

2023 Annual Report to the School Community

School Name: Reservoir West Primary School (4711)



- 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 26 April 2024 at 07:26 AM by Bruce Kearney (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 28 April 2024 at 05:42 PM by Jenn Waters (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 West Primary School was established in 1954 and is located ten kilometres north of the centre of Melbourne. Our school is built on a proud tradition of excellence in academic, cultural and sporting achievements. We provide a friendly and caring environment where a love of learning and the personal growth and wellbeing of all students is fostered. RWPS strives to create a welcoming environment for families and invites them to participate as partners in the education of their children.

The following values underpin all that we do:

- Respect & Responsibility - for ourselves, others, the environment and diversity;
- Wisdom: to make appropriate decisions and dare to be innovative;
- Persistence: - in continuing to strive for excellence in all that we do;
- Success - in life-long learning with a global perspective.

EVERY STUDENT MATTERS EVERY DAY. EVERY STUDENT CAN BE A HIGH ACHIEVER.

Our current goals are: to maximise learning growth and achievement for all students, to empower students to be more actively engaged in learning and to improve the social and emotional wellbeing of all students.

Based on the school's 2024 Student Family Occupation and Education Index, the school has a low-medium level of socio-economic disadvantage (0.2713). The proportion of parents born in Australia is 66%. The proportion of students born in Australia is 94%. 84 students speak a language other than English at home. This is 14.19% of the student body. 66 of these students were born in Australia, but speak a language other than English at home. They represent 11.15% of the student body.

In 2024, a total of 46.8 FTE staff are employed at the school (38.9 teaching and 9.84 non-teaching). This includes 3 Principal Class Officers and 5.89 FTE Education Support staff, a locally employed Psychologist 0.5 FTE, as well as 2.0 FTE Student Welfare Officers. Staff place an emphasis on providing individualised learning for our students in a team-oriented environment. All staff are committed to continued Professional Learning.

An enrolment ceiling has been in place since 2013. In 2023, the student enrolment was 591. Currently, the gender breakdown is 49% girls and 51% boys. The proportion of students with a Language Background Other Than English is 34%. The proportion of English as an Additional Language (EAL) students is 14%. The proportion of indigenous students is 2.87%.

Students are currently organised for learning in a mixture of straight and composite classes. Foundation to Year 4 are straight classes and the 5/6 classes are composite. Facilities provide the opportunity for flexible groupings of students and collaborative teaching. In 2024 there are 24 home groups, supported by specialist teachers and support teachers who work as a team to deliver a comprehensive curriculum. Students attend specialist classes in Art, PE, Library/ICT, and Spanish and Music. Teacher Support, EAL and Intervention and Tutor Initiative programs are provided.

The school is extremely well supported by a strong wellbeing team of two full-time Student Wellbeing, Engagement and Inclusion Leaders and a part-time Psych. Our Wellbeing team also provide support for our community in the area of Child Safety.

Reservoir West Primary School provides a comprehensive curriculum based on the Victorian Curriculum. Staff have developed literacy and numeracy continuums, which are supported by an appropriate assessment schedule. Whole school agreements are outlined for curriculum areas and include expectations, assessment tools, common language and evidence-based explicit instructional strategies. The coherent, school-wide methodology applied to planning, assessment and the sharing of effective practices has built a unified teaching approach focused on making a positive impact on student learning. The diverse learning needs of students are catered for through purposefully designed teaching and learning programs.

The school uses digital technologies routinely across the curriculum with all students in the Senior School having access to their own devices. School iPads are used in the Junior School.

The school offers Before and After School Care, along with Pupil-Free day and Vacation programs. The School Council is a robust and supportive body and meets monthly. The School's Parents and Friend' Association is a small but strongly committed group which has done amazing things for our school this year and last with regard to social activities and fundraising.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 NAPLAN data showed the following:

Year 3 Reading (percentage of students in Strong and Exceeding) was 79.5 percent which is above state average and similar schools.

Year 5 Reading (percentage of students in Strong and Exceeding) was 77.5 percent which is slightly above state average and below similar schools.

Year 3 Numeracy (percentage of students in Strong and Exceeding) was 80.5 percent which is significantly above state and similar schools.

Year 5 Numeracy (percentage of students in Strong and Exceeding) was 70.0 percent which is slightly above state average and slightly below similar schools.

School comparison measures for Years P-6 in Teacher Judgement in 2023 show that student achievement in English was 88.7 percent of students at or above age-expected standards which is slightly below similar schools and slightly above state average.

School comparison measures for Years P-6 in Teacher Judgement in 2022 show that student achievement in Mathematics was 90.7 percent of students at or above age-expected standards which is higher than the state average and slightly higher than similar schools.

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.

PSD students were supported to work towards their individual learning goals.

Wellbeing

Student Wellbeing continued to be a focus through the enhancement of our whole school approach to student wellbeing and inclusive education. This included a focus on whole-school curriculum relating to social and emotional learning such as:

- Learning to Learn Program for all year levels at the beginning of the school year, aimed at promoting consistent and inclusive language, developing a shared understanding of our school values, rights and responsibilities and student/educator behaviour expectations.
- The Resilience, Rights and Respectful Relationships
- Bullying education through incursions and targeted lessons
- Sexuality Education - Talking the Talk (Vanessa Hamilton)

The multi-tiered system of support provided a framework to focus on the positive educational experiences and outcomes of all students, and also implement targeted interventions such as an 8-week intensive OT program for students at high-risk of disengagement.

Whole school implementation of explicit instruction of expected behaviours as per the school's Expected Behaviour Matrix and Behaviour Flowchart, and a classroom daily practice routine provided predictable, supportive and engaging learning environments. Student Leadership was a focus with the appointment of Year 6 Student Wellbeing Leaders and the roll out of a Peer Mediation program. Upskilling staff on evidence-based neuro-affirming practices was also a priority with support from the I-Can Network and various inclusive education professional developments.

Results from the Students Attitude to School Survey (AToSS) showed that the Sense of Connectedness in Year 4 to 6 had an endorsement of 74.4 percent which is slightly below similar schools and below the state average. The four-year average showed results very close to both similar schools and state average. AToSS results also showed that the school percentage endorsement of management of bullying in Year 4 to 6 was above both similar schools and state average and also above both in the four-year average.

Engagement

Student absence data for 2023 showed that the average number of absence days was 19.2 which was higher than similar schools but lower than the state average and lower than the 2022 RWPS average of 22.3 days per student. This average was higher than the four-year average of 15.9 percent which was below both the similar schools and state averages. Student attendance rate improved across each year level, with an average increase of 1.57 percent per cohort. The attendance rate for our Year 1 (92 percent) and Year 3 (90 percent) cohorts increased by 1 percent, and our Foundation (92 percent) and Year 2 (91 percent) cohorts increased in attendance by 2 percent each. Our Year 4 (88 percent) cohort experienced a slight decrease by 1 percent and our Year 6 (88 percent) cohort remained consistent. Our Year 5 (92 percent) cohort had a tremendous increase in attendance rate, with a 6 percent increase.

Other highlights from the school year

The 2023 school highlights include:

- The huge success of the PFA in raising over \$70,000 for the school

- The installation and set-up of the Wellbeing Hub
- Staffing of our Wellbeing Team increased to 2.5 FTE
- The embedding of explicit instruction in our teaching and learning
- Visits to schools on the Central Coast and Newcastle in NSW by Prin Class and Team Leaders to observe explicit instruction

Financial performance

In 2023 Reservoir West Primary School has solidified its locally raised funding by engaging a third party to provide outside school hours care (OSHC) service which includes the hiring of the school facilities for several years. This will continue to expand in the future as the demand for OSHC services by the school community continues to grow.

Once again, we had a very successful fundraising campaign which resulted in revenue over \$100K. This was possible with the immense engagement we have with our school community.

Fundraising is dedicated to providing for our students beyond what is just required.

We will continue to monitor revenue and income streams with our stringent financial measures to ensure that we continue to meet our financial obligations.

For more detailed information regarding our school please visit our website at www.rwps.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 592 students were enrolled at this school in 2023, 285 female and 307 male.

14 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).

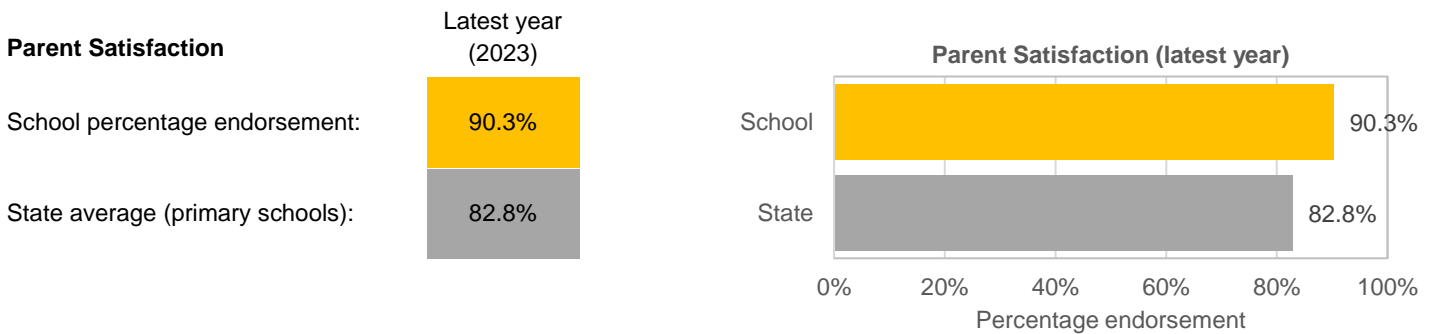
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

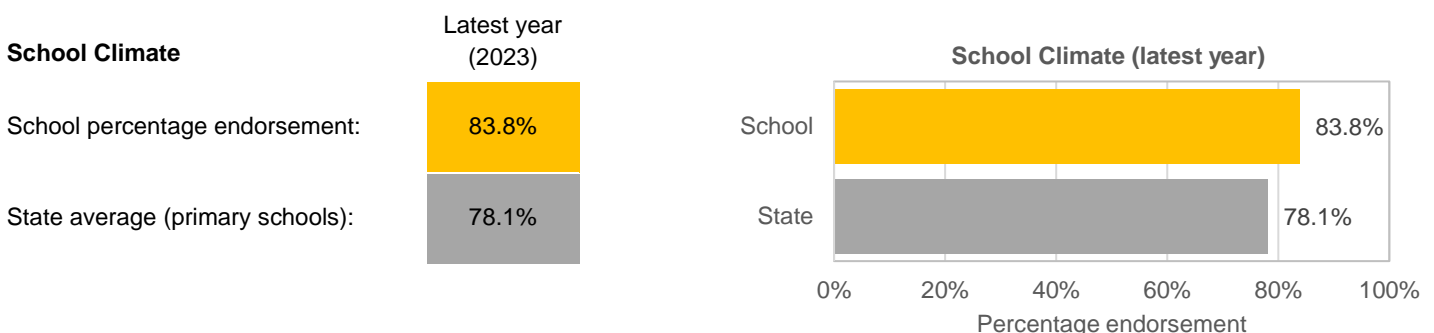


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

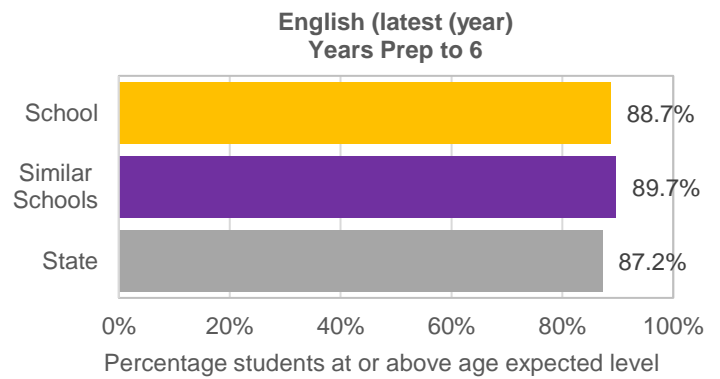
88.7%

Similar Schools average:

89.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

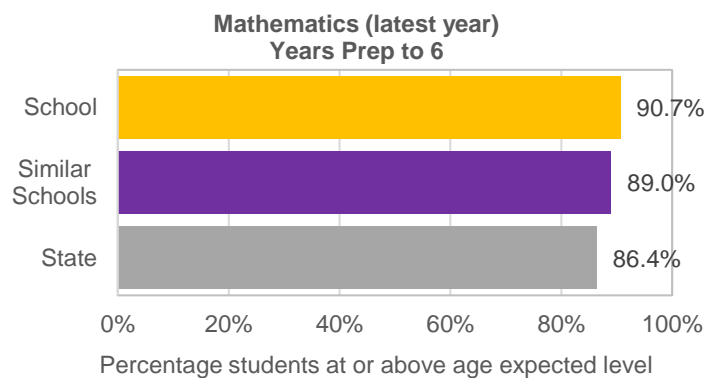
90.7%

Similar Schools average:

89.0%

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:

79.5%

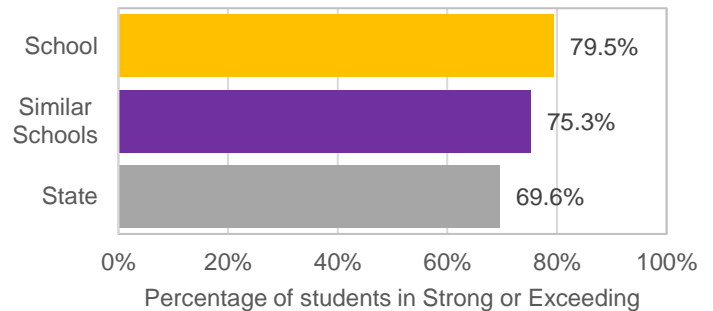
Similar Schools average:

75.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.5%

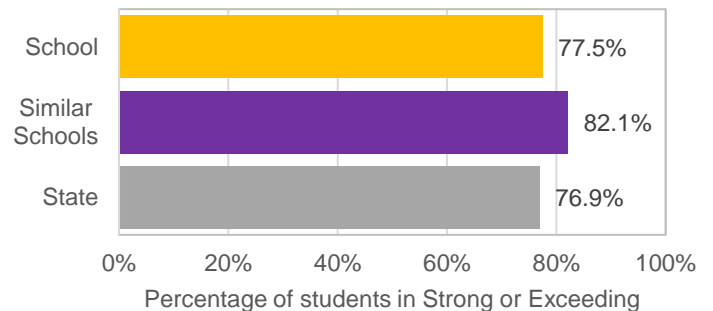
Similar Schools average:

82.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.5%

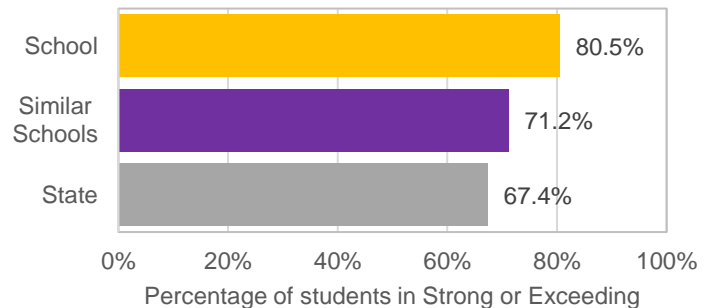
Similar Schools average:

71.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

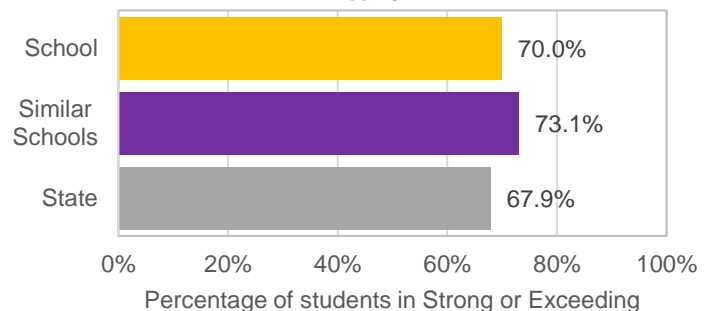
Similar Schools average:

73.1%

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:

73.6%

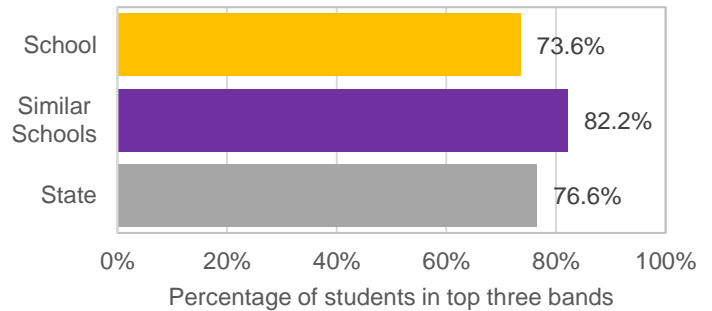
Similar Schools average:

82.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

64.6%

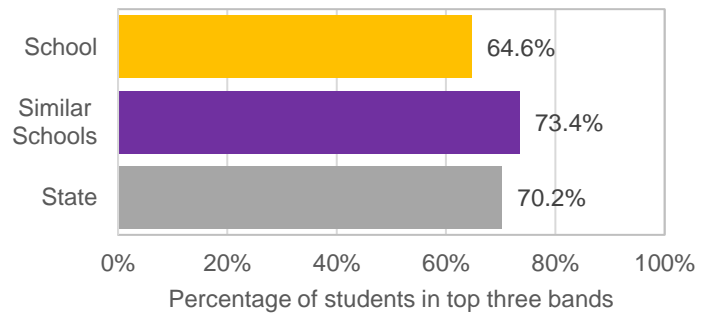
Similar Schools average:

73.4%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

55.9%

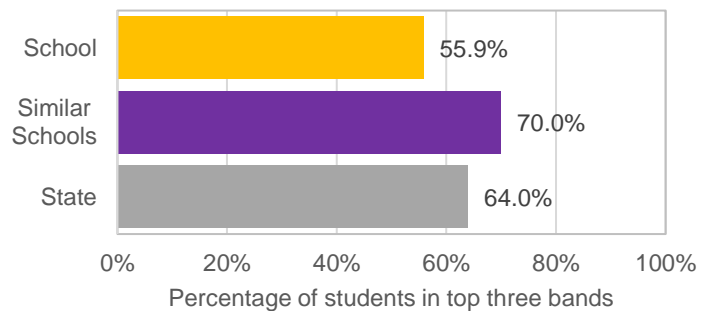
Similar Schools average:

70.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.6%

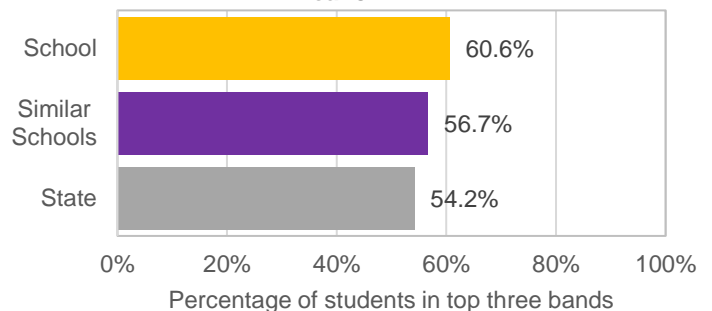
Similar Schools average:

56.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

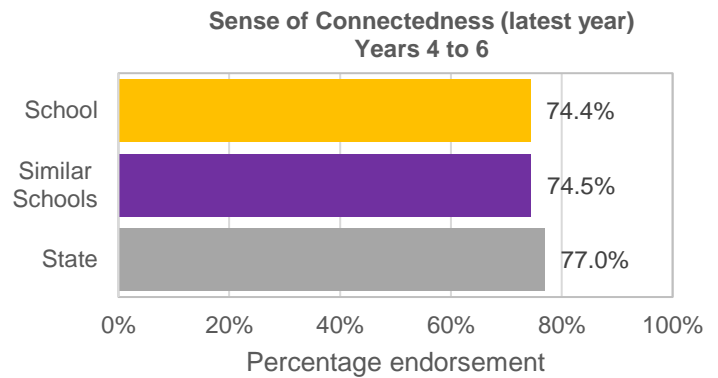
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 74.4% | 77.6% |
| Similar Schools average: | 74.5% | 77.5% |
| State average: | 77.0% | 78.5% |

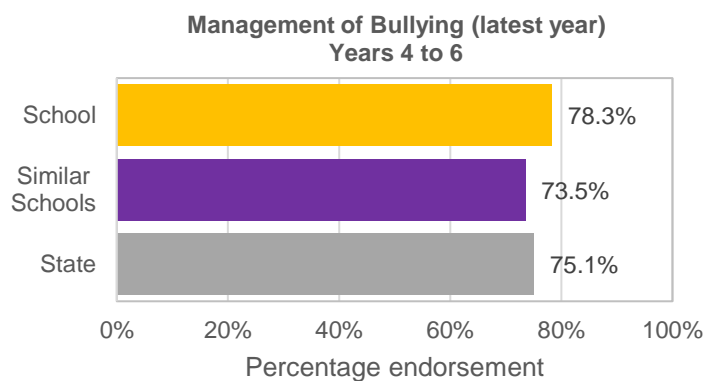


Student Attitudes to School – Management of Bullying

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: | 78.3% | 77.5% |
| Similar Schools average: | 73.5% | 76.2% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

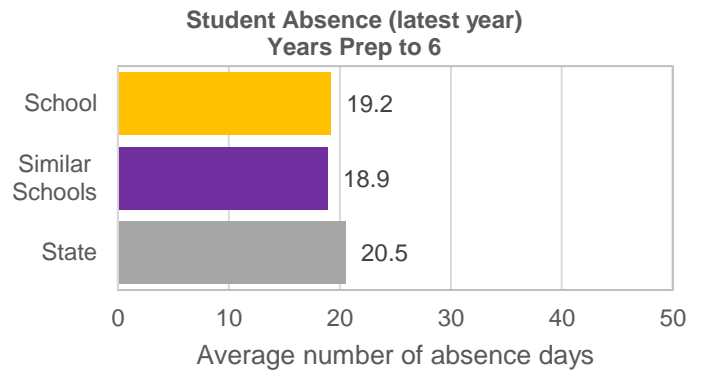
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 19.2 | 15.9 |
| Similar Schools average: | 18.9 | 16.1 |
| 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): | 92% | 90% | 91% | 90% | 88% | 92% | 88% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,845,588 |
| Government Provided DET Grants | \$614,808 |
| Government Grants Commonwealth | \$25,463 |
| Government Grants State | \$0 |
| Revenue Other | \$37,009 |
| Locally Raised Funds | \$417,749 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,940,617 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$106,665 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$106,665 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,736,509 |
| Adjustments | \$0 |
| Books & Publications | \$2,817 |
| Camps/Excursions/Activities | \$126,269 |
| Communication Costs | \$6,929 |
| Consumables | \$180,039 |
| Miscellaneous Expense ³ | \$22,404 |
| Professional Development | \$22,955 |
| Equipment/Maintenance/Hire | \$97,945 |
| Property Services | \$105,725 |
| Salaries & Allowances ⁴ | \$322,336 |
| Support Services | \$24,737 |
| Trading & Fundraising | \$52,855 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$4,240 |
| Utilities | \$37,369 |
| Total Operating Expenditure | \$6,743,129 |
| Net Operating Surplus/-Deficit | \$197,488 |
| Asset Acquisitions | \$20,414 |

- (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 | \$428,914 |
| Official Account | \$8,065 |
| Other Accounts | \$0 |
| Total Funds Available | \$436,979 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$153,342 |
| Other Recurrent Expenditure | \$12,091 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$19,753 |
| School Based Programs | \$107,526 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| 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 | \$292,713 |

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.