

2024 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 20 March 2025 at 08:24 AM by Bruce Kearney (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 20 March 2025 at 08:25 AM by Bruce Kearney (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 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 2024, the student enrolment was 615. 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 25 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/DigiTech, Science and Spanish/Music. Teacher Support, EAL and Intervention and Tutor Initiative programs are provided.

The school is extremely well supported by a strong wellbeing team of 2.2 FTE Student Wellbeing, Engagement and Inclusion Leaders . Our Wellbeing team also provides 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

2024 NAPLAN

Year 3 Reading (percentage of students in Strong and Exceeding) was 77.2 percent which is above state average and slightly above similar schools. Our two-year average was 78.2 percent which was above both similar schools and the state.

Year 5 Reading (percentage of students in Strong and Exceeding) was 75.3 percent which is below similar schools but above the state average. Our two-year average was 76.4 percent which was below similar schools but above the state average.

Year 3 Numeracy (percentage of students in Strong and Exceeding) was 71.9 percent which is below similar schools but above the state average. Our two-year average was 75.9 percent which was above similar schools and the state average.

Year 5 Numeracy (percentage of students in Strong and Exceeding) was 60.5 percent which is below similar schools and the state average. Our two-year average was 65.2 percent which was below similar schools but above the state average.

TEACHER JUDGEMENT

School comparison measures for Years P-6 in Teacher Judgement in 2024 show that student achievement in English was 90.1 percent of students at or above age-expected standards which is slightly below similar schools and above state average.

School comparison measures for Years P-6 in Teacher Judgement in 2024 show that student achievement in Mathematics was 91.7 percent of students at or above age-expected standards which is above the state average and slightly below similar schools.

PROGRAM FOR STUDENTS WITH DISABILITIES AND DISABILITY INCLUSION STUDENTS

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

Wellbeing

Student wellbeing remained a key focus through the refinement of our whole-school approach to wellbeing and inclusive education, aimed at enhancing student engagement and learning. Our behaviour support framework integrates a multi-tiered system of support (MTSS), emphasizing positive, proactive, and collaborative behaviour strategies.

The MTSS framework provided a structured approach to fostering positive educational experiences and outcomes for all students while also implementing targeted interventions, such as the 8-week I CAN Imagination Club, designed to support students with learning differences and/or social anxiety.

To strengthen this approach, a Wellbeing Curriculum Team was established, with a staff representative from each year level. A key focus was the whole-school implementation of explicit behaviour expectations, guided by the Expected Behaviour Matrix and Behaviour Flowchart, alongside consistent daily classroom routines. Student input played a vital role in refining these practices, ensuring that student voice contributed to meaningful improvements.

Our whole-school Wellbeing Program engaged various initiatives to foster a positive, inclusive, and supportive school climate, including:

- Learning to Learn – A start-of-year induction program for educators and students to develop a shared understanding of school values, learning expectations, behaviour rules, and effective classroom routines.
- The Resilience, Rights, and Respectful Relationships (RRRR) curriculum
- Sexuality Education: Talking the Talk with Vanessa Hamilton
- Targeted emotional literacy lessons, delivered through incursions such as *Revved Up*, *MPower*, *Purple Play Space*, and *Championing Boys* with Daniel Principe.

Student leadership was further developed through the appointment of Year 6 Student Wellbeing Leaders and the introduction of a Peer Support Program. Additionally, upskilling staff on evidence-based, neuro-affirming practices remained a priority, supported by Wellbeing and Engagement Leaders and various inclusive education professional development opportunities.

Results from the Students Attitude to School Survey (AToSS) showed that the Sense of Connectedness in Year 4 to 6 had an endorsement of 67 percent which is 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 2024 showed that the average number of absence days per student was 20.8 which was slightly higher than similar schools (20.1 per student) and higher than the 2023 RWPS average of 19.2 per student, but lower than the state average of 21.8. This average was higher than the RWPS four-year average of 18.6 which is higher than similar schools (17.7) but below the state average of 20.1. The student attendance rate reduced across each year level, with an average decline of 1 percent per cohort. The attendance rate for our Foundation students (92 percent), Year 3 students (90 percent) and Year 4 students (88 percent) remained consistent. Our Year 1 students (91 percent) saw a decrease by 1 percent, Year 2 students (89 percent) a decrease of 2 percent) and Year 5 students (87 percent) a significant decrease of 5 percent, whilst our Year 6 cohort (89 percent) had an increase of 1 percent. 38 percent of our student absences were between 10-19.5 days, equating to 2-4 weeks of the school year. Common reasons for non-attendance include illness and extended family holidays.

Other highlights from the school year

The 2024 school highlights include:

- The huge success of the PFA in raising nearly \$70,000 for the school
- The further refinement of explicit instruction in our teaching and learning
- Year 3 NAPLAN Writing results in the top 5% of all schools in Victoria
- Visits to schools in Brisbane by Prin Class, Learning Specialists and Team Leaders to observe explicit instruction
- Visits to RWPS by Principals of two Brisbane schools

Financial performance

In 2024 Reservoir West Primary School invested heavily in technology equipment in the classrooms as well as in building repairs and maintenance and continues to heavily invest in the professional development of our staff.

The school was impacted with inflationary pressures across the day to day running expenses as well as the decline in voluntary contributions.

Our fundraising campaigns have been solidified which have resulted in a consistent revenue stream which is dedicated to providing for our students beyond what is just required. Specifically, our 70th Anniversary Fete made a profit of \$38 984 as well as overall fundraising profits contributing to a new shade sail.

The school remains in a sound financial position with all funds generated to continually reinvest back into the school to benefit students, staff and the wider school community. 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 612 students were enrolled at this school in 2024, 302 female and 310 male.

13 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).

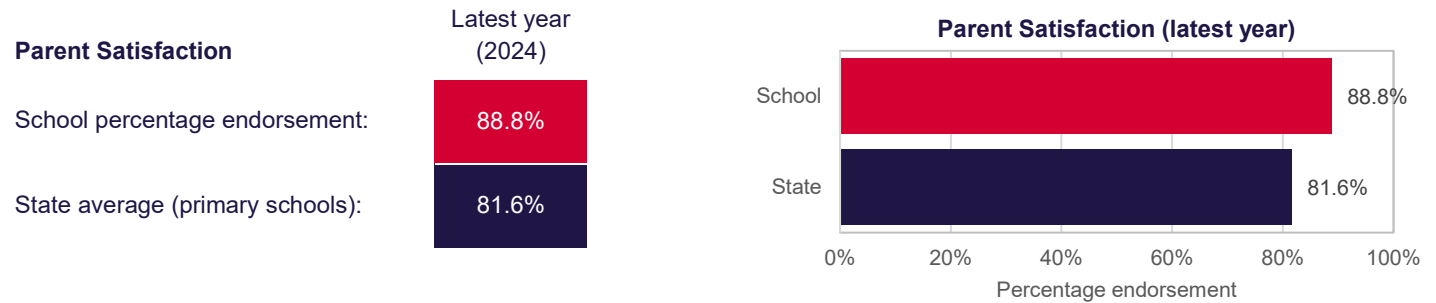
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

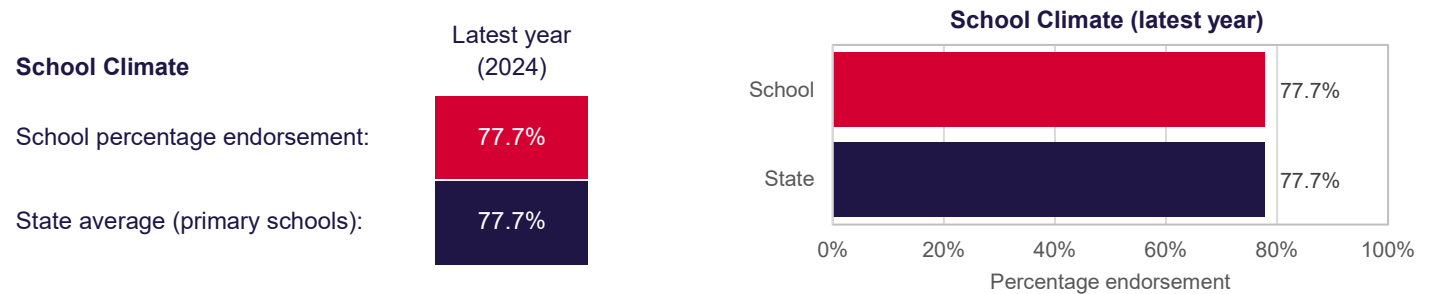


School Staff Survey

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.

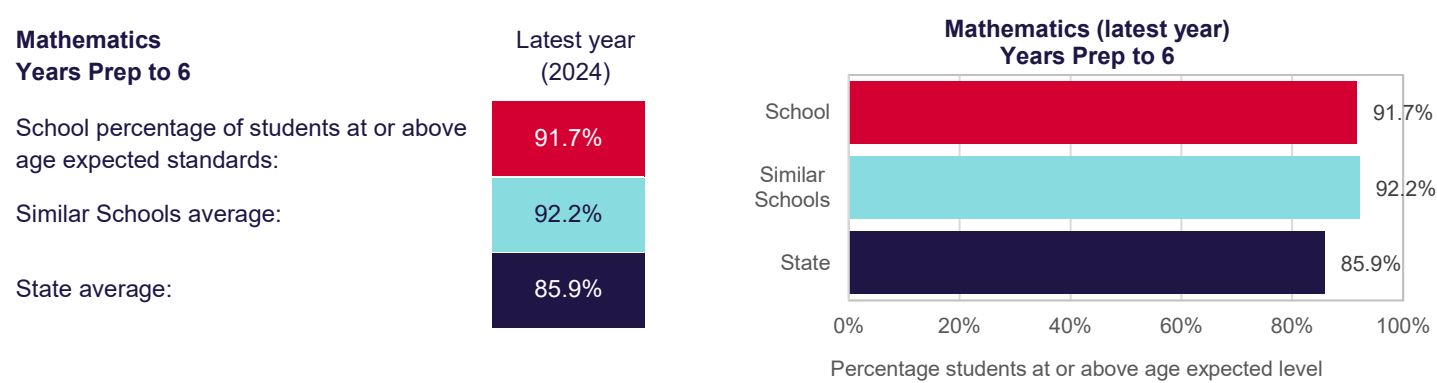
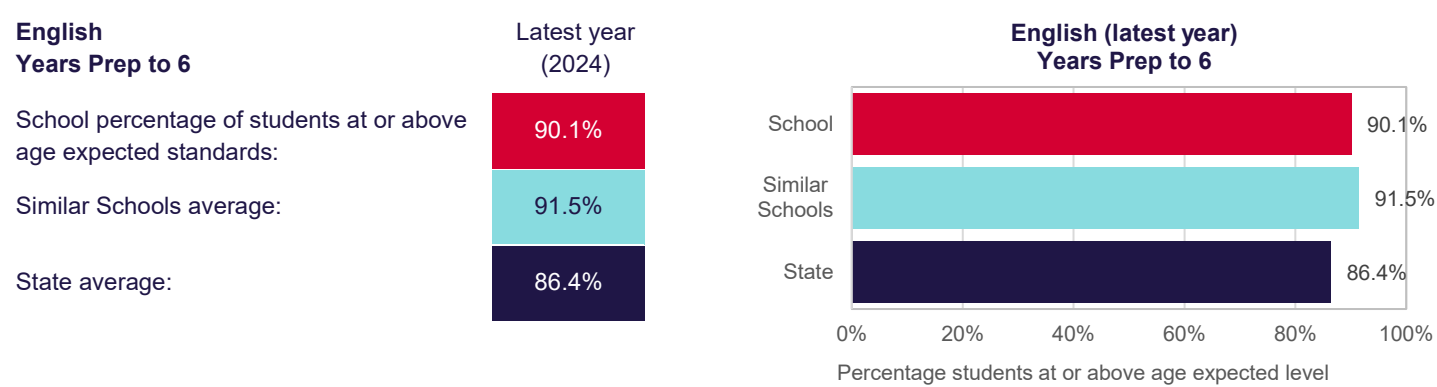


LEARNING

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.



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.

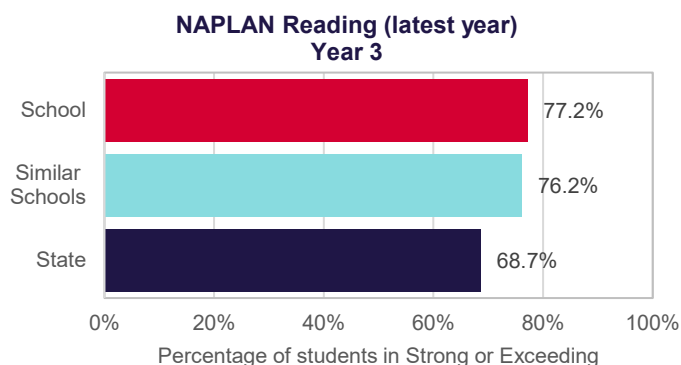
NAPLAN

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.

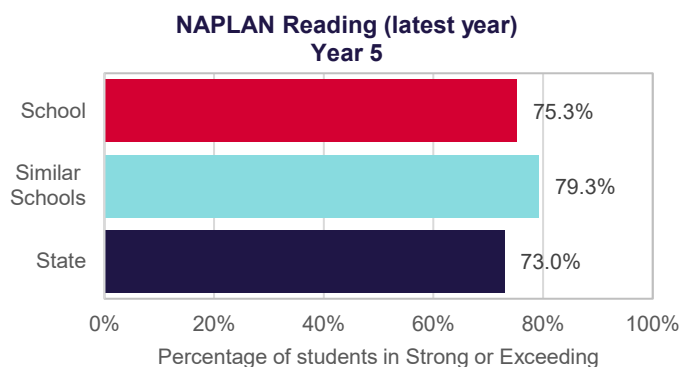
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	78.2%
Similar Schools average:	76.2%	76.9%
State average:	68.7%	69.2%



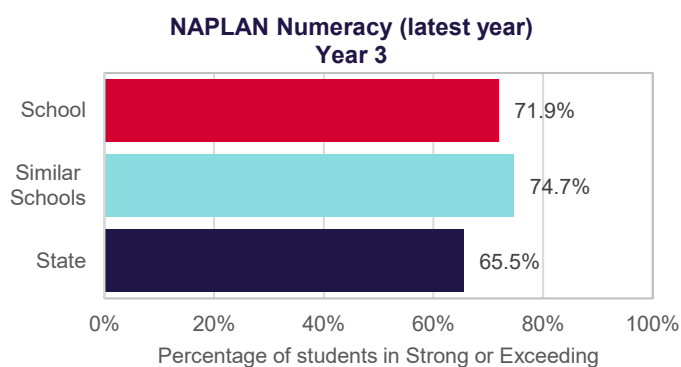
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.3%	76.4%
Similar Schools average:	79.3%	81.8%
State average:	73.0%	75.0%



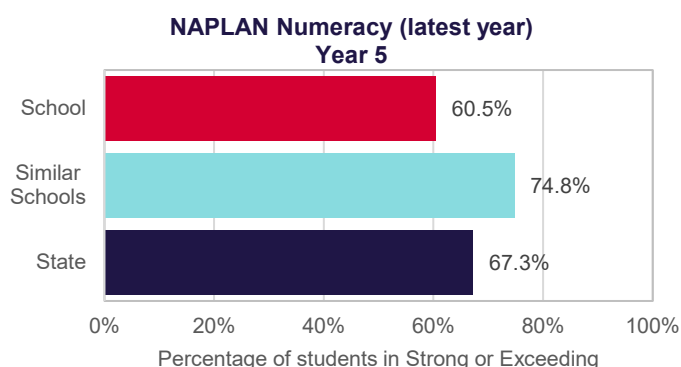
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.9%	75.9%
Similar Schools average:	74.7%	74.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.5%	65.2%
Similar Schools average:	74.8%	75.5%
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:

73.6%

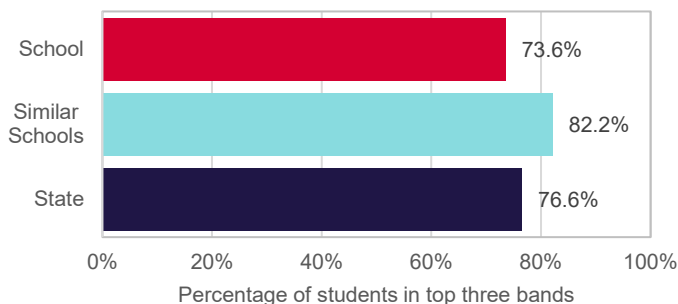
Similar Schools average:

82.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

64.6%

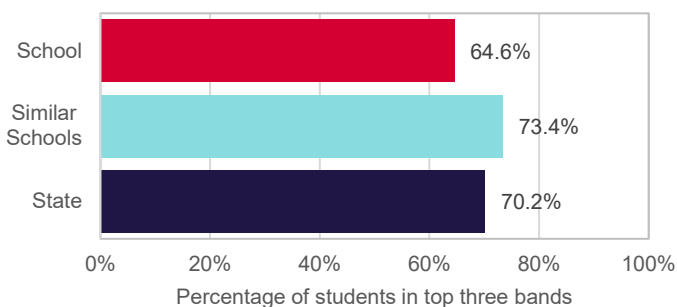
Similar Schools average:

73.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

55.9%

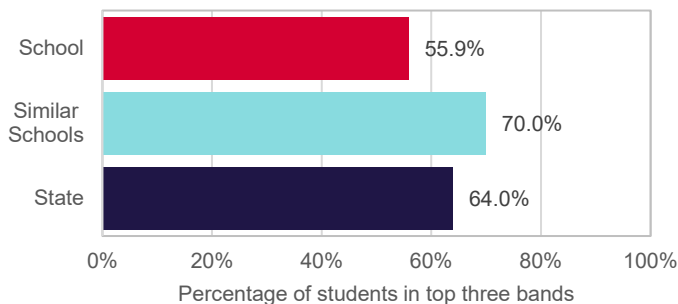
Similar Schools average:

70.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.6%

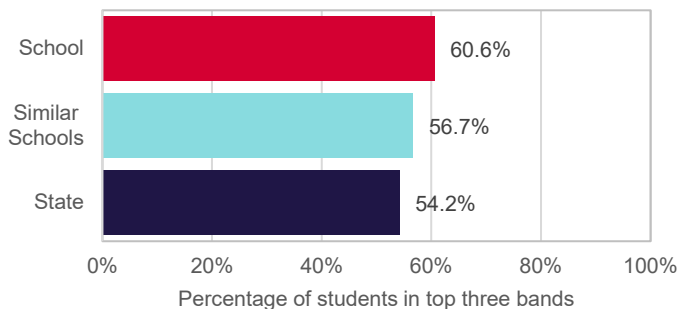
Similar Schools average:

56.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

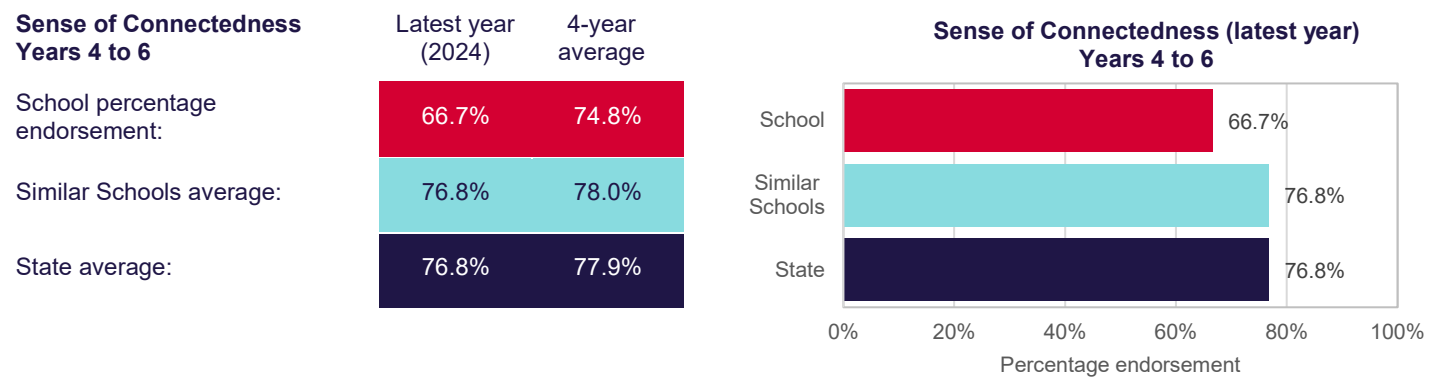


WELLBEING

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.

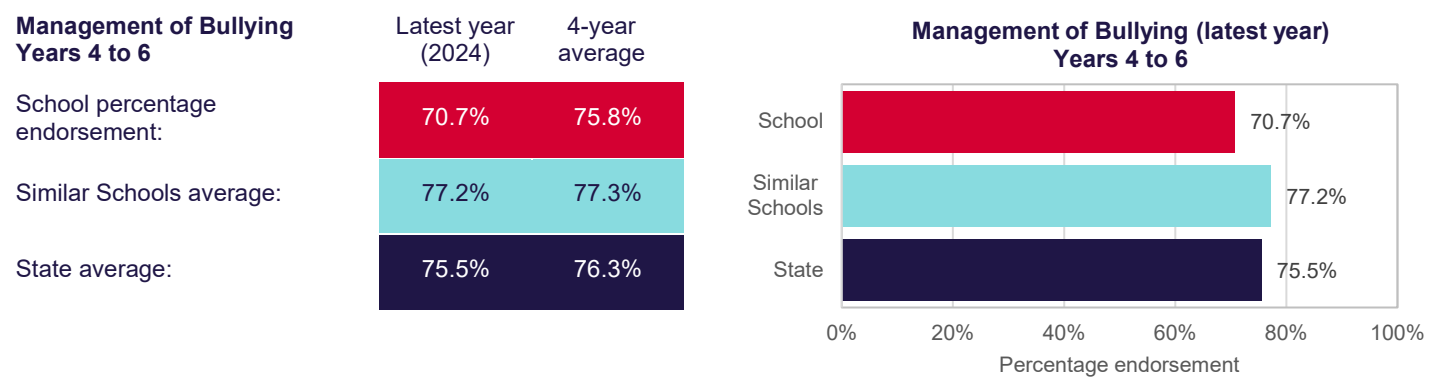
Student Attitudes to School – Sense of Connectedness

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).



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).

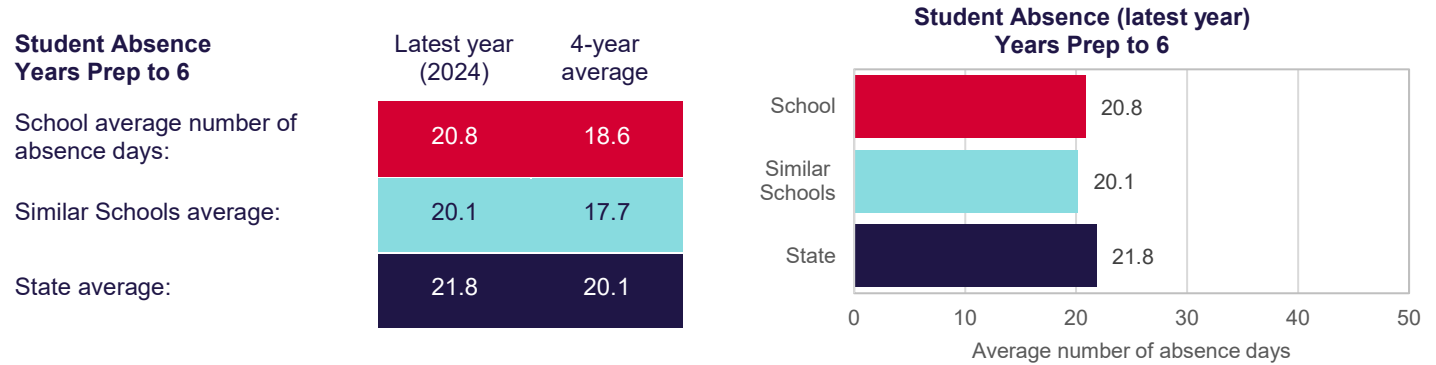


ENGAGEMENT

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.



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):	92%	91%	89%	90%	88%	87%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,060,073
Government Provided DET Grants	\$631,614
Government Grants Commonwealth	\$16,103
Government Grants State	\$0
Revenue Other	\$60,186
Locally Raised Funds	\$431,200
Capital Grants	\$0
Total Operating Revenue	\$7,199,176

Equity ¹	Actual
Equity (Social Disadvantage)	\$105,735
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$105,735

Expenditure	Actual
Student Resource Package ²	\$6,163,239
Adjustments	\$0
Books & Publications	\$1,920
Camps/Excursions/Activities	\$107,318
Communication Costs	\$5,192
Consumables	\$178,125
Miscellaneous Expense ³	\$16,422
Professional Development	\$13,610
Equipment/Maintenance/Hire	\$176,482
Property Services	\$142,654
Salaries & Allowances ⁴	\$399,391
Support Services	\$61,225
Trading & Fundraising	\$55,570
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,797
Utilities	\$47,459
Total Operating Expenditure	\$7,374,405
Net Operating Surplus/-Deficit	(\$175,229)
Asset Acquisitions	\$25,995

- (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	\$589,486
Official Account	\$22,106
Other Accounts	\$0
Total Funds Available	\$611,592

Financial Commitments	Actual
Operating Reserve	\$203,517
Other Recurrent Expenditure	\$6,457
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$22,857
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	\$232,831

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.

