

R2019 Annual Report to The School Community



School Name: Lloyd Street Primary School (4139)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2020 at 11:12 AM by Nerida Smith (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2020 at 11:18 PM by Matt Baker (School Council President)

About Our School

School context

Lloyd Street School aims to develop the individual talents of students and build their capacity to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. Students will be conscious of the shared humanity that binds all people, while respecting the variety of cultures and attitudes that makes for the richness of life. In partnership, our school and community aims to provide a safe and stimulating environment, which is conducive to active, successful learning experiences. The school is responsive and proactive in managing change and has a positive atmosphere where parents, staff and students work together to nurture a love of learning.

Lloyd Street School is located in East Malvern and has been accredited to provide the International Baccalaureate, Primary Years Programme since 2007. The Primary Years Programme is a curriculum framework which enables the school to provide an education that comprehensively addresses the Victorian Curriculum whilst also ensuring that learning is concept based, authentic and of international significance. The school offers the students a comprehensive Performing and Visual Arts program which is supported by a broad range of extra curricula opportunities. Similarly, Physical Education is highly valued and the school-based programme is supported by a range of connections with local sports club and the school's active participation in the Energy Breakthrough Challenge. In 2019 the school had an enrolment of 519.4 students with a staff team of 36.4 full time equivalent staff, including 1 Principal Class Officer, 30.4 teaching staff and 6 education support staff.

Framework for Improving Student Outcomes (FISO)

Lloyd Street School commenced the implementation of its new Strategic Plan in 2019. The over-arching goals of the plan focus on improving student learning outcomes in the core learning areas of Literacy and Numeracy, whilst increasing student engagement through the provision of increased Student Voice and Agency within their learning.

The most significant improvement strategy employed during 2019, was the implementation of the Professional Learning Community (PLC) approach to driving the continuous development of the Teaching and Learning Programme. PLCs enable staff to be actively involved in inquiry cycles, which require educators to more effectively utilise student performance data to identify specific foci for instruction. This data is leveraged to measure both student learning growth and the relative success of specific teaching interventions.

In response to student performance data in NAPLAN, improving student writing remained a key focus for the school, with PLCs continuing to refine the implementation of the Writer's Workshop across the school. SMART spelling was fully embedded during this period, with the introduction of SMART Foundation a highlight. In Mathematics, the improvement agenda focused on the effective use of data to plan and implement the differentiated Maths Programme. The school's assessment schedule was re-evaluated to ensure that preliminary testing was both efficient and comprehensive.

In transdisciplinary inquiry, the focus for planning and implementation was also assessment, specifically ensuring that assessment practices were broadened to enable teachers to assess a greater number of the Primary Years Programme's five essential elements. Previous to this, assessment focused primarily on assessing the knowledge component of the program of inquiry, rather than also focusing on skill acquisition and concept development. This improvement strategy was successfully achieved with all summative (final)

assessments, addressing at least two essential elements.

Achievement

The annual improvement goals for 2019 focused on improving the percentage of grade 5 students performing in the top two bands in NAPLAN. In Reading, 56% (goal 55%) of students performed in the top two bands. In Numeracy the percentage goal of 50% was not met with 43% of students recording scores in the top two bands. The mean score goal however, was met with the school achieving a mean score of 533 (goal 520). In Writing, the goal was met with 21% of students performing in the top two bands, against a goal of 20%. Whilst not all targets were met - it was pleasing to note that relative growth data, which measures the learning growth for students from grade 3 to grade 5, was strong, with Lloyd Street students making greater growth than the state in all test areas and greater growth than similar schools in Reading, Writing and Spelling.

In planning for further improvement, it is important to consider the performance of the grade 3 students who completed NAPLAN 2019. The 98 grade 3 students who completed NAPLAN, recorded the school's strongest results across the five year trend, with our students out performing the state and similar schools in all test areas. Students performing in the top two bands were as follows: Reading - 84%, Writing - 73%, Spelling - 65%, Numeracy - 68% and Grammar and Punctuation - 84%. These results provide critical information for the school and will ensure that planning for this cohort of students focuses on developing a differentiated programme explicitly aiming to extend and enhance their already significant capabilities.

Engagement

All 2019 goals relating to student and community engagement were successfully met. Student learning targets, related to the students' perceptions of the opportunities for Voice and Agency they have within their learning. Student Voice refers to the extent to which student interests, feedback and performance, influences the learning program, whilst Student Agency refers to the opportunity the students have to actively manage their learning. The Lloyd Street School goal of 75% of students positively perceiving the Voice and Agency they have within their learning was met with 79% of students recording a positive response and 12% of students a neutral response. Teacher engagement in their work and endorsement of a positive 'School Climate' was also high, with 82% percent positive endorsement across the 10 variables. This result was higher than both the score for all schools and similar schools- which have comparable work expectations. Further analysis of Staff Survey data, in relation to the teaching and learning programme, indicated that the teaching team seeks to further develop their skills in using student feedback to improve practice and to refine their data analysis skills.

Student attendance continued to follow the five year trend, with Lloyd Street School reporting less student absences than both the state and similar schools. Average days absence for students were 12, which included 10% of students who had more than 30 days absent and 42% of students who recorded between 10 and 19.5 days absent and the remainder of the school (44%) who recorded less than 9.5 days absent. The careful administration of student absences has enabled the school to track the reasons for absences and follow up with families where necessary. In all cases where students recorded extended time away from school - the absence was explained by extended family travel.

Wellbeing

Based on school performance data the Lloyd Street School, Annual Implementation Plan, did not have any specific Wellbeing goals or targets for 2019. Rather, Wellbeing data in relation to both Student Safety and Social Engagement, as reported in the Attitudes to School Survey, was analysed to ensure that students perceived their school experience positively. In both measurable areas, Lloyd Street students reported high

levels of satisfaction, with greater positive endorsement than both the State and Similar Schools in all survey areas. In relation to Student Safety, students' overall endorsement was 86%. This measure included 90% of students recording a positive response and 5% a neutral response when asked if they had an 'advocate at school.' 86% of students positively endorsed and 7% evaluated as neutral, their perception of the 'management of bullying' in the school and in relation to 'respect for diversity' a score of 85% positive and 7% neutral was achieved. Variables in relation to social engagement were also very highly endorsed with the following scores recorded by the Year 4 to 6 students - 'sense of connectedness' - 87% positive, 8% neutral and 'sense of inclusion' - 90% positive and 6% neutral.

The parent opinion survey similarly endorsed the school's culture in these survey areas with the 'management of bullying' scored at 82% positive and 14% neutral, 'respect for diversity' at 96% positive and 4% neutral, and 'student connectedness' at 93% positive and 5% neutral.

Planning in relation to further enhancing student Wellbeing in 2020, occurred in response to anecdotal evidence from both the staff and the parent body. The key focus area moving forward will be improving our capacity to support students to manage anxiety and build resilience. Education will be provided to both the staff and the parent body to ensure consistency of approach in the manner we engage with the students. Similarly, in response to feedback from parent workshops conducted in 2019 in relation to health and sexuality, the school is planning to provide Vanessa Hamilton's age appropriate programmes to all student as part of the core learning programme.

Financial performance and position

Through strategic management of the school's financial resources, the Lloyd Street School Council aimed to ensure that the 2019 budget process enabled favourable class sizes, a diverse curriculum program, including a range of specialist programmes, and the provision of contemporary learning resources. These objectives were successfully executed by the effective allocation of the Student Resource Package and Department of Education and Training Grants and the ability of 94% of parents to meet both essential and optional Parent Payments. The school also benefitted from a highly successful calendar of fundraising events which resulted in a larger end of year surplus than in 2018. Planning is in place to utilise surplus monies in the 2020 school year to further enhance the school's outdoor environment.




For more detailed information regarding our school please visit our website at
www.lloydstps.vic.edu.au

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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 519 students were enrolled at this school in 2019, 266 female and 253 male.

8 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).














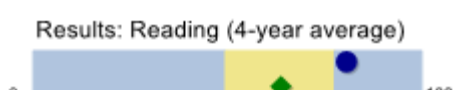




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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p> Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </p> <p> Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: <ul style="list-style-type: none"> English Mathematics For further details refer to <i>How to read the Annual Report</i>. </p>	<p>No Data Available</p> <p>No Data Available</p>	<p> Key: Similar School Comparison ● Above ● Similar ● Below </p> <p>No Data Available</p> <p>No Data Available</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>38%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>56%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>41%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	38%	32%	Numeracy	21%	51%	29%	Writing	16%	49%	35%	Spelling	17%	56%	27%	Grammar and Punctuation	33%	41%	27%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	93 %	94 %	93 %	94 %	94 %	<p>Similar school comparison not available</p>
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94 %	95 %	93 %	94 %	93 %	94 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>Above ●</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>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,684,594	High Yield Investment Account	\$67,978
Government Provided DET Grants	\$353,402	Official Account	\$24,880
Government Grants Commonwealth	\$1,860	Other Accounts	\$1,414
Revenue Other	\$34,258	Total Funds Available	\$94,272
Locally Raised Funds	\$683,108		
Total Operating Revenue	\$4,757,221		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,683,672	Operating Reserve	\$94,272
Books & Publications	\$6,002	Other Recurrent Expenditure	\$3,556
Communication Costs	\$5,083	Total Financial Commitments	\$97,829
Consumables	\$92,365		
Miscellaneous Expense ³	\$399,520		
Professional Development	\$83,170		
Property and Equipment Services	\$266,008		
Salaries & Allowances ⁴	\$140,408		
Trading & Fundraising	\$63,164		
Travel & Subsistence	\$473		
Utilities	\$41,439		
Total Operating Expenditure	\$4,781,303		
Net Operating Surplus/-Deficit	(\$24,082)		
Asset Acquisitions	\$149,921		

- (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 26 February 2020 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.

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)

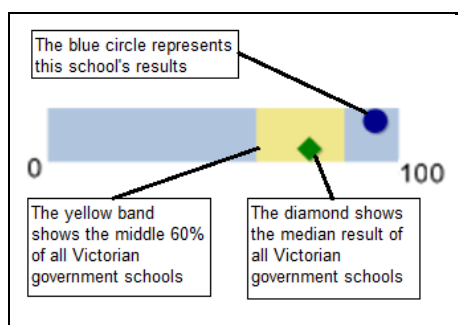
Engagement

- 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).

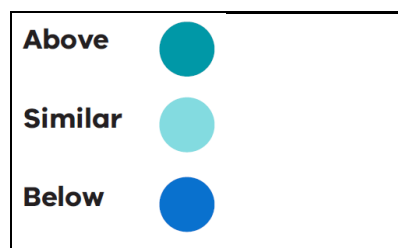


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').