

2017 Annual Report to the School Community



School Name: Reservoir Views Primary School

School Number: 5523

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

In 2017 the student enrolment was 204, similar to the previous year. The 2017 Student Family Occupation index was 0.60, and the Student Family Occupation Education was 0.49. Both were lower than previous years and may indicate a developing trend for the school community. In 2017, there were 35% 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 16 international fee-paying students, most of whom commenced school with little or no English language skills.

The school had a total staff of 19 in both full and part time positions with thirteen staff having direct teaching responsibilities. The staff team was stable, which enabled teams of teachers to strengthen their collaborative teaching practices. The school increased the English learning support for EAL students with the appointment of a specialist EAL teacher.

The school focused strongly on developing teacher capacity, particularly in teaching Reading. A whole school approach to teaching and assessing Reading was introduced, and an intensive literacy intervention program also commenced.

Our students and families come from a range of cultures and language backgrounds and this diversity is celebrated and strengthened through the curriculum programs and informal opportunities to come together as a community. Our annual Welcome Picnic drew the community together through an enjoyment of children, food and Indian dancing. We used Darebin Council grant funds to develop a Community Kitchen Garden which was a highlight of our annual Open Morning.

Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives the school primarily focused on in 2017 were:

Excellence in Teaching and Learning – *Building Practice Excellence*

Positive Climate for Learning were *Setting expectations and promoting inclusion*, and *Empowering students and building school pride*.

Key features of the work undertaken include:

- Consistent teaching and learning approaches to Reading and Maths
- Introduction of the Berry Street Education Model – a trauma-informed positive education approach
- Strengthened student and community connections through our community garden and school council sub-committees
- Coaching and mentoring for experienced and new teachers
- Better Buddies Program throughout all levels of the school

Achievement

Our improvement initiative under Excellence in Teaching and Learning was *Building Practice Excellence*.

Our whole school focus was predominantly on improving Reading. The school introduced an instructional model for teaching reading, with enhanced assessment processes including student goal-setting and feedback. The instructional model uses high impact teaching strategies, such as feedback and questioning, to monitor and challenge students' learning. Student end of year Reading results are pleasing and show more P – 6 students achieving reading at the expected age level than in 2016. Year 5 NAPLAN results were pleasing, with almost one third of students in the top two bands. Relative to similar schools, Year 5 students also achieved high growth in reading when compared with their Year 3 NAPLAN results.

Through the 'Inquiry' Community of Practice, teachers' understanding of assessing and moderating Writing was enhanced. Teachers met with colleagues at schools within our community to compare and moderate student writing, and to ensure consistency with the Victorian Achievement Standard. Student end of year Writing results are also pleasing, and show more students achieving Writing at the expected age level than in 2016.

Maths was also a focus for improvement throughout the year. Teachers reviewed how they teach maths and also surveyed their own and their students' beliefs about maths. This data informed the development of guiding principles in maths teaching and learning at our school. NAPLAN Numeracy results for Year 3 and Year 5 students showed increased numbers of students achieving in the top two bands than in the past three years.

Our professional learning schedule was collaboratively planned and focused on student improvement in our Annual Implementation Plan improvement areas. School Staff survey data indicated strong support for the professional learning throughout 2017 (81%, higher than All primary schools), and improved collaboration and collective efficacy. Professional Learning Teams sharpened the focus on using data effectively, eg. using pre-test data to plan for targeted teaching in maths. We will continue to focus on data protocols, analysis and moderation in 2018.



Engagement

Our improvement initiatives under Positive Climate for Learning were *Setting expectations and promoting inclusion, and Empowering students and building school pride.*

The average absence rate decreased from the 2016 rate, with higher numbers of students absent for less than 10 days. Attendance reinforcement activities such as Grade of the Week assisted students and parents to understand the importance of being at school and on time every day. Many absences were due to families holidaying overseas for extended periods of time.

Students with high level needs were supported with additional teaching support and resources, allocated through the development and implementation of Individual Learning Plans. The school introduced Levelled Literacy Intervention as an evidence-based approach to teaching reading for students who have not yet achieved the expected levels in Reading. Students were targeted in Year 1 – Year 3 and additional training for teachers was provided. Most students' learning growth exceeded expectations and this program has been expanded in 2018.

The English as An Additional Language (EAL) needs of students were supported with specialist EAL teaching across the year.

Extra-curricular learning activities increased in 2017, with lunchtime clubs providing a popular social activity for children of all ages. Clubs included computer, basketball, mindful drawing, and dance.

Teachers developed a Victorian Curriculum Scope and Sequence Plan, to ensure all aspects of the new curriculum are taught to students. As a result, new learning programs were developed and implemented, including Sex Education (P – 6), and Stop Animation. Adaptations will continue in 2018 when we introduce the Respectful Relationships initiative.

Wellbeing

Our improvement initiatives under Positive Climate for Learning were *Setting expectations and promoting inclusion, and Empowering students and building school pride.*

The school introduced the Berry Street Education Model as a whole school approach to teaching resilience, and social and emotional self-regulation strategies. This was a Community of Practice with three other Reservoir schools. All staff understand and use recognised effective behaviours and strategies in developing positive relationships and promoting inclusion with students. Staff participated in training provided by Berry Street, with additional classroom observations and consultations. Students demonstrated increased positive and cooperative behaviours, and resilience.

Daily targeted experiences and weekly lessons that focused on social and emotional learning had a significantly high impact on students. Student Attitude to School Survey results show that our school achieved exceptionally higher results than other schools in most survey areas. Our students had a high sense of connectedness to school and high endorsement of the school management of bullying behaviours. SATTs data resulted in changes to student support and supervision around the school, and is explicitly revisited and regularly informed by student feedback to teachers.

For more detailed information regarding our school please visit our website at
www.reservoirviewsp.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 204 students were enrolled at this school in 2017, 99 female and 105 male.</p> <p>35 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>35%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>71%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>58%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	35%	26%	Numeracy	17%	71%	13%	Writing	25%	63%	13%	Spelling	33%	58%	8%	Grammar and Punctuation	25%	50%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>88 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	88 %	91 %	92 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	88 %	91 %	92 %	89 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

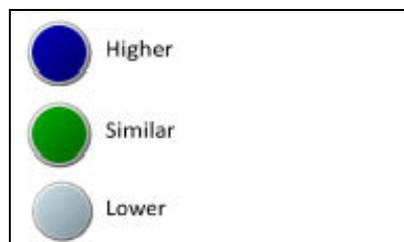


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

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 due to enrolments of overseas fee-paying students throughout the year, the receipt of special grants, and changes in our staffing profile.

The school grounds were improved through a major upgrade of the netball and basketball courts, and the installation of 2 Hot Shot tennis courts and a 6 lane running track in synthetic turf. A Community Garden was established, with garden boxes and a paved surrounding surface. The school purchased a range of resources to support our learning improvement focus on Reading. New furniture for the library teaching area was also purchased.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,696,992	High Yield Investment Account	\$251,078
Government Provided DET Grants	\$334,894	Official Account	\$23,749
Government Grants Commonwealth	\$8,121	Total Funds Available	\$274,827
Revenue Other	\$10,153		
Locally Raised Funds	\$112,683		
Total Operating Revenue	\$2,162,843		
Equity¹			
Equity (Social Disadvantage)	\$141,527		
Transition Funding	\$12,659		
Equity Total	\$154,187		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,543,304	Operating Reserve	\$67,662
Books & Publications	\$433	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$3,531	Capital - Buildings/Grounds incl SMS<12 months	\$65,000
Consumables	\$75,791	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Miscellaneous Expense ³	\$142,355	Beneficiary/Memorial Accounts	\$9,500
Professional Development	\$23,847	Revenue Received in Advance	\$11,306
Property and Equipment Services	\$117,383	School Based Programs	\$9,000
Salaries & Allowances ⁴	\$50,255	Provision Accounts	\$10,000
Trading & Fundraising	\$25,797	Asset/Equipment Replacement > 12 months	\$15,000
Utilities	\$15,236	Maintenance -Buildings/Grounds incl SMS>12 months	\$17,267
Total Operating Expenditure	\$1,997,932	Total Financial Commitments	\$264,735
Net Operating Surplus/-Deficit	\$164,912		
Asset Acquisitions	\$72,836		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.