

2024 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 14 March 2025 at 01:39 PM by Carolyn Bamberg (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 07:28 PM by Carolyn Bamberg (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Reservoir Primary School has an enrolment of 320 students from diverse backgrounds and 30 staff. There is one Assistant Principal, one Leading Teacher and two Learning Specialists. Our school provides a learning environment where children progress in their learning and develop their creativity and curiosity. Our school setting ensures children feel safe, cared for and valued.

All levels of academic ability are catered for as our teachers work at each students' level of need, enabling each child to reach their full potential.

Our teachers work in collaborative teams to plan and implement teaching programs to provide positive outcomes for every child, including the health and well being of our students and their families.

As well as the core curriculum in English and Maths, students enjoy Science, Visual Arts and Physical Education, Performing Arts and Auslan as our LOTE (Language other than English). There is also the opportunity to learn instrumental music (violin and keyboard) as electives.

Our library is a vibrant and engaging learning space that students take pleasure in using. In classrooms, students have access to laptops and iPads.

We encourage parents and families to become involved in our school through forums such as the School Council. We also welcome many opportunities throughout the year where parents can join in with their children such as assemblies, curriculum focus evenings or days, sporting events, excursions and other activities.

The core values of Respect, Responsibility, Acceptance and Personal Excellence make our school a safe, happy place where everyone can experience pride in their achievements before they move on to secondary schooling.

The School

Our architecturally designed learning spaces integrate the history of our 100-year-old building with modern STEM building and Gymnasium. Our school, which celebrated its centenary in 2024, includes well established and maintained grounds, with flexible learning spaces complementing our high-quality learning program. All classrooms have been upgraded and renovated providing the ultimate learning environment.

Location

Within walking distance of both Reservoir and Ruthven stations, located in a quiet residential area between Barton and Duffy streets, Reservoir Primary School is accessible from many surrounding suburbs.



Progress towards strategic goals, student outcomes and student engagement

Learning

The Leadership team engaged in PLC training in the first half of the year, which led to further defining our team norms and processes when planning together. The leadership team also established consistent and agreed planning documents and a clear scope and sequence for the introduction of Maths 2.0 in the Victorian Curriculum. The school prepared for the introduction of Phonics Plus and redefined our approach to phonics instruction in the early years. The early years team also introduced Daily Reviews to literacy and numeracy instruction, and trialled the introduction of a protected literacy block, which has been extended to all year levels in 2025.

Whilst Teacher Judgement data aligns with similar schools and state averages, NAPLAN Achievement in Strong or Exceeding continues to decline, particularly in Year 5 in both Maths and Reading. This leads to further work to be done in planning sequences of learning that are both structured and systematic, and layers of planning according to the Multi-Tiered Systems of Support (MTSS) framework.

Wellbeing

The school completed three Disability Inclusion Profiles (DIPs) in 2024, which in turn enabled the school to examine and refine processes and improve our approach to disability and inclusion. In particular, the leadership team was able to improve the Individual Education Plan (IEP) processes, Behaviour Management Plans (BSPs), referral processes using the MTSS framework and transition processes within the school (such as CRT profiles).

The Student Attitudes of School (AToS) data reflected a lack of connectedness amongst Year 4 students and increased poor classroom behaviour. This points at a need to strengthen induction processes for new staff (with a high turnover of staff in 2024), and a need to document behaviour systems and expectations. The staff undertook Respectful Relationships training in Term 3, and a clear scope and sequence developed for implementation of the RRRR curriculum in 2025. Our community committed to our Respectful Relationships pledge and will examine existing vision and values throughout 2025.

Engagement

Student attendance continues to be a focus for our international student population, and the leadership examines administrative processes and procedures to ensure accuracy of attendance data. The leadership team developed attendance policy processes and used the MTSS structure to develop tiered intervention for students of concern.

The school enjoyed its centenary year in 2024 with over 200 alumni visiting the school for our centenary events. The school continued its focus on community through the annual mini-fair, community night, increased parent helper volunteers, and Prep picnic. The school formed a partnership with Darebin Council's Octopus Schools program to begin improving safe travel to school and improving local laneways around the area.

Other highlights from the school year

The school formally opened the newly named gymnasium - Ganbu Marra meaning 'One Community'- with a Welcome to Country and smoking ceremony conducted by Wurundjeri elders. This marked the completion of our major building upgrades, with refurbishment of our 100-year building, and the newly constructed gym and STEAM building.

Students continued to enjoy our camps program in both the 3/4 and 5/6 camps, Somer's School Camp, Grade 2 sleepover, Grade 1 excursion and Prep Pizza Night. Students also took part in local school sporting competitions, cultural incursions and excursions, cybersafety education, Ride to School Day, Swimming and Gymnastics Program and Mini-Fair.

Financial performance

The school's financial position remains strong due to careful management of the SRP and cash budgets. The major building works were completed in November 2024, and planning for the late works package began in Term 2. This will enable the school to resurface the basketball courts and improve playground facilities after the disruption caused by the building works.

The local community fundraising allowed the school to purchase seating for the gymnasium and new cubby houses to be purchased in 2025.

The School Council run Out of School Hours Care (OSHC) made a small profit after wages were paid. The Instrumental Music Program ran at a considerable loss, prompting a small rise in fees for 2025. School Council also examined the use of the Excursion Fund process and Camps program to ensure student educational programs could continue to be offered.

**For more detailed information regarding our school please visit our website at
<https://reservoirps.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 322 students were enrolled at this school in 2024, 147 female and 174 male.

27 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).

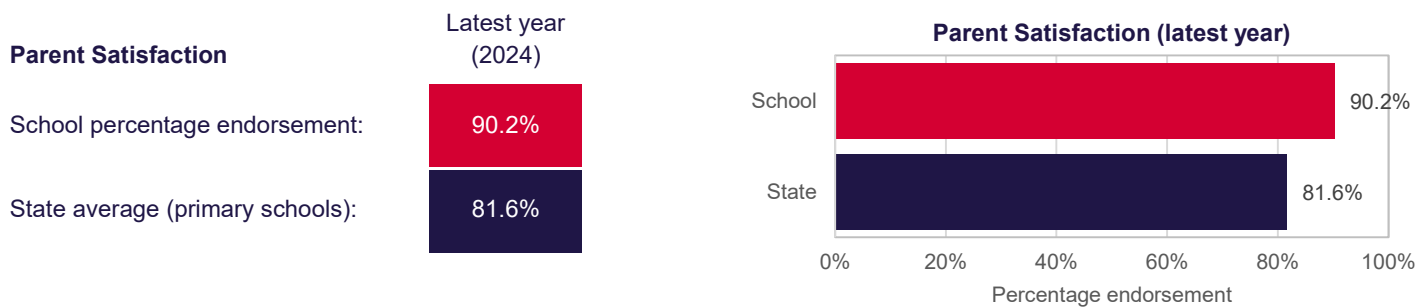
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

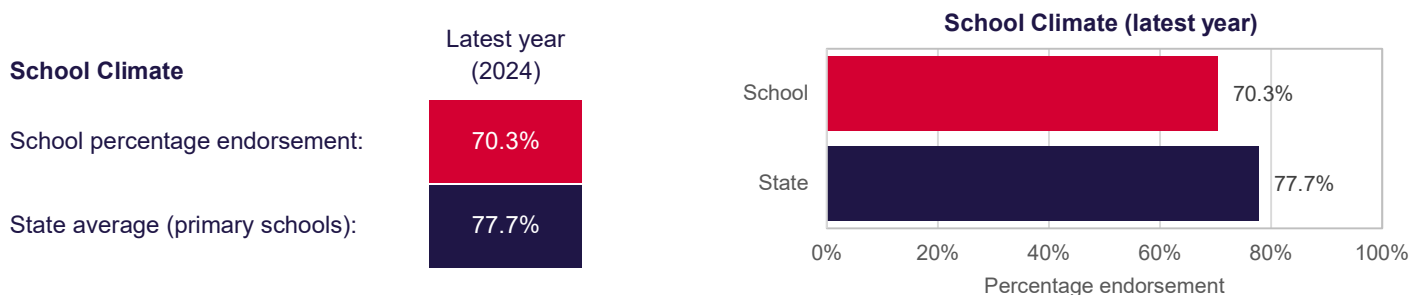


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

88.4%

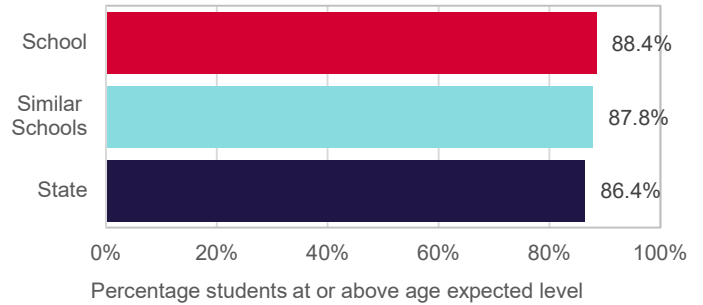
Similar Schools average:

87.8%

State average:

86.4%

**English (latest year)
Years Prep to 6**



**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

87.8%

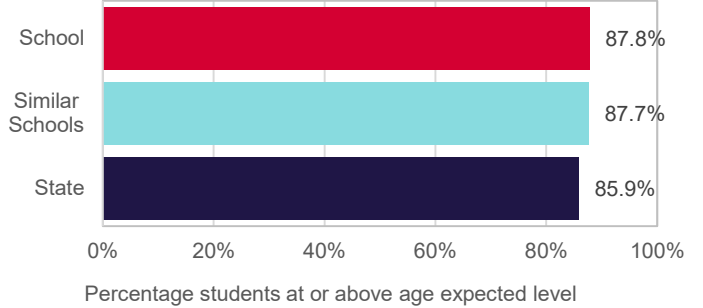
Similar Schools average:

87.7%

State average:

85.9%

**Mathematics (latest year)
Years Prep to 6**



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.

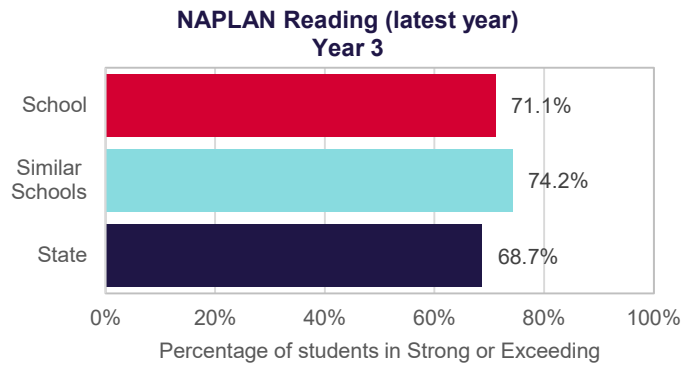
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

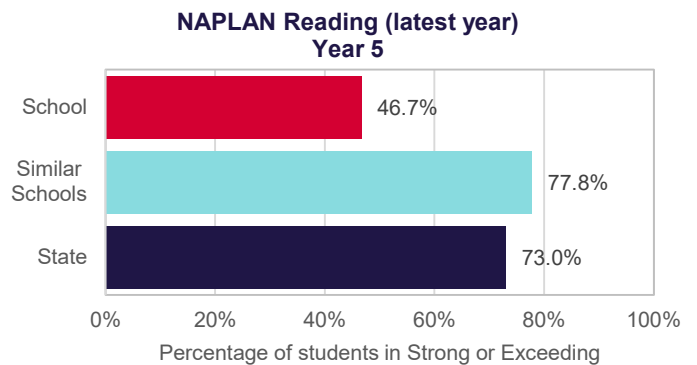
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.1%	77.3%
Similar Schools average:	74.2%	73.6%
State average:	68.7%	69.2%



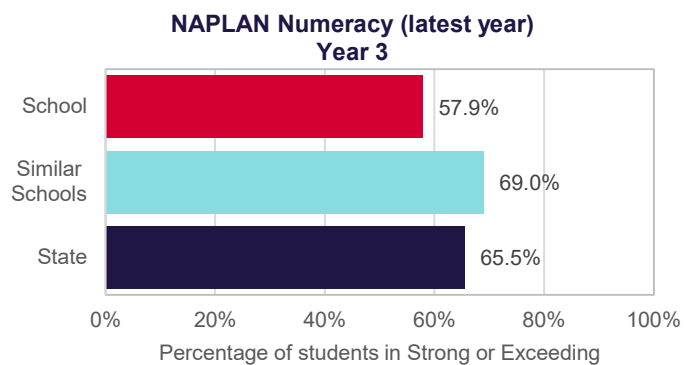
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.7%	66.7%
Similar Schools average:	77.8%	78.9%
State average:	73.0%	75.0%



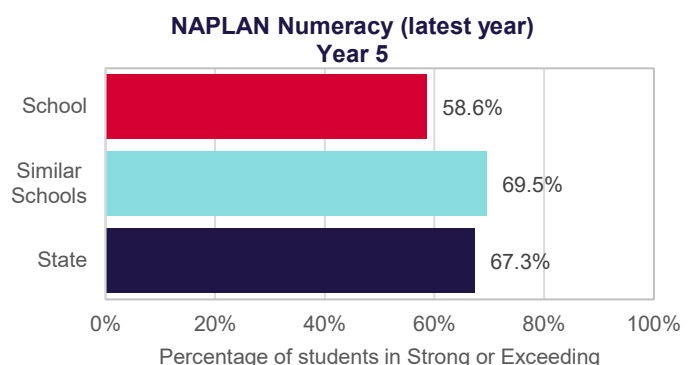
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	68.2%
Similar Schools average:	69.0%	69.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.6%	69.2%
Similar Schools average:	69.5%	70.2%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

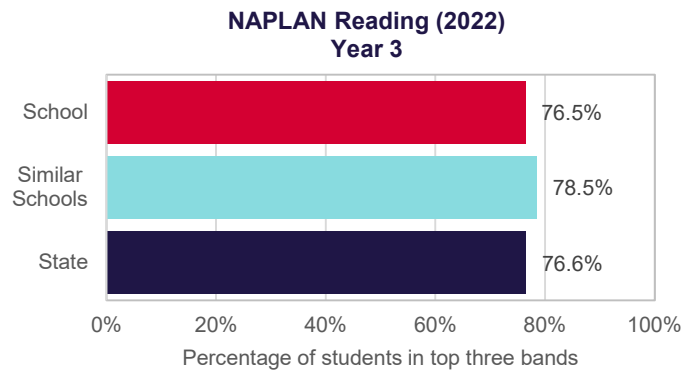
76.5%

Similar Schools average:

78.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

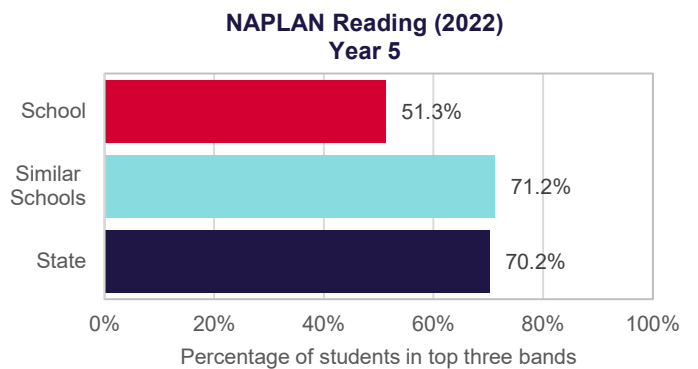
51.3%

Similar Schools average:

71.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

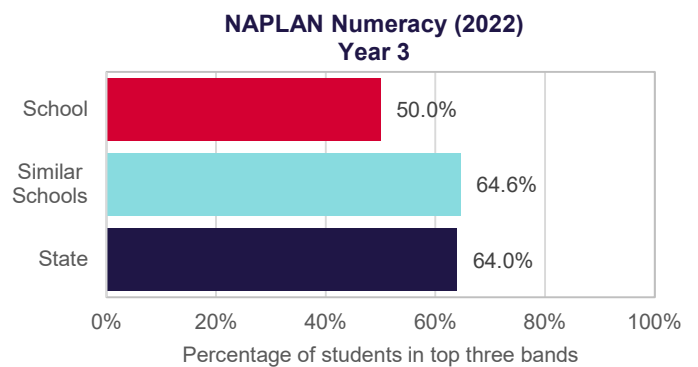
50.0%

Similar Schools average:

64.6%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

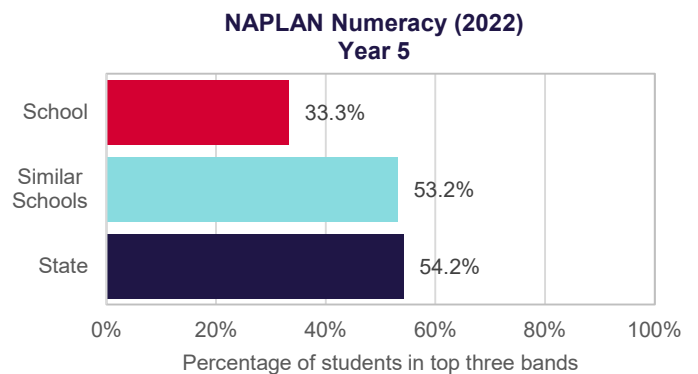
33.3%

Similar Schools average:

53.2%

State average:

54.2%



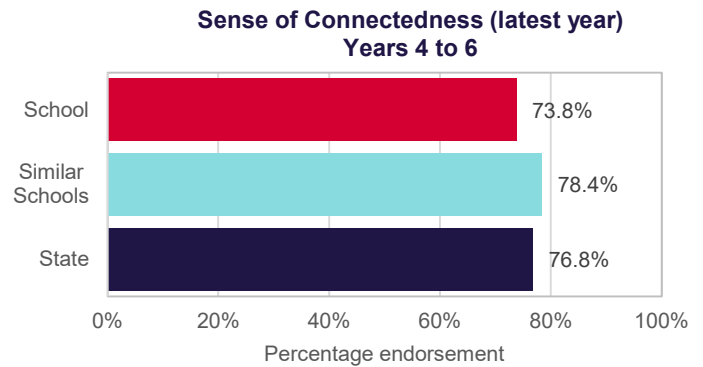
WELLBEING

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).

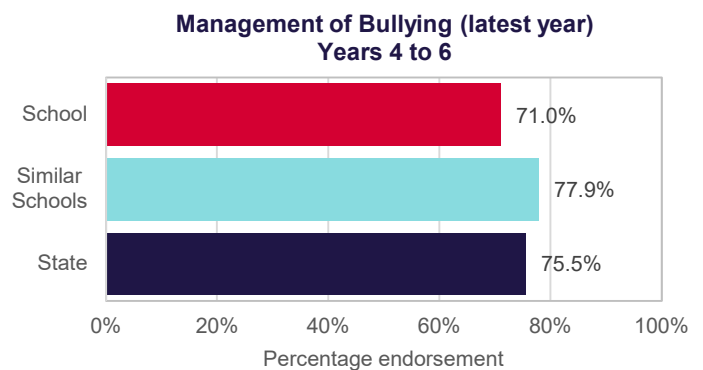
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.8%	77.7%
Similar Schools average:	78.4%	79.1%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	71.0%	72.3%
Similar Schools average:	77.9%	77.6%
State average:	75.5%	76.3%



ENGAGEMENT

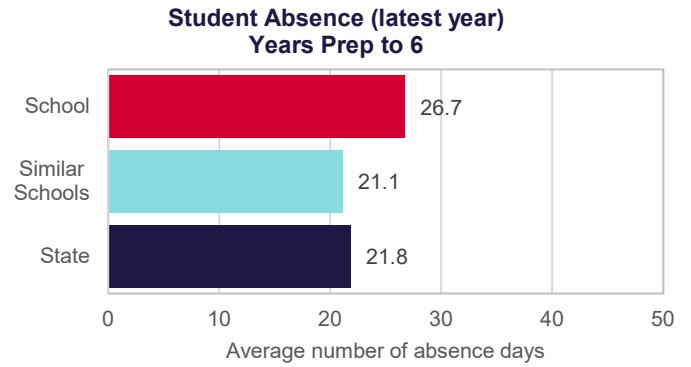
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	26.7	21.4
Similar Schools average:	21.1	19.4
State average:	21.8	20.1



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 (2024):	89%	87%	86%	88%	86%	87%	83%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,312,282
Government Provided DET Grants	\$425,071
Government Grants Commonwealth	\$135,418
Government Grants State	\$0
Revenue Other	\$66,648
Locally Raised Funds	\$334,046
Capital Grants	\$0
Total Operating Revenue	\$4,273,464

Equity ¹	Actual
Equity (Social Disadvantage)	\$62,380
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$62,380

Expenditure	Actual
Student Resource Package ²	\$3,207,074
Adjustments	\$0
Books & Publications	\$2,248
Camps/Excursions/Activities	\$111,176
Communication Costs	\$4,732
Consumables	\$93,791
Miscellaneous Expense ³	\$18,502
Professional Development	\$30,153
Equipment/Maintenance/Hire	\$52,332
Property Services	\$81,249
Salaries & Allowances ⁴	\$236,799
Support Services	\$120,197
Trading & Fundraising	\$40,910
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,342
Utilities	\$96,247
Total Operating Expenditure	\$4,097,751
Net Operating Surplus/-Deficit	\$175,712
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$424,965
Official Account	\$19,187
Other Accounts	\$0
Total Funds Available	\$444,152

Financial Commitments	Actual
Operating Reserve	\$148,446
Other Recurrent Expenditure	\$13,710
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$120,000
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$377,156

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.

