed an agreed approach to teaching and assessing reading, and established an instructional model for teaching mathematics. Formal Observations of Practice focused on the powerful learning strategies of learning intentions and success criteria, narrative and pace. Through collegiate feedback, teachers have adjusted their techniques and enhanced their knowledge and capacity to use these strategies effectively. The Leading Teacher provided Literacy Coaching for all teachers in order to support evidence-based effective teaching and assessment of reading. The English program was resourced accordingly and new student resources purchased. Reading intervention support was enhanced with education support staff and literacy intervention teachers using the Multi Lit program to improve phonological awareness and reading achievement for all identified at risk students from Prep – Year 6.   Students involved in this program have made pleasing progress.

In the Curriculum Planning and Assessment Initiative, teachers enhanced their capacity to plan and assess student learning through targeted professional learning in a range of evidence-based approaches. In professional learning teams, teachers planned units of work referencing the AusVELS with an emphasis on differentiating the learning tasks to meet the full range of student learning needs. All teachers gained a deeper understanding of the new Victorian Curriculum through a series of professional learning sessions.   A 2-year scope and sequence plan outlining cross-curricular priorities and capabilities was developed for commencement in 2017.

Achievement

In 2016, Reservoir Views Primary School began the first year of work outlined in the new School Strategic Plan. Year 1 and 2 students exceeded the improvement target for AusVELS Reading and Viewing, with over 50% of students achieving above the expected level. The school's focus on the explicit teaching of reading and regular, consistent assessment have contributed to this pleasing result.

NAPLAN results indicated higher numbers of Year 3 students achieving in the top 2 bands for Numeracy compared to the previous year. Year 3 Writing results were excellent, with 56% of students achieving success in the top two bands, which was higher than statistically similar schools. In Reading, students achieved relative growth from Year 3 to Year 5 similar to the state. Teachers have targeted improvement in reading comprehension by asking inferential questions based on the text in all student-teacher conferencing, guided reading lessons, and reading assessments. Teachers have increased the frequency of reading lessons to further support reading improvement, particularly for students who are achieving below expected levels. An audit of the texts used to teach and support reading improvement across the school was undertaken, and developmentally appropriate, phonologically-based texts were purchased for school and home use.

| | Victorian Early Years Learning and Development Framework | X | AusVELS | | Victorian Curriculum | | A Combination of these |

Engagement

Teachers used formative assessment strategies to gauge student understanding prior to introducing new units of work. A learning discovery program to enhance curiosity and develop oral language skills was successfully trialed in the junior school and will continue as part of the curriculum in 2017.

The Kinder – Prep Transition Program was reinforced in 2016 by reciprocal visits of school students visiting the local feeder kinder, and the kinder children visiting school a number of times in the year. This has boosted the development of positive connections with school by parents and children, particularly those with limited English language skills.

Student voice and leadership was enhanced by the introduction of termly Learning Expos of student learning achievement, student-led assemblies, and regular activities organized by Junior School Council. Students in Year 5-6 participated in extra-curricular activities to foster engagement including, the Darebin Spiritual Healing Trail, the inter-school debating competition, and for the first time, attending school camp in term 1.

The average absence rate decreased from the 2015 rate. The school increased communication between school and home to promote the importance of being at school, and introduced strategies such as celebrating the positive attendance rates of grades of students every month at school assemblies.

The CSEF fund boosted participation rates of students attending a number of school learning experiences, including Prep –Year 4 swimming, Year 5-6 Camp, excursions, incursions and performances.

Wellbeing

The school continued the Promoting Alternative Thinking Strategies (PATHS) resilience program to support student wellbeing in all grade levels. The PATHS Kid of the Week strategy in particular contributed to developing a positive culture of trust and recognition of personal value in all classes. The Student Attitude to School Survey results were overall positive, with students' responses to the factor Learning Confidence at the 71st percentile, and Student Morale was above the state mean. The 2016 results were a pleasing improvement on 2015's results and indicate that the school's work in building positive relationships through strategies such as the PATHS program and enhanced teacher collaboration is having the desired impact.

School processes were refined regarding the identification and support of students experiencing engagement and wellbeing issues. All school staff have further developed their understanding of trauma and how to foster a trauma-informed learning environment, such as through safe spaces, predictability, and self-regulation.

To support wellbeing and school attendance, through the Victorian Government and Foodbank initiative, the school successfully introduced a Breakfast Program one morning a week.

For more detailed information regarding our school please visit our website at
www.reservoirviewsps.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
      Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 208 students were enrolled at this school in 2016, 105 female and 103 male.
There were 31% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ─────────────── 100 Results: Mathematics 0 ─────────────── 100	● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Lower Lower Lower

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 64 % Medium 14 % High 21 % **Numeracy** Low 43 % Medium 50 % High 7 % **Writing** Low 36 % Medium 50 % High 14 % **Spelling** Low 29 % Medium 64 % High 7 % **Grammar and Punctuation** Low 7 % Medium 71 % High 21 %	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 .... 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 .... 50 Low absences <------> high absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	91 %	89 %	92 %	92 %	89 %	92 %

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 1 ———————————— 5 Results: 2013 - 2016 (4-year average) 1 ———————————— 5	⬤ Similar ⬤ Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 1 ———————————— 5 Results: 2013 - 2016 (4-year average) 1 ———————————— 5	⬤ Similar ⬤ Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
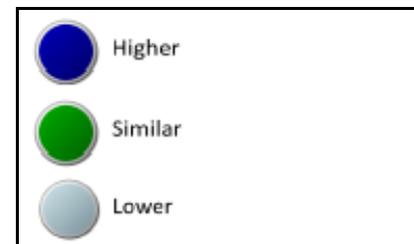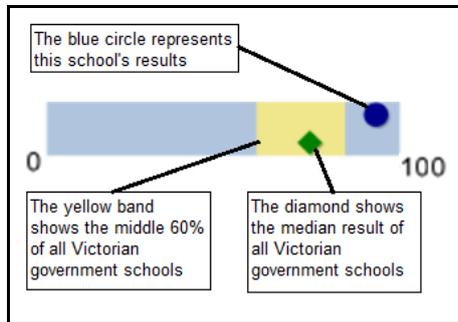
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
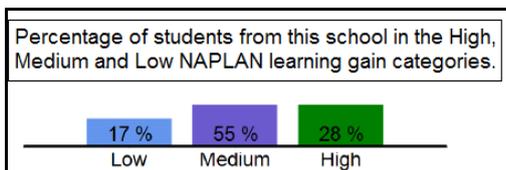
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/manage ment/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The school's financial resources are aligned with school goals and priorities as outlined in the School Strategic Plan. The surplus was largely due to increased enrolments of overseas fee-paying students throughout the year, the receipt of special grants, and changes in our staffing profile.

Special grants received included City of Darebin funds to support the establishment of a community garden, and student wellbeing practices; School Focused Youth Service support for 2017 student engagement programs; Reservoir Lions Club support for the Breakfast Program, and reading resources; and the Australian Government Sporting Schools funds to provide quality sporting experiences.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$1,716,595
Government Provided DET Grants	$447,957
Government Grants Commonwealth	$12,064
Revenue Other	$13,707
Locally Raised Funds	$111,777
Total Operating Revenue	**$2,302,100**

Expenditure	
Student Resource Package	$1,586,154
Books & Publications	$1,037
Communication Costs	$4,660
Consumables	$58,026
Miscellaneous Expense	$160,280
Professional Development	$494
Property and Equipment Services	$181,899
Salaries & Allowances	$58,016
Trading & Fundraising	$29,867
Travel & Subsistence	$14
Utilities	$16,841

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$327,417
Official Account	$18,200
Total Funds Available	**$345,617**

Financial Commitments	
Operating Reserve	$74,766
Asset/Equipment Replacement < 12 months	$54,266
Capital - Buildings/Grounds incl SMS<12 months	$150,000
Maintenance - Buildings/Grounds incl SMS<12 months	$20,000
Beneficiary/Memorial Accounts	$4,371
Revenue Receipted in Advance	$8,968
Provision Accounts	$10,000
Asset/Equipment Replacement > 12 months	$13,000
Maintenance -Buildings/Grounds incl SMS>12 months	$10,246
Total Financial Commitments	**$345,617**

Total Operating Expenditure	**$2,097,287**

Net Operating Surplus/-Deficit	**$204,814**
Asset Acquisitions	**$9,004**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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