

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 May 2024 at 01:15 PM by Carolyn Bamberg (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 May 2024 at 02:47 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Reservoir Primary has an enrolment of approximately 315 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: The recent additions of a two-story STEAM wing and a brand new admin block have resulted in state of the arts school resources; Art, STEM, Library and generous new classrooms with breakout spaces. Grounds are in good condition with grassed areas as well as artificial surfaces, however since the building program, the further development of the grounds is a priority. 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 communities, 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.

School Council supports the teaching program through a number of sub-committees.

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 2023, Reservoir Primary School held a school review; we maintained our 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 the following data. In Year 3 for example shows:* · Reading: 82% of our students fell in Exceeding or Strong levels compared with 69% state or 71% similar schools. · Numeracy: 76% of students fell in the Exceeding and Strong levels compared with 67% for state and similar schools. *The Year 5 data shows:* · Reading 82% of our students fell in Exceeding or Strong levels compared with 77% for state and 78% for similar schools. · Numeracy 78% of our students fell in Exceeding or Strong levels compared with 68% state and 70% for similar schools.

Growth data from Year 3 to Year 5 according to NAPLAN is disappointing and needs further investigation so this can be addressed in our ongoing focus on Numeracy.

Teacher Judgement of student achievement in 2023 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; 87% compared with 86% and 87%. In 2023 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 priority in 2023 at Reservoir Primary School. We continue to promote peer relationships and develop social competencies. School safety covers three components: advocate for at the school, managing bullying and respect for diversity. The Attitudes to school survey indicates that 89% of students feel they have an advocate to support them if they are feeling unsafe, 75% of students feel positive towards the management of bullying and 87% 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 on par with that of the state and similar schools and is an area that we will work towards improving on an ongoing basis in 2024. 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. Our 'Buddy' program allowed our senior school students 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 of these students and regular support group meetings were conducted to ensure inclusive learning. Students requiring additional support and / or assessments were referred 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

Our school focuses on providing an engaging program for students by continuing to challenge them at their point of need and maintaining an empowering learning environment that values the positive contributions of students. Our school achieved this by prioritising school community events and support programs such as: assemblies, camps, family get togethers, excursions, sleepovers and improved communication between parents and the school. A very successful concert was held for the first time in a few years. · 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 through · ongoing professional learning around further development of authentic Student Voice and Agency. The Attitudes to school survey results indicate that students at Reservoir Primary School have a good sense of connectedness to the school and peers with 79% of students feeling a sense of connectedness to the school and 85% connectedness to peers. Responses to a sense of inclusion showed 91% positive and 94% positive around high expectations of their teachers. Our whole school survey data indicates high student engagement levels with all factors around inclusion, belonging and stimulated learning . Questions asked are listed below. Compared to 2022 results, only two questions had lower results than in 2023, as indicated.

- I feel safe in the playground *96.6% positive (2023) - 96.8% positive (2022)*
- In general students at this school get along with each other
- I make decisions about how I learn
- I can explain what I am learning & why
- like being at school;
- I enjoy learning at school
- Most of my teachers really listen to what I say
- I feel that I belong at this school
- My teacher listens to me and values my opinion
- I have friends at this school
- Most of my teachers like me
- My teachers care about me
- My teacher explains what I am learning & why *88.7% positive (2023) – 90.4% positive (2022)*

Attention has always been given to informing our school community of the relationship between high attendance and high performance. The overall school average for absences of more than 20 days sits at 38% compared with the state level of 35%. We would like to improve this as obviously if they're not at school, they can't continue developing connections or move forward with their learning.

Financial performance

Reservoir Primary school's financial performance and position report for 2023 indicates a Total Operating Revenue of \$3,487,301 with a Total Operating Expenditure of \$3,788,745 leaving a deficit of \$301,445

Reservoir Primary school has finally fought its way out of a deficit position and is now ready to begin 2024 with a zero deficit balance. There is still a "late works" package to be announced as part of our building program; these funds are the difference between the amount of money announced in the original building grants for Stage 2, and what was actually spent. These funds will be used for priority areas identified by School Council; funds will be managed by the same architect firm. This will avoid the school having to spend its own money to return the grounds to an attractive and engaging outdoor environment that was present before the huge changes made under the building project; Stages 1 and 2.

We will monitor the climate and environment of the school and develop an action plan addressing the important area of attracting students from within 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 316 students were enrolled at this school in 2023, 147 female and 169 male.

31 percent of students had English as an additional language and 4 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).

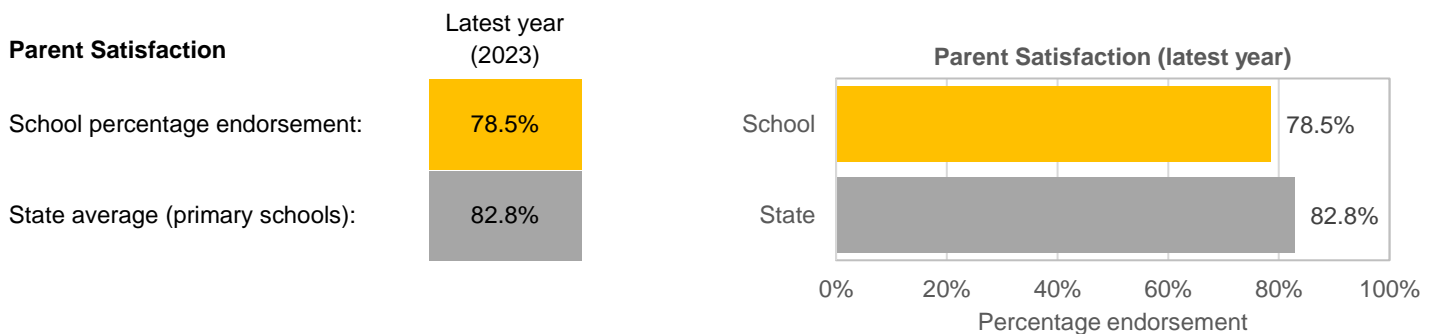
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

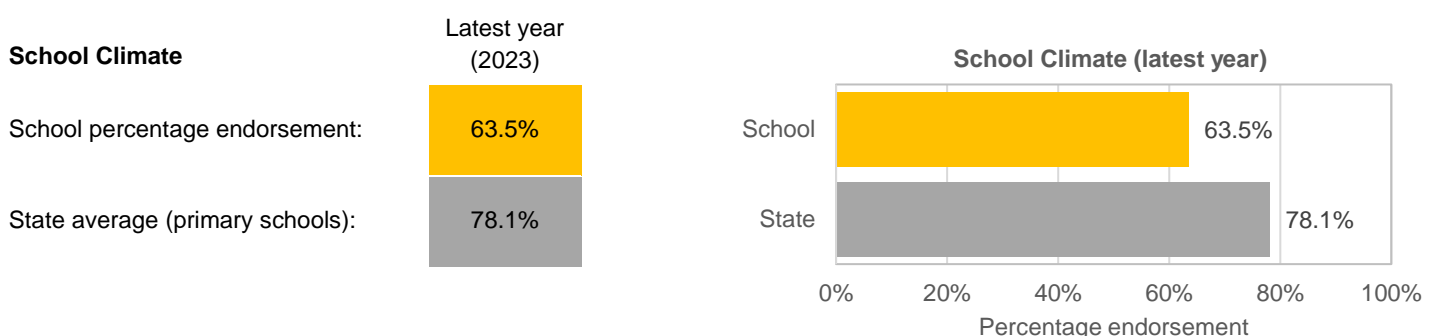


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

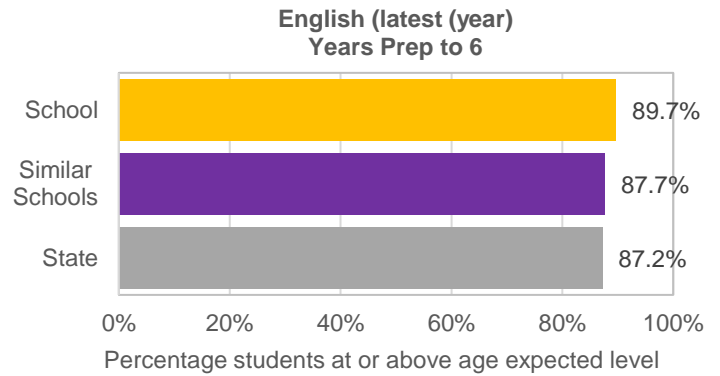
89.7%

Similar Schools average:

87.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

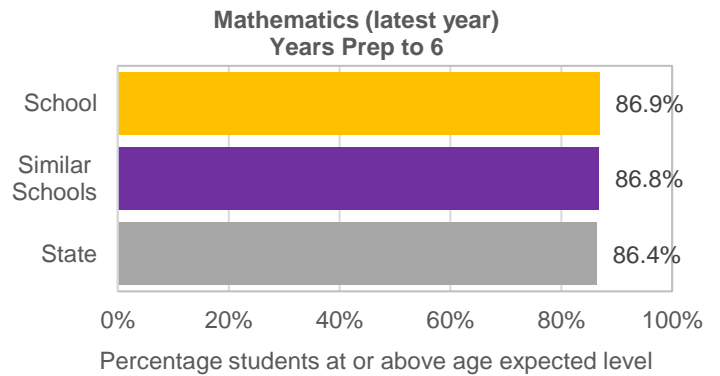
86.9%

Similar Schools average:

86.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.0%

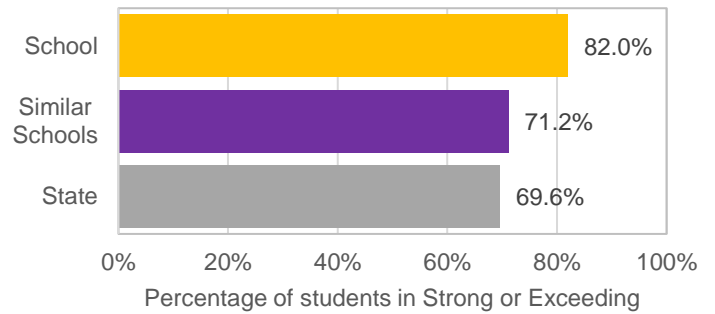
Similar Schools average:

71.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.1%

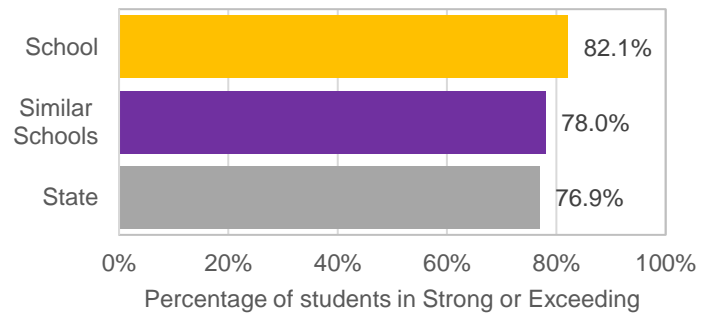
Similar Schools average:

78.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.0%

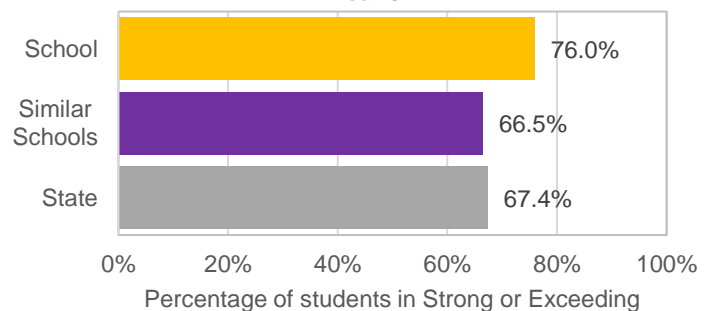
Similar Schools average:

66.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

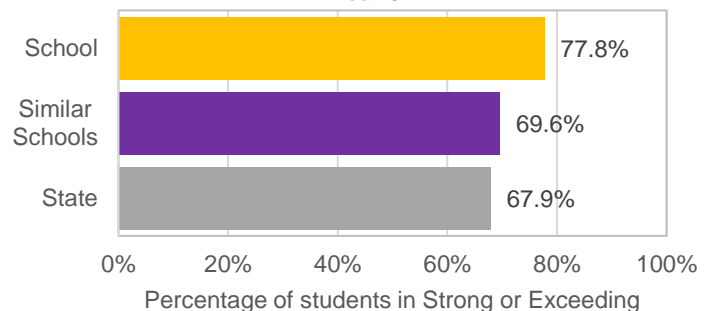
Similar Schools average:

69.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.5%

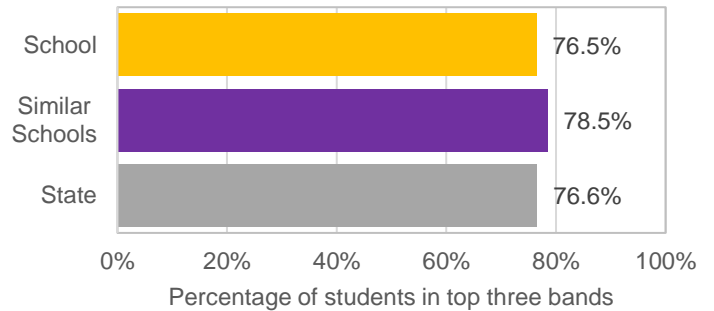
Similar Schools average:

78.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.3%

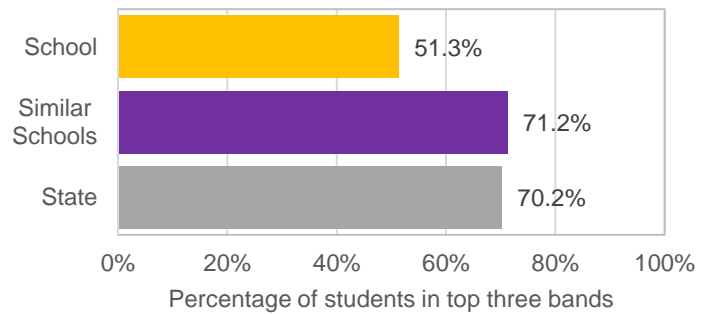
Similar Schools average:

71.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

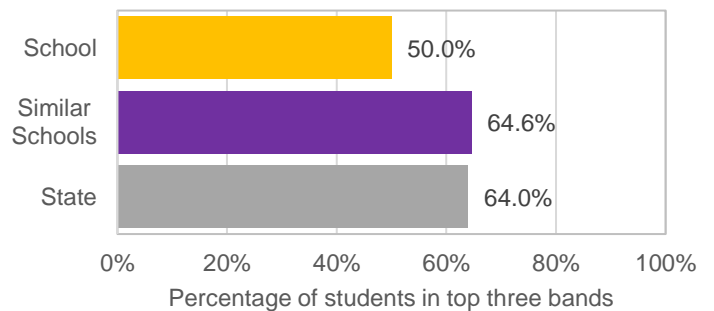
Similar Schools average:

64.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

33.3%

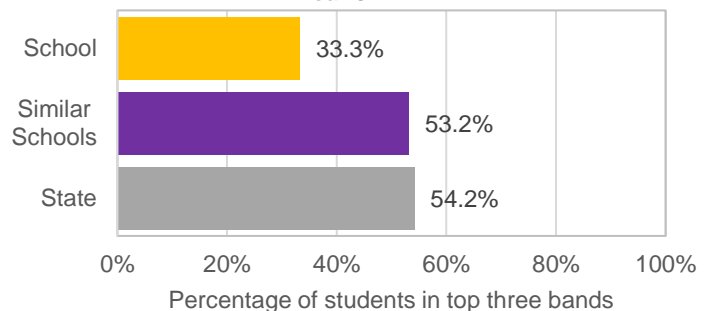
Similar Schools average:

53.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

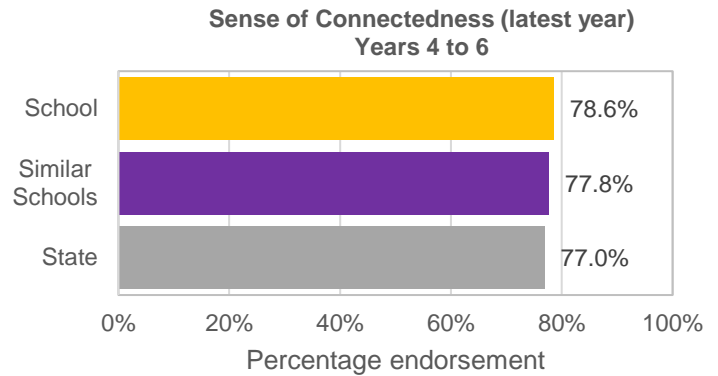
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 78.6% | 79.4% |
| Similar Schools average: | 77.8% | 79.8% |
| State average: | 77.0% | 78.5% |

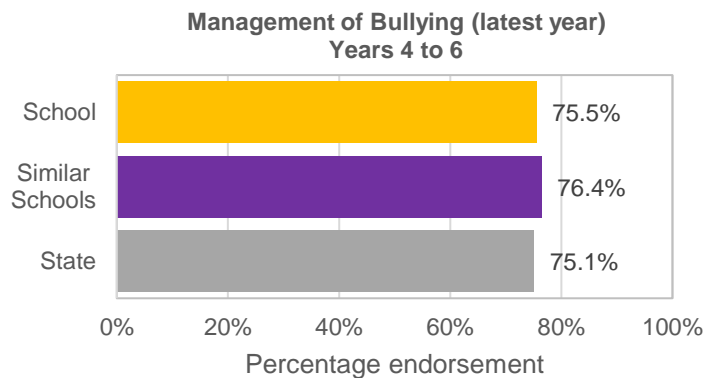


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 75.5% | 72.8% |
| Similar Schools average: | 76.4% | 78.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

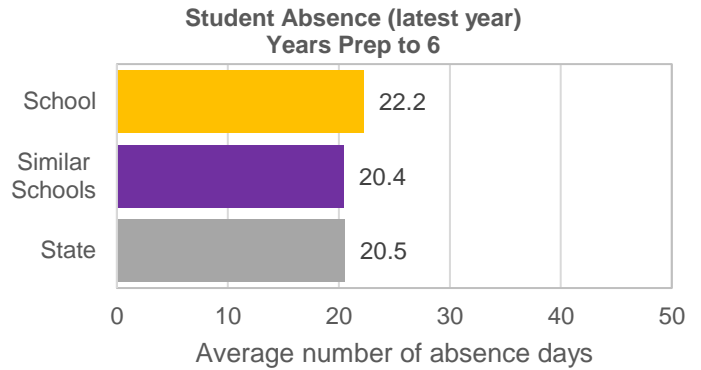
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 22.2 | 17.8 |
| Similar Schools average: | 20.4 | 17.5 |
| State average: | 20.5 | 18.1 |



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 (2023): | 89% | 91% | 87% | 90% | 88% | 86% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,974,449 |
| Government Provided DET Grants | \$90,910 |
| Government Grants Commonwealth | \$93,624 |
| Government Grants State | \$0 |
| Revenue Other | \$27,774 |
| Locally Raised Funds | \$300,544 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,487,301 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$57,328 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$57,328 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,950,404 |
| Adjustments | \$0 |
| Books & Publications | \$2,103 |
| Camps/Excursions/Activities | \$108,002 |
| Communication Costs | \$5,419 |
| Consumables | \$88,063 |
| Miscellaneous Expense ³ | \$34,004 |
| Professional Development | \$10,168 |
| Equipment/Maintenance/Hire | \$58,896 |
| Property Services | \$116,280 |
| Salaries & Allowances ⁴ | \$249,027 |
| Support Services | \$63,393 |
| Trading & Fundraising | \$52,123 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$50,863 |
| Total Operating Expenditure | \$3,788,745 |
| Net Operating Surplus/-Deficit | (\$301,445) |
| Asset Acquisitions | \$109,221 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$271,443 |
| Official Account | \$35,991 |
| Other Accounts | \$0 |
| Total Funds Available | \$307,435 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$125,281 |
| Other Recurrent Expenditure | \$55,167 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$16,200 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$20,000 |
| Capital - Buildings/Grounds < 12 months | \$60,000 |
| Maintenance - Buildings/Grounds < 12 months | \$15,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$291,648 |

All funds received from the Department of Education, 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.