

2025 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 25 February 2026 at 01:29 PM by Rachel Corben (Principal)

- As executive officer of the school council, I attest that this 2025 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 25 February 2026 at 01:30 PM by Rachel Corben (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Reservoir West Primary School is a vibrant primary school committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the collaboration between school and home to support student learning, engagement and wellbeing. We collectively share a commitment to and responsibility for creating an inclusive and safe environment for all students. Reservoir West Primary School is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community.

The Reservoir West Primary School was established in 1954 and is located 10km north of the Central Business District and resides on the Wurundjeri land of the Kulin nation. Reservoir West Primary School is situated on a spacious site in the established residential streets of Reservoir, with neighbouring homes, parks and community facilities reflecting the suburb's family-centred character. The school grounds provide a mix of active and passive outdoor spaces where students can learn, play and connect. Well-maintained open areas, flexible play spaces and hard courts support physical activity, social interaction and whole-school events, making these facilities a vibrant focal point for both the school and the surrounding community.

The culturally diverse local community has a medium Student Family Occupation Education (SFOE) index of 0.2590. Parents and carers have high expectations for their children. They support the school, participating in classroom programs, school events and fundraising activities, including the School Fete, held biannually in March. The students, staff and community of Reservoir West Primary School are incredibly proud of our school and the school community. The school is well respected in the local community and is the school of choice for most families (including those out of zone). Over the past ten years, enrolments have remained relatively stable with figures between 580 - 600. There is a high demand for Foundation entry each year from the local community of Reservoir.

The 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 promoted. Reservoir West Primary School strives to create a welcoming environment for families and invites them to participate as collaborators in the education of their children.

The core purpose of Reservoir West Primary School is to foster the values, designs and behaviours where everyone can reach their potential. Reservoir West Primary School is committed to providing an outstanding educational experience for all students. The school is recognised for its strong academic focus on high quality teaching and strong sense of community.

Reservoir West Primary School's vision is:

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

At Reservoir West Primary School our values of Respect and Responsibility, Wisdom, Persistence and Success provide opportunities for everyone to learn and feel safe in a respectful school environment.

- 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.

Reservoir West Primary School offers a guaranteed and viable curriculum that meets the needs and interests of our students whilst reflecting a core focus on developing Literacy and Numeracy skills. The curriculum also includes priority areas in Wellbeing/Respectful Relationships, Global Studies, Science, Digitech, Spanish/Music, Visual Art and Health and Physical Education. Teachers use the Victorian Curriculum Framework for planning and utilise other frameworks such as the Australian Curriculum and Department Initiatives - Framework for Improving Student Outcomes (FISO) 2.0, High Impact Teaching Strategies (HITS), Amplify, High Impact Wellbeing Strategies (HIWS) Positive Classroom Management Strategies and the Teaching Principles.

Reservoir West Primary School promotes a positive approach to student wellbeing based on the rights and responsibilities of all and is incorporated in the curriculum and the implementation of the Department of Education's Respectful Relationships Curriculum. There is an accepted expectation that all students, staff and parents/carers work together to achieve the school goals for the benefit of all. This collaboration is supported through the extensive use of individual education plans, regular communication of learning and student learning goals, and open and regular communication and opportunities to celebrate learning.

Classrooms are technology rich with interactive Whiteboards, Chromebook and iPads throughout the school. The students in Years 3 to 6 are engaged in a Chromebook BYOD Program, with a small bank of school-funded devices for students to share who have not opted into the program. For students in Foundation to Year 2 the school funds iPad class sets. As highly competent educators, we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learning.

The 2025 staffing profile reflected the strong commitment at Reservoir West Primary School to develop the capacity of our staff. The staff consisted of 1 Principal, 0.8 Assistant Principal, 0.8 Acting Assistant Principal, 2 Full Time Equivalent (FTE) Acting Learning Specialists, 2 Leading Teachers, 2 Acting Leading Teachers, 1 Business Manager, 25.4 FTE Generalist Teachers, 6.4 FTE Specialist Teachers, 8.97 FTE Education Support Staff (consisting of 2.8 FTE Office Administration Staff and 6.17 FTE Education Support Staff in the Classroom), 2 FTE Literacy Intervention Support, and 0.8 EAL Support. One staff member employed at Reservoir West primary School identified as Aboriginal.

9.7 percent of families received the Camps Sports and Excursions Funds and 6 overseas students were enrolled at Reservoir West Primary School in 2025.

Facilities provide the opportunity for flexible groupings of students and collaborative teaching. In 2025 there were 25 home groups, supported by specialist teachers and support teachers who work as a team to deliver a comprehensive curriculum.

The school offers Before and After School Care, along with Curriculum Day and Vacation programs. The School Council is a robust and supportive body and met eight times per year. 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.

The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents/carers to ensure student progress is closely monitored and address the needs of individual students. The communication between home and

school include termly curriculum, Compass and Seesaw posts, newsletters, assemblies, meetings, forums and information sessions.

Progress towards strategic goals, student outcomes and student engagement

Learning

Reservoir West Primary School goals for 2025 were: 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.

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.

Progress towards strategic goals, student outcomes and student engagement Learning 2025 NAPLAN Year 3 Reading (percentage of students in Strong and Exceeding) was 80 percent which is above state average and slightly above similar and network schools. Year 5 Reading (percentage of students in Strong and Exceeding) was 83 percent which is above the state average and slightly above similar and network schools. Year 3 Numeracy (percentage of students in Strong and Exceeding) was 72 percent which is above the state average and below similar and network schools. Year 5 Numeracy (percentage of students in Strong and Exceeding) was 75 percent which is above the state average and network schools however slightly below similar schools.

School comparison measures for Years F-6 in Teacher Judgement in 2025 show that student achievement in English was 89 percent of students at or above age-expected standards which is above the state average and slightly below similar and network schools.

School comparison measures for Years F-6 in Teacher Judgement in 2025 show that student achievement in Mathematics was 89 percent of students at or above age-expected standards which is above the state average and slightly below similar and network schools.

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

Wellbeing

The whole-school Wellbeing Program engaged various initiatives to promote 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

Student leadership was further developed through the appointment of Year 6 Student Wellbeing Leaders and 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 77 percent which is below the state average, similar and network schools. AToSS results also showed that the school percentage endorsement of management of bullying in Year 4 to 6 was 74 percent which is below the state average, similar and network schools.

Engagement

Engagement Student absence data for 2025 showed that the average number of absence days per student was 22.3 which was higher than the state average and similar and network schools. Common reasons for non-attendance include illness and extended family holidays.

The school's behaviour support framework integrates a multi-tiered system of support (MTSS), emphasising 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.

The school offered many lunchtime clubs including Rock Band, 1/2 Choir, 3/4 Choir, Minecraft Club, Chess Club, Lego Club, Drawing Club and the Wellbeing Hub.

Other highlights from the school year

Other highlights from the school 2025 include:

- The huge success of the PFA in raising \$84,599 for the school.
- The further refinement of explicit instruction in our teaching and learning.
- The retirement of the School Principal after a successful 20 years serving as Principal of Reservoir West Primary School.
- Year 3 Camp at Phillip Island and Year 4 Camp at Cave Hill Creek
- Colour Fun Run

Financial performance

In 2025 Reservoir West Primary School invested heavily in technology equipment in the classrooms, as well as in building repairs and maintenance, and continues to invest significantly in the professional development of our staff. The school was impacted by inflationary pressures across day-to-day running expenses, as well as by a significant decline in voluntary contributions.

The school remains in a sound financial position, with all funds generated being continually reinvested 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 Reservoir West Primary School continues to meet its financial obligations.

**For more detailed information regarding our school please visit our website at
<https://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

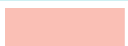
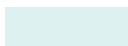

A total of 602 students were enrolled at this school in 2025, 291 female and 311 male. 12% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

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**.

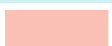


Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	77.2%	
	Similar schools	81.1%	
	State	82.0%	

School Staff Survey


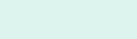


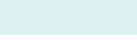

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.5%	
	Similar schools	79.6%	
	State	77.4%	

LEARNING


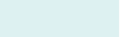


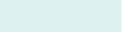


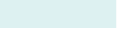




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	90.5%	
	Similar schools	91.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.3%	
	Similar schools	91.0%	
	State	84.2%	

NAPLAN

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


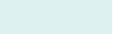


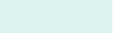

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.5%		78.7%
	Similar schools	78.1%		77.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	83.1%		78.6%
	Similar schools	80.7%		81.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	72.1%		74.6%
	Similar schools	76.0%		75.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	75.0%		68.4%
	Similar schools	77.1%		76.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	73.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	57.7%	
	Similar schools	73.2%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	73.7%		73.2%
	Similar schools	76.6%		77.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	73.9%		74.8%
	Similar schools	77.7%		77.1%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	22.3	21.1
	Similar schools	19.1	19.6
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	92.1%	
Year 1	School	89.4%	
Year 2	School	88.8%	
Year 3	School	87.2%	
Year 4	School	89.1%	
Year 5	School	87.3%	
Year 6	School	87.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,232,648
Government Provided DET Grants	\$701,600
Government Grants Commonwealth	\$13,310
Government Grants State	\$0
Revenue Other	\$33,535
Locally Raised Funds	\$496,722
Capital Grants	\$0
Total Operating Revenue	\$7,477,815

Equity	Actual
Equity (Social Disadvantage)	\$112,724
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$112,724

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$6,343,819
Adjustments	\$0
Books & Publications	\$1,745
Camps/Excursions/Activities	\$119,318
Communication Costs	\$5,718
Consumables	\$142,982
Miscellaneous Expenses ²	\$10,797
Agency Staff	\$10,316
Professional Development	\$14,065
Equipment/Maintenance/Hire	\$70,761
Property Services	\$154,321
Salaries & Allowances ³	\$343,149
Support Services	\$34,480

Expenditure	Actual
Trading & Fundraising	\$51,497
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,118
Total Operating Expenditure	\$7,353,086
Net Operating Surplus/-Deficit	\$124,729
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$661,678
Official Account	\$29,717
Other Accounts	\$0
Total Funds Available	\$691,396

Financial Commitments	Actual
Operating Reserve	\$168,211
Other Recurrent Expenditure	\$24,313
Provision Accounts	\$0
Funds Received in Advance	\$117,824
School Based Programs	\$105,150
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	\$415,498

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.