

2015 Annual Report to the School Community

Reservoir High School

School Number: 8708



Name of School Principal:

Mark Jessup

Name of School Council President:

Nick Mandilas

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Reservoir High 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. The school's enrolment is currently around 600. It is anticipated that the school will grow to approximately 750 in the near future. Trends in the student, parents and staff surveys are very positive, with outstanding results.

Our Strategic Plan has a strong focus upon Teaching and Learning. Our school continually improves its facilities, with a major building project, including a new 300 seat theatre opening in early 2016. This will be a community facility and enable Reservoir High to showcase its talented drama, dance and music students. Our Leadership structure has been redesigned and improved which more accurately reflects the needs of the students and staff. The school has two principal class officers, 20 Educational Support Staff and 60 teaching staff. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning (SEAL Program) and our strong academic record.

Reservoir High values – Diversity, Excellence & Success are demonstrated every day. Diversity adds to the richness and quality of the students' educational experience with a significant EAL student cohort and over 60 cultural groups represented in the school. The Reservoir High International Student Program comprises of nearly 30 students which provides a further global perspective. In 2015 our Sister School relationship with the Tianjin Muzhai Middle School in China was formally recognised. Tours from our Sister School have already commenced with the first China Tour by Reservoir High departing in April 2016

Excellence is demonstrated by our ability to engage our students and encourage them to pursue individual and team pursuits, for example, debating, maths competitions, dance and theatre productions, science presentations and local and international community projects. Success occurs each day at Reservoir High as we recognise and celebrate the success of all students, whether by awards at our regular whole school assemblies or year level assemblies, through our fortnightly newsletter as well as our reporting system which informs parents and guardians of their child's progress every five weeks.

At Reservoir High we strive to support students through their academic journey, achieving success and giving our students the opportunity to gain entrance into university, TAFE and employment. Our school has a strong focus on improved learning outcomes with a supportive, yet decisive student management philosophy. Our student attendance figures are excellent, our engaging curriculum, high expectations and student voice contribute to the overall positive and focused educational learning environment. Our large Student Wellbeing Team including a Student Wellbeing Coordinator, School Nurse and Salvation Army Chaplain, and our careers team provide significant support to all students and their families.

Achievement

Reservoir High continues to challenge and extend its students. Our aim is to provide an environment which supports active learners who strive to do their best. We have a very strong Literacy and Numeracy focus throughout the school. Our high EAL enrolment reinforces the need for our whole school literacy enhancement focus. Overall most Year 9 students have made medium to high relative growth in all areas of NAPLAN. Our VCE student results continue to demonstrate our students' desire to achieve their best and underline the importance we place upon academic achievement in a supportive learning environment.

All our PSD students are making good progress achieving their learning goals derived from Individual Learning Plans.

Our staff continue to demonstrate their commitment to learning by attending regular professional development during school hours and after hours. Our regular Optional Professional Development sessions are extremely well supported.

Our Select Entry Accelerated Learning (SEAL) program continues to be a popular choice amongst parents and students, with more students applying each year than the places available. SEAL classes are designed to meet the needs of highly able students from years 7 to 10.

Our Reservoir High Scholarship programs continue to be very popular with more students applying than the scholarships available. Scholarships for Academic Excellence, Leadership and Citizenship, Sport and Performing Arts enable students to present for interview and demonstrate their abilities to a panel of supportive staff.

Engagement

Our students continue to demonstrate their commitment towards their school. Students are clearly proud of their school and this is characterised by extremely positive and encouraging results as demonstrated in our Attitudes to School Study Survey data and focus groups which are held each year across the school. Student Voice is a very strong feature of the school through our active and strong Student Representative Council and focus groups.

Student attendance has remained consistently well above the state mean. Education is valued and supported by our Reservoir High community. Student connectedness to school is consistently above the state median, highlighting the positive learning environment at Reservoir High. Student and parent perception is consistently positive, ensuring students feel happy, safe and supported in the learning environment.

Reservoir High staff are highly engaged at work and feel a very strong connection to each other and the school. Staff value their Professional Development as it aims to enhance their Teaching and Learning to improve student outcomes.

Wellbeing

Reservoir High continues to be characterised by its friendly, calm and orderly learning environment. This approach and the commitment of staff and students to consistently monitor and develop this environment has seen enormous benefits to the entire school.

Student Engagement and Wellbeing is further supported by a range of programs designed to enhance and support the learning experience at Reservoir High.

These programs include:

- A continued emphasis on increasing the opportunities for student participation in co-curricular activities and leadership training and a continued emphasis upon student achievement. The Reach Foundation, La Trobe University Partnership Programs and access to a wide and varied community partnership base within the City of Darebin ensure that Reservoir High has a rich and rewarding program carefully designed to ensure it supports the needs of young people today. For example, our association with The Melbourne Storm, The Human Rights Commission and the National Australia Bank enable our students to receive outstanding support and recognition throughout their time at Reservoir High.
- Programs aimed at increasing community engagement and awareness of student responsibility as global citizens include the now formalised Sister School relationship with the Tianjin Muzhai Middle School in Chin and our continued emphasis upon parent involvement which this year has seen the introduction of parent seminars through our Parent Connect Group which has enabled the Reservoir High School community to explore issues directly relevant to adolescents today.
- Our continued close involvement with La Trobe University has seen our Year 12 students flourish in 2015 as they gained access to this prestigious university via the three year "Uni Bridges Program" which commenced in 2012. Our association with La Trobe University enables all students from years 7 to 12 to develop strong academic associations with staff and students at the university which benefits them as young adults and as tertiary students post year 12. Our working with the academic staff and students at La Trobe University is celebrated and embraced by Reservoir High our students have viable pathways that enable them to develop and enhance their skills.
- Transitions and pathways at Reservoir High continue to be a strength of the school. The partnerships between our feeder primary schools and Reservoir High continue to be strong and as a result enrolments are increasing. The transitions are smooth, positive and supportive. Transitions between year levels at Reservoir continue to result in very positive student engagement data. With the work of our Careers Team, students who complete the education at Reservoir High all have valid pathways with the majority entering the tertiary sector.

Productivity

Reservoir High continues to focus on effectively allocating resources across the school to assist in achieving the best possible student outcomes. Physical resources are managed in a manner to provide excellent resources and support. Our new Reservoir High Performing Arts Centre was opened in April 2016. This facility is state of the art and provides our students with an outstanding community resource. The school leverages the specialist and diverse experience of teachers to offer a wide range subject choice and activities. Cultural diversity of the school community is integrated into many areas of the school and highlights itself during Cultural Diversity week. Our use of the sports stadium in joint use with the local council, our development of new netball and tennis courts which are due to open in May 2016.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 574 students were enrolled at this school in 2015, 275 female and 299 male. There were 10% of EAL (English as an Additional Language) students and 8% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






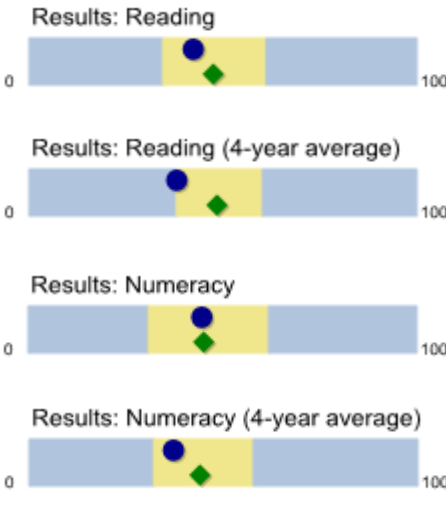
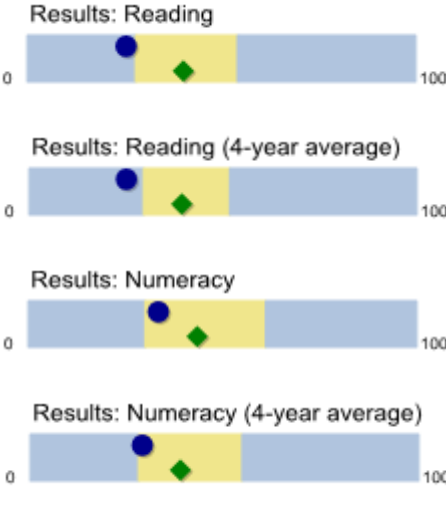




Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary


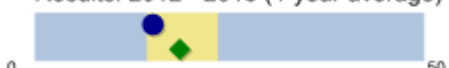

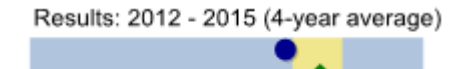

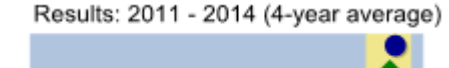
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 32% Medium: 44% High: 24%</p> <p>Numeracy Low: 24% Medium: 49% High: 27%</p> <p>Writing Low: 37% Medium: 41% High: 22%</p> <p>Spelling Low: 29% Medium: 43% High: 28%</p> <p>Grammar and Punctuation Low: 30% Medium: 40% High: 30%</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 21% Medium: 60% High: 19%</p> <p>Numeracy Low: 28% Medium: 51% High: 21%</p> <p>Writing Low: 31% Medium: 56% High: 13%</p> <p>Spelling Low: 24% Medium: 46% High: 30%</p> <p>Grammar and Punctuation Low: 32% Medium: 51% High: 17%</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>




Students in 2015 who satisfactorily completed their VCE: **97%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**
 VET units of competence satisfactorily completed in 2015: **77%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **93%**









Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1029 913"> <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>92 %</td> <td>88 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	92 %	92 %	92 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	92 %	92 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

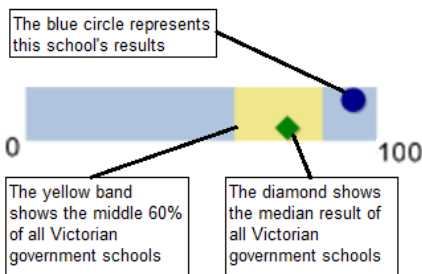
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

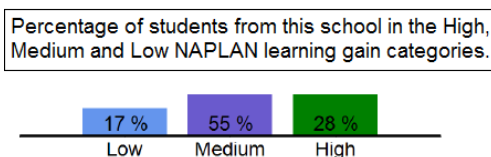
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

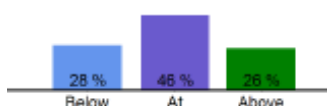


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,187,574	High Yield Investment Account	\$240,427
Government Provided DET Grants	\$1,483,875	Official Account	\$161,259
Government Grants Commonwealth	\$31,337	Other Accounts	\$621,865
Government Grants State	\$15,745	Total Funds Available	\$1,023,550
Revenue Other	\$86,547		
Locally Raised Funds	\$308,927		
Total Operating Revenue	\$8,114,004		
Expenditure		Financial Commitments	
Student Resource Package	\$6,270,340	Operating Reserve	\$100,000
Books & Publications	\$8,647	Capital - Buildings/Grounds incl SMS<12 months	\$706,079
Communication Costs	\$48,192	Beneficiary/Memorial Accounts	\$53,377
Consumables	\$189,104	Revenue Received in Advance	\$31,584
Miscellaneous Expense	\$593,451	School Based Programs	\$29,145
Professional Development	\$44,143	School/Network/Cluster Coordination	\$10,957
Property and Equipment Services	\$335,249	Repayable to DET	\$82,838
Salaries & Allowances	\$407,747	Other recurrent expenditure	\$9,570
Trading & Fundraising	\$28,829	Total Financial Commitments	\$1,023,550
Travel & Subsistence	\$12,317		
Utilities	\$74,740		
Total Operating Expenditure	\$8,012,759		
Net Operating Surplus/-Deficit	\$101,245		
Asset Acquisitions	\$997,748		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

Total funds available as at 31st December 2015 of \$1,023,550 represents a large portion of funds committed to completing the currently in process construction of the schools new Performing Arts Centre. Completion to be May 2016.

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 our students.