

2022 Annual Report to the School Community

School Name: Reservoir Primary School (3960)

Reservoir
Primary School



- 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 19 June 2023 at 04:32 PM by Helen SnookesMiller (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 18 July 2023 at 04:06 PM by Tess Peckham (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
-

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 Primary has an enrolment of approximately 320 students from diverse cultural and socioeconomic backgrounds. Our values of Respect, Responsibility, Acceptance, Resilience and Personal Excellence form the basis for our school culture.

Our facilities provide large, flexible learning spaces within an attractive environment: A recent addition is a wonderful gym that is used for community events, sports and assemblies. A current building program will provide us with a state of the art STEM, Art and Library facility. Grounds are in excellent condition with grassed areas as well as artificial surfaces, although the building program has diminished student outdoor areas a little. Every classroom has an interactive screen. The use of technology is considered to be an essential component of school life; this is reflected in the ready access students have to laptops and iPads and additional technology hardware.

The well-resourced teaching areas share communal and breakout spaces between classrooms; adding to the flexibility and enabling students to work cooperatively together. An Out of School Hours Care program operates before and after school.

An open and consultative management approach promotes a shared and collaborative approach to the provision of an ongoing, quality learning environment. Student learning is at the heart of all that we do. We are committed to continual improvement in student learning, and a strong culture of teacher professional development. Teachers work in teams to develop educational programs that cater for the diverse needs of our students.

Our vision is reflected in a clear expectation that all students will learn; teacher efficacy is pivotal in ensuring this happens. The continued focus on improving student learning in the core areas of Literacy and Numeracy is based on assessment, the use of data, and planning for individualised student learning. Students have a record of high achievements.

Specialist areas include Science, Visual Arts, Physical Education and Auslan. There are twenty teaching staff, four ES who work with students in classrooms and two ES in administration.

Teachers work together in Professional Learning Teams, regularly evaluating and planning their programs and practices. Curriculum change and professional learning is led and supported by a strong School Improvement Team. Learning Specialists in Literacy and Numeracy are an essential part of this team.

The school is committed to the provision of a supportive and engaging learning environment; with a focus on growth, emotional resilience and connection to others. Students will thus become resilient, confident life-long learners and valued members of the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

ACHIEVEMENT:

In 2022, Reservoir Primary School maintained its focus on improving literacy and numeracy achievement growth and improving student engagement in learning.

NAPLAN achievement data for English varied between that of Year 3 and Year 5.

Attached reports show limited aspects of the data.

In Year 3 for example shows:

- Reading 75% of students are in the top three bands compared with 77% state or 79% similar schools.
- Numeracy 50% of students are in the top three bands compared with 64% for state and similar schools.

However further NAPLAN reports on the Department Data Portal show Year 3 NAPLAN data quite differently:

In Reading 91% of our students are in the two middle and two top bands

In writing 96% of students are in the two middle and two top bands

In Spelling 85% of students are in the two middle and two top bands

In Numeracy, 80% and in Grammar and Punctuation 94%

The Year 5 data shows:

- Reading 51% are in the top three bands compared with 70% for state and 71% for similar schools.

- Numeracy 33% are in the top three bands compared with 54% state and 54% for similar schools.

However further NAPLAN reports on the Department Data Portal show Year 32 NAPLAN data:

In Reading 85% of our students are in the two middle and two top bands

In writing 90% of students are in the two middle and two top bands

In Spelling 87% of students are in the two middle and two top bands

In Numeracy 77% and in Grammar and Punctuation 76%

Our achievement data for Numeracy is below that of both state and similar schools and is an area on which we will continue to focus.

We do not have the growth data from Year 3 to Year 5 as NAPLAN did not occur in 2020.

Teacher Judgement of student achievement in 2022 showed that the overall percentage of all students in Prep through to Year 6 working at or above the expected standards in English was slightly above schools in the State and Similar schools 90% compared with 87% and 88%. In Mathematics, we were very similar; 86% compared with 86% and 87%.

In 2022 Reservoir Primary School provided learning catch up through the Tutor Learning Initiative (TLI). Our area of focus was identified as Reading. All students involved showed marked growth in their learning and achievement levels

Our children on the Program for Students with a Disability all made progress in regularly reviewed IEP's. Our Education Support staff, classroom teachers and school leaders sustained positive relationships with these students and their families through regular communications and Student Support Group meetings.

Reservoir Primary School continues to work closely with Educational and Leadership consultant Phillip White who has been working with Team Leaders, Learning Specialists and the Principal Team focusing on Data, Curriculum and Pedagogy (DCP) and further developing leadership skills.

Wellbeing

Wellbeing continued to be a high priority in 2022 at Reservoir Primary School. We continue to promote peer relationships and develop social competencies.

The Attitudes to school survey results indicate that students at Reservoir Primary School have a good sense of connectedness to the school with 81.1% of students feeling a sense of connectedness (belonging). This is slightly above both the state and similar schools who scored just below 80%.

School safety comprises of three components, advocate for the school, managing bullying and respect for diversity. The Attitudes to school survey indicates that 84% of students feel they have an advocate to support them if they are feeling unsafe, 68% of students feel positive towards the management of bullying and 72% feel there is respect for diversity. Overall, the results would indicate that the students at our school generally feel safe and respected. The management of bullying results were slightly below that of the state and similar schools and is an area that we will work towards improving in 2023.

Health and wellbeing are a priority at Reservoir Primary School, and we are constantly reviewing our processes to ensure the wellbeing of our students. We continue to have regular/daily focus on positive mindset, meditation, and mindfulness.

Student voice and agency is also an area we have continued to focus on. Students were encouraged learn through activities that are meaningful and relevant. They had opportunities to collaborate and make decisions with teachers around what and how they learn. The Young Leader Program continued to give students the opportunity to practice their leadership skills and practice authentic student voice and agency. As well, our 'Buddy' program allowed our senior school students the opportunity to connect with our Foundation (Prep) students, helping to promote friendship, a greater sense of belonging, safety, and a more inclusive school community.

The school continued to deliver effective pathways for students funded under the Program for Students with a Disability, including children deemed in Out of Home Care. Individual Education Plans were developed for each student and regular student support group meetings were conducted to ensure inclusive learning. Students requiring additional support were directed to outside services or SSS (School Support Services). The tutoring program continued to support students in the Year 1 & 2 area who needed additional Literacy support.

Reservoir Primary School remains committed to the wellbeing of students and teachers as we know that wellbeing positively influences student learning outcomes.

Engagement

Following two years of interrupted learning, our school identified a successful return to school would require re-engaging students by continuing to challenge students at their point of need and maintaining an empowering learning environment that values the positive contributions of students. Our school achieved this by prioritising re-introduction of pre-COVID school community events and support programs such as:

- Assemblies, camps, excursions
- face to face parent/student/teacher conferences
- continued implementation of DET's Tutor Program
- Young Leaders program to ensure opportunities for students to take responsibility and be involved in decision making
- Learning Specialists continued to provide professional learning that ensured purposeful delivery of the curriculum
- ongoing professional learning towards developing authentic Student Voice and Agency

Engagement levels are highlighted by our Attitudes to School Survey factors with 81% of our students confirming that they feel connected to their school and peers, 88% positive responses to a sense of inclusion and 82% positive responses towards differentiated learning challenge. Our whole school survey data indicates high student engagement levels with all factors around inclusion, belonging and stimulated learning at or above 85%.

Attention has always been given to informing our school community of the relationship between high attendance and high performance. Our school's absence data for students absent 20 or more days in 2022 is 49%, slightly higher than the state average, however the school acknowledges the increase is attributed to COVID enforced absences, and the lifting of travel restrictions for parent approved absences for holidays.

Financial performance

Reservoir Primary school's performance and position report for 2022 indicates a Total Operating Revenue of \$3,165,815 with a Total Operating Expenditure of \$3,286,575 leaving a deficit of \$140,584

Reservoir Primary school's deficit is due to a few factors:

- Change in demographics – SFO dropping from 0.6175 four years ago to the current 0.4356
- Decreasing number of EAL students
- Rise in salary costs due to the experience levels of the majority of staff

We will monitor the climate and environment of the school and develop an action plan addressing the important area of attracting students from our school zone. The communication between the school and the broader local community is essential as enrolments are linked to the financial situation for our school.

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 274 students were enrolled at this school in 2022, 132 female and 142 male.

32 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).

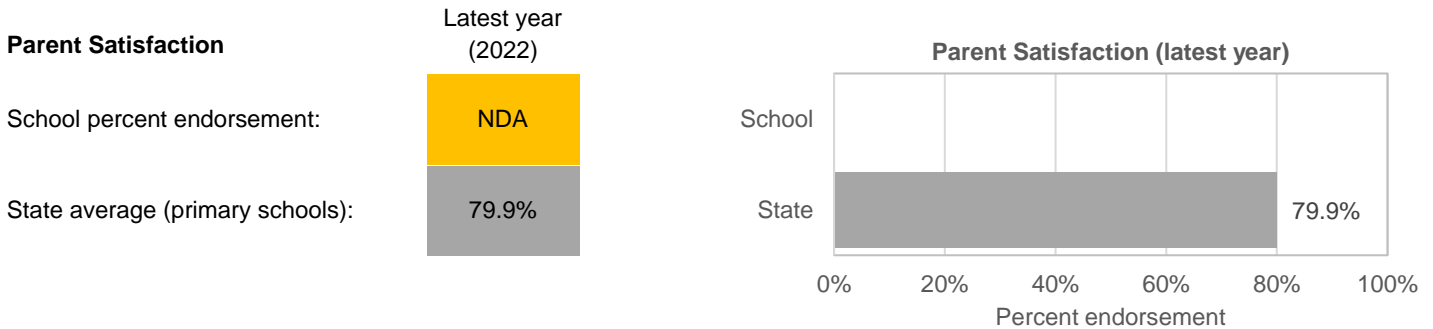
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

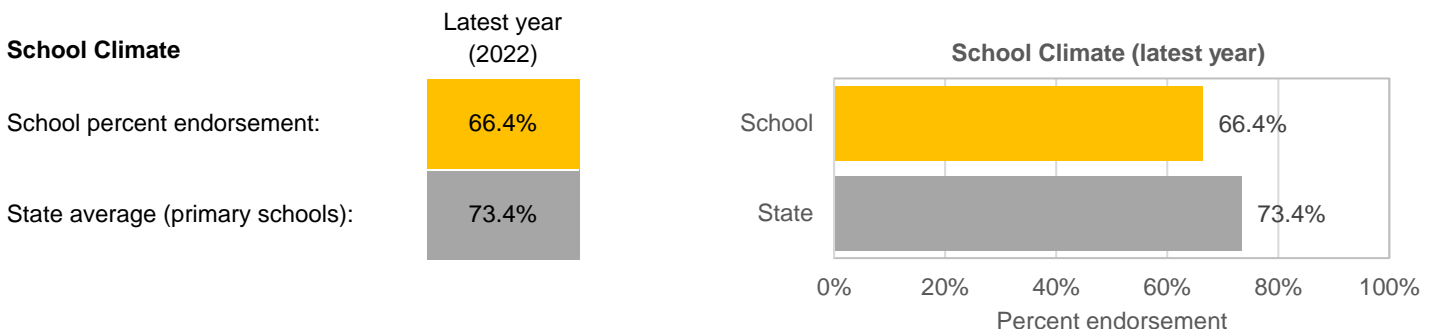


School Staff Survey

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:

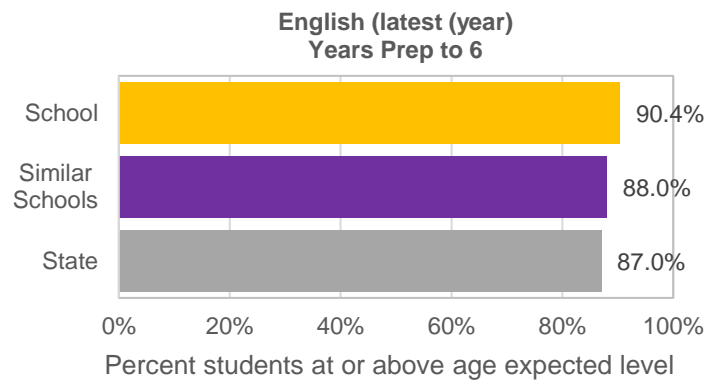
90.4%

Similar Schools average:

88.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

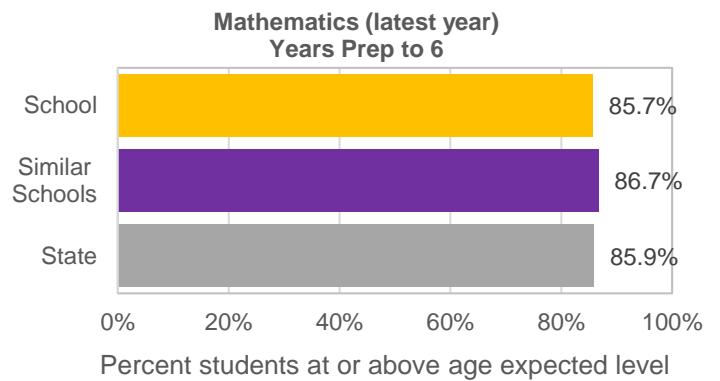
85.7%

Similar Schools average:

86.7%

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.

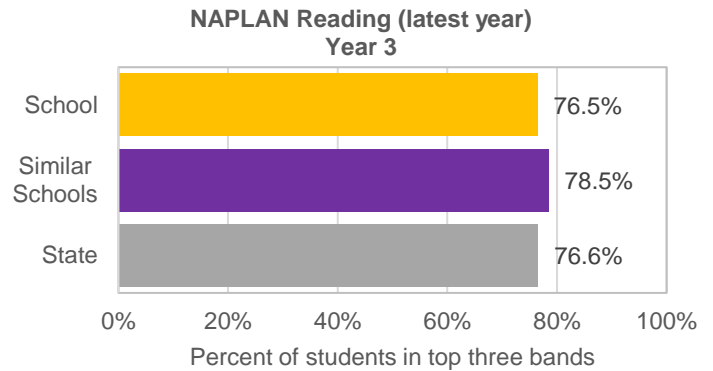
NAPLAN

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.

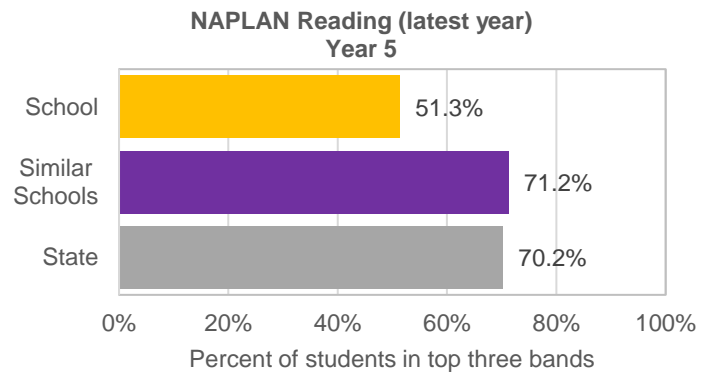
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.5%	84.3%
Similar Schools average:	78.5%	77.7%
State average:	76.6%	76.6%



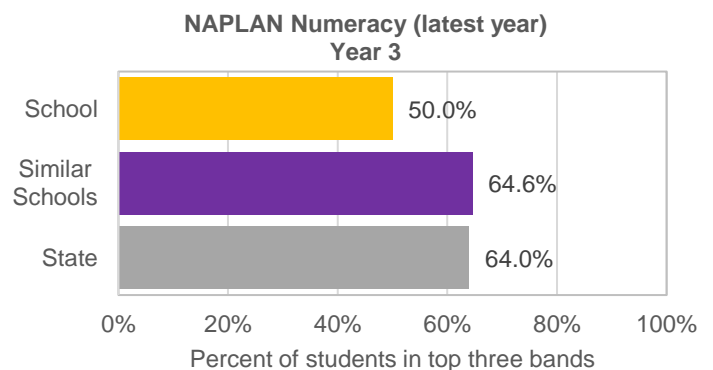
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.3%	65.0%
Similar Schools average:	71.2%	70.9%
State average:	70.2%	69.5%



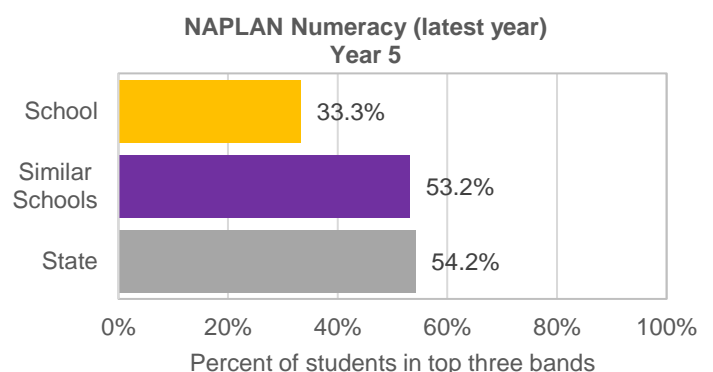
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	73.4%
Similar Schools average:	64.6%	66.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	53.0%
Similar Schools average:	53.2%	59.6%
State average:	54.2%	58.8%



WELLBEING

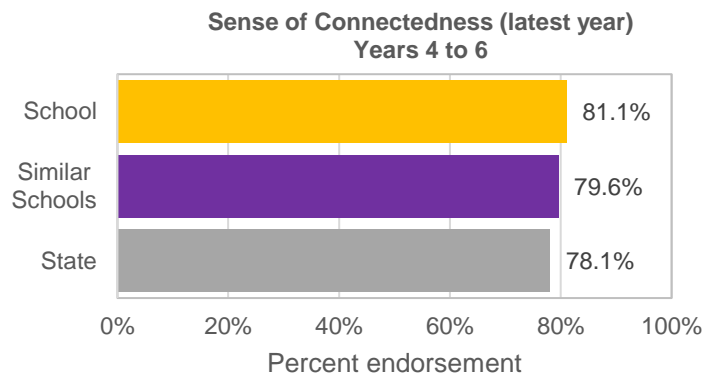
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.1%	80.7%
Similar Schools average:	79.6%	81.2%
State average:	78.1%	79.5%

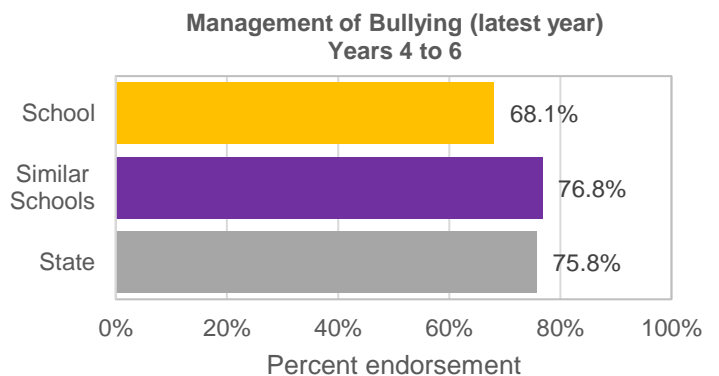


Student Attitudes to School – Management of Bullying

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:	68.1%	72.0%
Similar Schools average:	76.8%	79.6%
State average:	75.8%	78.3%



ENGAGEMENT

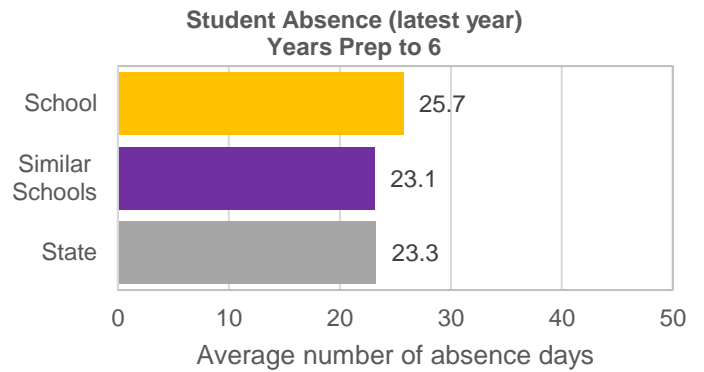
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.7	16.5
Similar Schools average:	23.1	16.5
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):	89%	84%	88%	87%	84%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,467,987
Government Provided DET Grants	\$369,489
Government Grants Commonwealth	\$68,146
Government Grants State	\$0
Revenue Other	\$15,641
Locally Raised Funds	\$224,728
Capital Grants	\$19,824
Total Operating Revenue	\$3,165,815

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,640
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,640

Expenditure	Actual
Student Resource Package ²	\$2,700,603
Adjustments	\$0
Books & Publications	\$2,492
Camps/Excursions/Activities	\$83,215
Communication Costs	\$4,390
Consumables	\$72,541
Miscellaneous Expense ³	\$13,161
Professional Development	\$17,863
Equipment/Maintenance/Hire	\$22,155
Property Services	\$53,740
Salaries & Allowances ⁴	\$175,330
Support Services	\$57,887
Trading & Fundraising	\$34,231
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,967
Total Operating Expenditure	\$3,286,575
Net Operating Surplus/-Deficit	(\$140,584)
Asset Acquisitions	\$109,008

- (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	\$743,137
Official Account	\$55,650
Other Accounts	\$0
Total Funds Available	\$798,788

Financial Commitments	Actual
Operating Reserve	\$90,882
Other Recurrent Expenditure	\$109,339
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$115,000
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$320,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$885,220

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.