

2017 Annual Report to the School Community



School Name: Reservoir High School

School Number: 8708

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Reservoir High School is a middle sized Year 7 -12 school located in Melbourne's Northern suburbs surrounded by parkland and sporting facilities. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, lifelong learning is embraced and all students have the opportunity to develop as leaders in their community. Diversity adds to the richness and quality of the students' educational experience with a significant English as an Additional Language (EAL) student cohort (38%) and over 75 cultural groups represented in the school. The RHS International Student program of 30 students provides a further global perspective. The values which Reservoir High hold dearly are outlined in our mantra - "Is it Kind? Is it Safe? Is it Fair? Where everyone has the right to feel and comfortable in their workplace. The schools enrolment is increasing and is currently at 640 students. It is anticipated that the school will grow to approximately 750 in the near future. The school has 69.79 equivalent full time staff, 2 principal class officers, 57 teaching staff and 22 Education Support staff.

Our Strategic Plan has a strong focus on Teaching and Learning. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning Program (SEAL), Drama Dance (2017 Wakakirri State winners) and music performances as well as a wide range of pathways including VCE, VCAL and VET. In addition we have a close partnership with La Trobe University which enables students from year 7-12 to experience life at university through various teaching and learning programs which are run throughout each year.

Framework for Improving Student Outcomes (FISO)

Central to the school's vision and values is the sustaining of a learning community where powerful lifelong learning is valued by all. Consequently in 2017 our FISO centred in two improvement initiatives under Excellence in teaching and Learning and Building practice excellence.

To continue Building practice excellence the school invested in the development and implementation of a Reservoir High Instructional Model to form a basis for our understanding of best teaching practice. The school has also developed a whole school differentiation teaching and learning model that incorporates the use of data to inform teaching. It is important that we now make the instructional model explicit and that all components, including 21st century skills, formative assessment, consistency of assessment practices, peer feedback via observation are embedded into our teaching and learning program. We are moving towards a collaborative Professional Learning Communities culture where we are driving toward a focus on formative assessment regimes that meet student outcomes via a continued emphasis on literacy and numeracy and the use of data. Our aim is to ensure that staff implement a consistent approach to assessment that can measure student growth.

Achievement

Reservoir High School's results have consistently improved over the past five years. Our VCE scores were similar to like scores with a mean study score of 27. Our Naplan results in Literacy and Numeracy are well above the results for secondary schools with similar characteristics. We continue to excel in numeracy at years 7 & 9 and while literacy results are good, we continue to require literacy enhancement across the curriculum remains a priority. In 2017 we began intensive professional development for teaching staff with the assistance of a literacy coach who worked both with students in the classroom and also staff. We expect to see further improvement in this area in the years to follow. In 2018 we will commence further investigations into our delivery of numeracy across the curriculum, with the assistance of a numeracy coach who will initially evaluate our specialist numeracy withdrawal program. Coaching of all School Leaders including Principal class, Leading Teachers and Key Learning Area Leaders continued throughout 2017 and will continue in 2018. This work will continue to develop the leadership skills of key personnel and provide a whole school approach to the implementation of policy and programs.

Improvement in Literacy and VCE continues to be a priority. Student learning will be further supported by:

- The implementation of the Reservoir High Instructional Model
- Enhanced use of data to inform teaching practice
- Gradual introduction of Professional Learning Communities in relation to unpacking results and developing successful strategies.

All Program for Students with a Disability students made satisfactory and above progress against their individual learning goals.



Engagement

Student attendance relative to similar school groups, finds Reservoir High well above the results for secondary schools with similar characteristics. We have a very strict attendance policy which is supported by the schools Junior, Middle and Senior school structure alongside Education Support Staff employed as managers of each respective sub school. IT IS “NOT OK TO BE AWAY” at Reservoir High. Families are contacted quickly when a child is absent. The “COMPASS” learning management system continues to provide the school and families with real time data in relation to absence.

Student engagement will be further supported by:

- the introduction of the evidence based Reservoir High Instructional Model
- the development of student voice through the School Captains, Student Representative Council and student leaders from each sub-school.
- Development of student clubs
- Close monitoring of students at risk and provide access to managed individual pathways counselling
- Further development of classroom observations

Reservoir High also is proud of the fact that we have excellent relationships with our parents and local community. (92% of parents were satisfied with our school overall). Communication is vital at Reservoir High. We endeavour to closely keep the relationship between student, parent and the school, working together for positive outcomes. Finally our staff rate their overall satisfaction with the school well above that for other like schools. Our staff feel positive and are actively involved in activities which promote a culture that is conducive to improving student outcomes.

Wellbeing

Students at Reservoir High School rate their school experience as extremely positive in all areas. They feel personally accepted, respected, included and supported by others in the school social environment. If students feel connected to their school they are generally more engaged with their education, have greater wellbeing and higher achievement outcomes. Student sense of connectedness was at the 84th percentile and sense of confidence at the 91st percentile from year 7 to year 12 and student voice and agency was at the 81st percentile. Our students are certainly happy, healthy and resilient.

We pride ourselves upon our outstanding transition program for students moving from Year 6 to Year 7. We closely liaise with our primary schools and get to know our new students and their families very well before they arrive to commence their journey from Year 7 at Reservoir High. All aspects of each child’s learning, engagement and wellbeing are detailed and recorded via contact with the primary school, primary school teachers, collection of data and personal meetings with parents. We commence our transition process from grade 3 and 4 where students visit our school for sporting competitions, through to our celebrated Grade5 Day, School Production and Orientation Days.

We have a large and proactive student Wellbeing team including, Principal Class, Student Wellbeing Coordinator, Chaplain, School Nurse, Social Workers, Psychologists and in 2018 a School General Practitioner and Nurse who will commence their medical practice onsite one day per week. Our Year 10 Peer Support Leaders are also a vital component of our Wellbeing team’s support for newly arrived students. Older students who enter our school are supported by “Student Buddies” as they settle into their new school.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 615 students were enrolled at this school in 2017, 286 female and 329 male.</p> <p>38 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Higher</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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 year 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'.</p>	<p>Reading Low: 27% Medium: 49% High: 25%</p> <p>Numeracy Low: 34% Medium: 42% High: 25%</p> <p>Writing Low: 33% Medium: 49% High: 18%</p> <p>Spelling Low: 29% Medium: 50% High: 22%</p> <p>Grammar and Punctuation Low: 26% Medium: 50% High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<p>Reading Low: 24% Medium: 55% High: 21%</p> <p>Numeracy Low: 20% Medium: 49% High: 31%</p> <p>Writing Low: 26% Medium: 54% High: 20%</p> <p>Spelling Low: 32% Medium: 43% High: 24%</p> <p>Grammar and Punctuation Low: 27% Medium: 49% High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p>	<p>● Higher</p> <p>◆ Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 28% VET units of competence satisfactorily completed in 2017: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 96%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	93 %	92 %	94 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	93 %	92 %	94 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</p> <p>○ Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

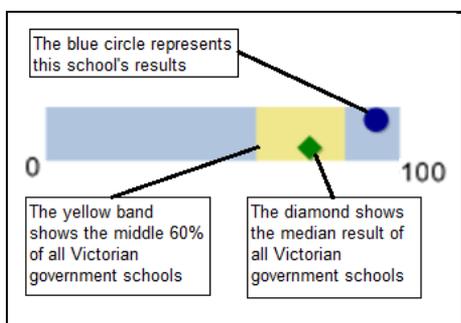
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

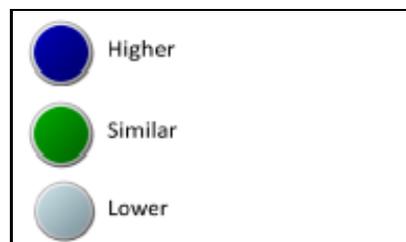


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,692,449	High Yield Investment Account	\$605,366
Government Provided DET Grants	\$1,455,456	Official Account	\$84,998
Government Grants Commonwealth	\$20,000	Other Accounts	\$340,586
Government Grants State	\$9,725	Total Funds Available	\$1,030,950
Revenue Other	\$150,128		
Locally Raised Funds	\$238,908		
Total Operating Revenue	\$8,566,666		
Equity¹			
Equity (Social Disadvantage)	\$852,931		
Transition Funding	\$131,150		
Equity (Catch Up)	\$47,403		
Equity Total	\$1,031,484		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,879,687	Operating Reserve	\$245,296
Books & Publications	\$3,963	Asset/Equipment Replacement < 12 months	\$110,000
Communication Costs	\$36,255	Capital - Buildings/Grounds incl SMS<12 months	\$62,000
Consumables	\$185,974	Maintenance - Buildings/Grounds incl SMS<12 months	\$122,267
Miscellaneous Expense ³	\$316,808	Beneficiary/Memorial Accounts	\$78,357
Professional Development	\$44,709	Revenue Received in Advance	\$48,665
Property and Equipment Services	\$452,358	School Based Programs	\$60,358
Salaries & Allowances ⁴	\$484,834	School/Network/Cluster Coordination	\$27,400
Trading & Fundraising	\$13,005	Repayable to DET	\$190,000
Travel & Subsistence	\$10,324	Other recurrent expenditure	\$26,607
Utilities	\$90,516	Asset/Equipment Replacement > 12 months	\$60,000
Total Operating Expenditure	\$8,518,435	Total Financial Commitments	\$1,030,950
Net Operating Surplus/-Deficit	\$48,231		
Asset Acquisitions	\$55,412		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



All funds received from the Department, 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.

Throughout 2017 Reservoir High acted in a prudent and conservative manner, ensuring all financial commitments were met while planning for opportunities to improve our student's outcomes as well as adjusting for the reduction in Equity funding the school received as a result of the recently revised equity funding formulation.

The surplus represents funds committed for the upgrade of computers and IT infrastructure (classroom desktops and server) being introduced over the 2017/2018 calendar years.

The school received additional funding to for the National Chaplaincy service, which allows the school to have a chaplain on site 2 days a weeks who assists with a range of issues from student wellbeing through to sourcing textbooks and uniforms. We also receive funding from the State for our Advance Course.

The school continues to maintain a proactive and strategic approach to financial management, continually striving to improve grounds, buildings and assets to provide a safe, inviting, engaging and practical learning environment for all students.





