

2022 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 of the previous calendar year 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 24 April 2023 at 08:16 AM by Stephen Stafford (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 10:34 AM 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 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 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.

In 2022 224 students were enrolled in the school according to the February census while 235 students were enrolled in November 2022. The proportion of English as an Additional Language (EAL) students in 2022 was 26%. Reservoir Views Primary School's high number of temporary resident students (8%) 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 in 2022 was 0.4008.

In 2022, a total of 20.4 FTE staff were employed at the school. 15 FTE teaching staff, including the principal and assistant principal, and 5.4 FTE non-teaching support staff. In 2022 the school operated specialist programs in Visual Art, Physical Education and Music. A languages working party was formed in 2022 and after community consultation, Auslan was chosen as the Language Other Than English to commence at Reservoir Views in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 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. 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 2022 NAPLAN indicate positive effects from our continual focus on evidence-based practices in Literacy to improve student learning. 24 out of 25 Year 5 students scored in the middle two or top two bands in Reading and Writing. 50% of Year 5 students scored in the top two bands for spelling, an increase of 29% from the previous year. Grammar and Punctuation results also showed growth with 38% of students scoring in the top two bands, an increase of 25% from the previous year. We exceeded our target of increasing the number of Year 5 students achieving in the top two bands in reading and writing from 74% to 90% - (92%), and 67% to 88% (92%) respectively. 18 out of 23 Year 5 students scored in the middle two or top two bands in mathematics. Although not reaching our AIP targets in all areas, Year 3 NAPLAN data still showed improvement in a number of areas. Half of all Year 3 scored in the top two bands in Reading with a total of 79% of students scoring in the middle two or top two bands. 100% of our students who completed NAPLAN writing achieved in the middle two or top two bands. 29 out of 31 students who completed NAPLAN Maths scored in the middle two or top two bands with a total of 35% scoring in the top two bands. Moving forward, our focus will be improving our understanding of evidence-based practices in mathematics to improve student outcomes as well as continuing our work in structured literacy, with a focus on writing.

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 2022 *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 90% and the factor *Management of Bullying* was 85%.

The ongoing focus on staff wellbeing, safety, and trust between colleagues is reflected in the positive percentage endorsement across factors of the 2022 *School Staff Survey* results. Positive endorsement of the factor *Staff Trust in Colleagues* was 98% while the module *School Staff Safety and Wellbeing* received 88% positive endorsement. All factors are significantly higher when compared to similar schools and compared to all schools in the state. Results within the 2022 *Parent Opinion Survey* also supported our work with the *Safety* module receiving 89% positive endorsement.

The school employed a psychologist two days a week in 2022 to support students and staff across the school to ensure the correct adjustments to support student wellbeing were being implemented in classrooms. A large number of students also accessed on-site counselling sessions throughout the year provided by an externally employed psychologist and linked to school-referred Mental Health Care Plans provided by family General Practitioners.

The *Zones of Regulation* ZoR framework continued to be implemented across the school and the consistent language from both students and staff modeling 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 staff, students and community worked together to create our new school Vision '*To create a thriving learning environment where students are empowered to succeed*' underpinned by our new Values '*Courage, Connection and Curiosity*'. Staff will be introducing each value to the students slowly and continuously to ensure a deep understanding of each. Our School Values will be what our students, staff, and community own as responsible members of 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 post-Covid lockdowns. Our 2022 school average of 24 days of absence per student was just above the state average of 23.3 days of absence per student and just below the similar schools average of 24.5 days of absence per student. Our core work in 2023 will continue to be re-engaging students and families, strengthening connections and relationships, and ensuring all our students attend school when they are well.

Resuming as many special events as possible was an important part of student, staff, and family engagement in 2022. This also supported us in successfully re-engaging families back to daily life 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 2022. Support ranged from psychological support for individual students through OnPsych, 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 will be further developing our focus on student voice and agency. Student voice through our House Captains, Vice Captains, and multiple other student leaders across the school following their passions. Our buddies program following through from 2022 into 2023 with our Foundation students has proven to be successful with very smooth transitions for our younger students. Student Agency will continue to be developed and defined through our Individual Education Plans. Students will continue to develop 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 2022. All factors at Reservoir Views were higher than the state, similar and network schools. Positive endorsement on Community Engagement at 85%, School Ethos and Environment at 87%, Student Cognitive Engagement at 82%, and Student Development at 86%.

Other highlights from the school year

Reservoir Views Primary School fully embraced having a full year back at school in 2022 without Covid-19 restrictions and mandates.

After having to twice postpone our biannual whole-school concert, we held a successful event in September where a matinee and evening performances were held for our community. Our 'lunchtime clubs' recommenced and this provided our students with multiple choices of interest throughout the week. The ability to attend excursions and incursions to further deepen educational experiences and understanding was a key focus, with all students participating in various events. We held our whole school athletics day in March and this brought with it an opportunity to invite all of our community along to celebrate. We celebrated *Book Week* with our community and held our first open sessions since 2019.

Our school continued to be involved with our local council with students from Foundation to Year 6 participating in a *Future Leaders Podcast* project and our Year 5 students continued to be involved in the annual *Yarning Conference* to celebrate NAIDOC Week.

Our Community Sub-Committee of School Council organised an after-hours disco for students in Term 2 and all students participated in a *Colour Run Spectacular* in Term 4.

Our school choir performed in the *Reservoir Stomp* music festival and the year culminated with an end-of-year celebratory community picnic.

Financial performance

Reservoir Views Primary School maintained a healthy financial position throughout 2022. The 2020-2023 School Strategic Plan, along with the 2022 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 2022 AIP. This included teacher resources and rich literature for our school library and significant expenditure for staffing to run our intervention program. 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 create a shaded outdoor learning area and to replace an entire shade structure for one of our playgrounds. Significant funds were also used to renew our digital technology resources. This included new trolleys of netbooks.

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 224 students were enrolled at this school in 2022, 107 female and 117 male.

25 percent of students had English as an additional language and 5 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).

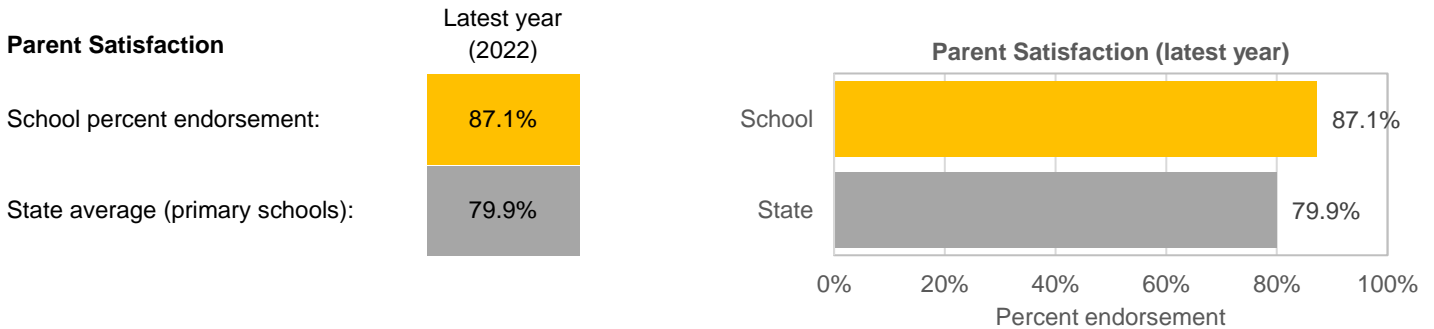
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

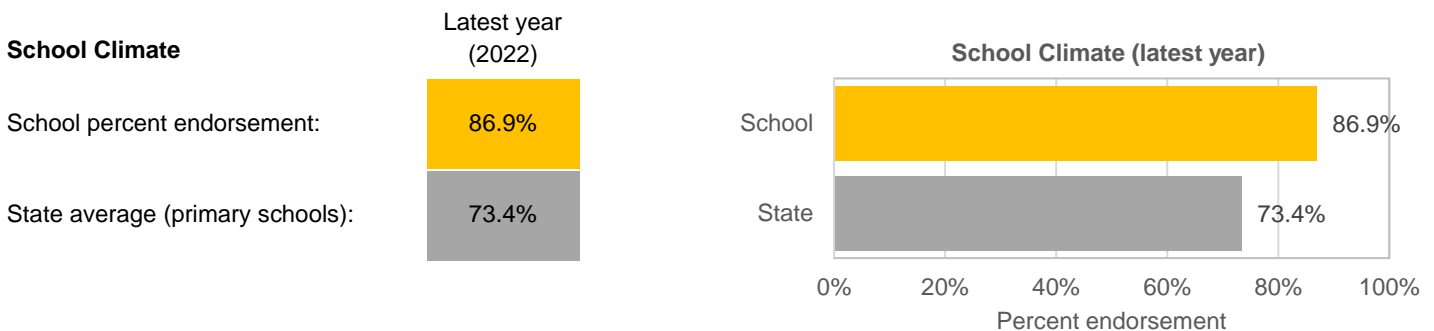


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

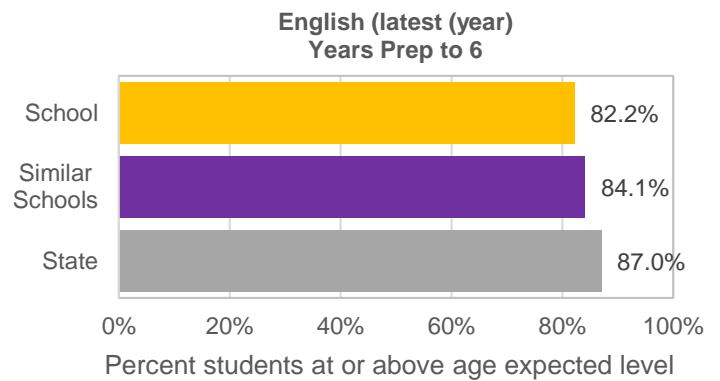
82.2%

Similar Schools average:

84.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

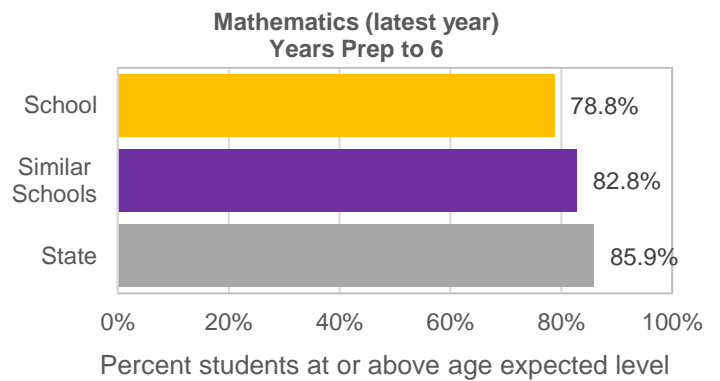
78.8%

Similar Schools average:

82.8%

State average:

85.9%



LEARNING (continued)

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

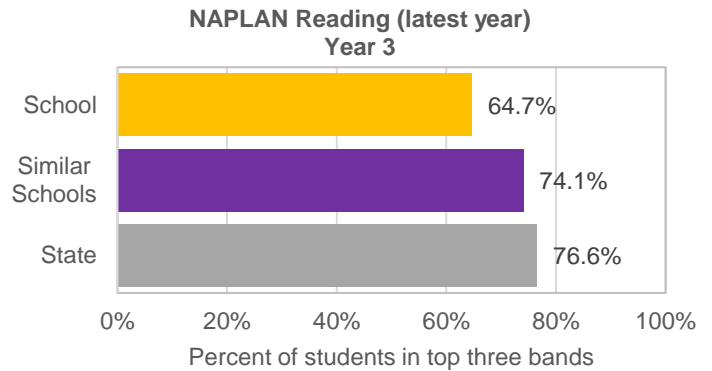
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

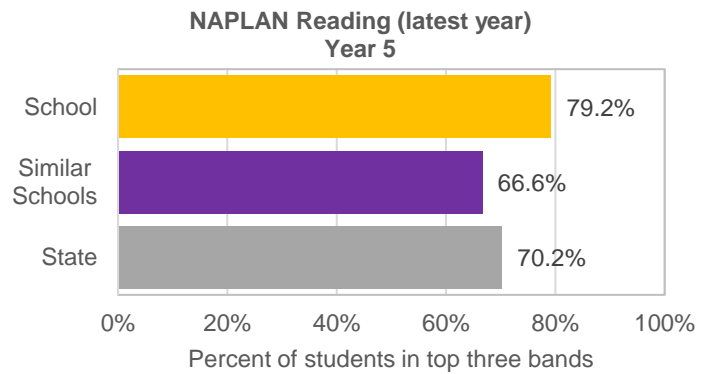
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	63.1%
Similar Schools average:	74.1%	74.0%
State average:	76.6%	76.6%



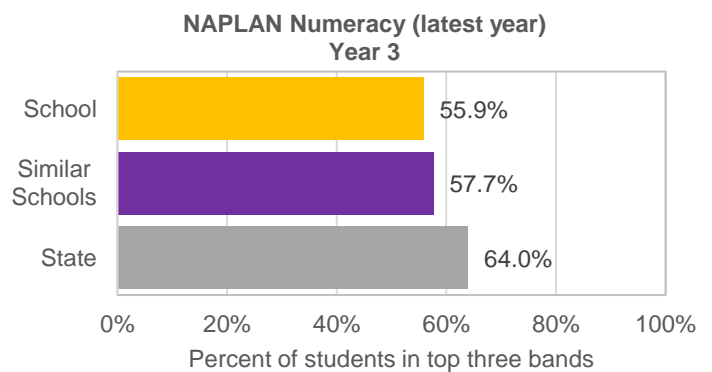
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.2%	60.8%
Similar Schools average:	66.6%	65.6%
State average:	70.2%	69.5%



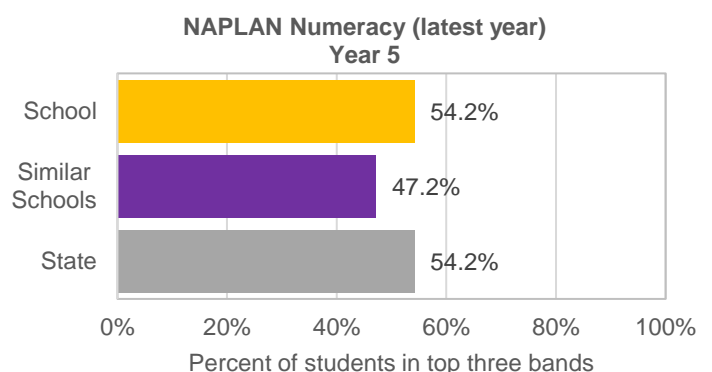
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.9%	52.9%
Similar Schools average:	57.7%	60.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.2%	51.4%
Similar Schools average:	47.2%	53.1%
State average:	54.2%	58.8%



WELLBEING

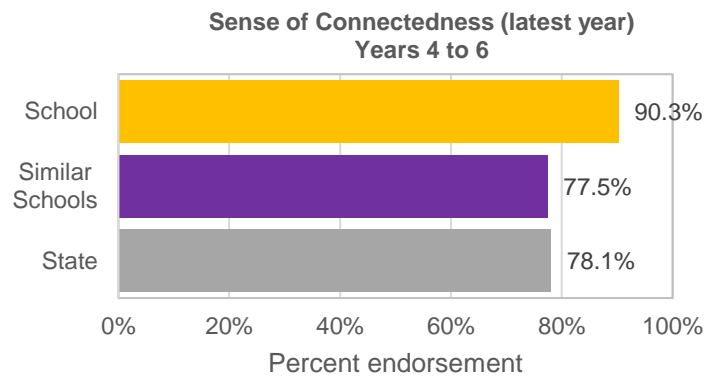
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	90.3%	88.5%
Similar Schools average:	77.5%	79.0%
State average:	78.1%	79.5%

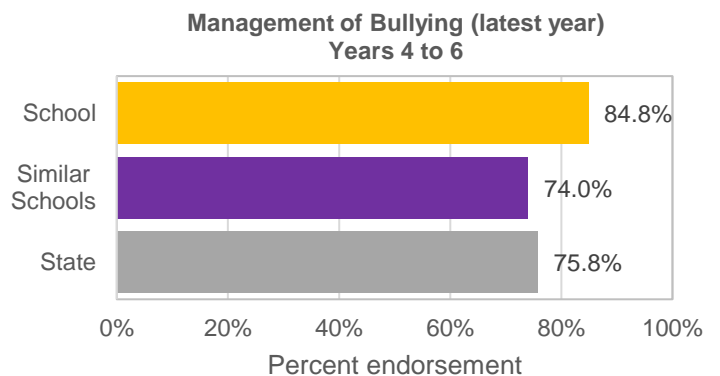


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	84.8%	89.1%
Similar Schools average:	74.0%	77.4%
State average:	75.8%	78.3%



ENGAGEMENT

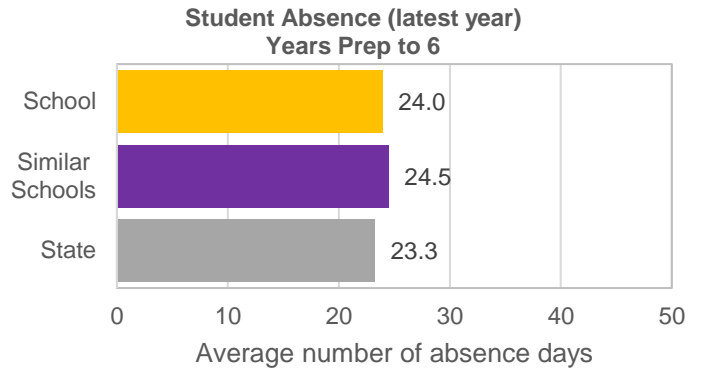
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	24.0	17.5
Similar Schools average:	24.5	18.4
State average:	23.3	17.0



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 (2022):	88%	90%	86%	88%	88%	89%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,320,225
Government Provided DET Grants	\$363,469
Government Grants Commonwealth	\$10,876
Government Grants State	\$0
Revenue Other	\$8,227
Locally Raised Funds	\$145,023
Capital Grants	\$0
Total Operating Revenue	\$2,847,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$96,587
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$96,587

Expenditure	Actual
Student Resource Package ²	\$2,172,832
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$55,802
Communication Costs	\$2,750
Consumables	\$86,799
Miscellaneous Expense ³	\$12,247
Professional Development	\$5,968
Equipment/Maintenance/Hire	\$50,256
Property Services	\$47,128
Salaries & Allowances ⁴	\$115,880
Support Services	\$18,708
Trading & Fundraising	\$55,548
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,808
Total Operating Expenditure	\$2,646,725
Net Operating Surplus/-Deficit	\$201,095
Asset Acquisitions	\$35,099

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$422,068
Official Account	\$30,093
Other Accounts	\$0
Total Funds Available	\$452,161

Financial Commitments	Actual
Operating Reserve	\$71,677
Other Recurrent Expenditure	\$4,585
Provision Accounts	\$4,000
Funds Received in Advance	\$0
School Based Programs	\$135,577
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$203,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$105,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$523,838

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.