

2018 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 2018 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 02 April 2019 at 04:14 PM by Nerida Smith
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 April 2019 at 03:10 PM by Matt Baker (School
Council President)

About Our School

School context

Lloyd Street School is an accredited International Baccalaureate, Primary Years Programme, school located in Malvern East. Recognised for its strong sense of community, Lloyd Street is dedicated to ensuring that in addition to academic rigour, emphasis is placed on the development of balanced, resilient and confident students. The parent body works productively with the school staff to provide optimal learning opportunities for every student and to reinforce our shared commitment to preparing students for both the next stage of their education and a successful and fulfilling life.

In addition to sustained, explicit instruction in the key learning areas of Literacy and Numeracy, the students of Lloyd Street complete six transdisciplinary units of inquiry per year. All inquiries are designed to build students' knowledge in relation to transferable concepts, which are of international significance. Inquiries also provide the opportunity for students to develop a broad range of transdisciplinary skills which are applicable across the curriculum. All students are actively involved in the specialist programs provided, having access to Physical Education, Visual Art, Performing Arts, Philosophy, Information Communication Technologies and Indonesian throughout their primary schooling. Opportunities for learning are further enhanced by a broad range of extra-curricula activities, camps and clubs.

Lloyd Street School is well resourced with a broad range of inclusive resources and tools available to enhance the learning program. Contemporary Information Communications Technologies tools are available at all levels of the school, with access increasing as students progress further in their education.

In 2018 the staff of Lloyd Street School comprised the equivalent of 31.6 teaching staff, including two Principal Class and two Learning Specialist/Leading Teachers. The education team were effectively supported by 5.4 Education Support Staff. The staff team is committed to continuous improvement in relation to both academic achievement and the school experience we provide for all students. Professional Learning is highly valued and staff are responsive to working collaboratively as a member of a Professional Learning Community, to enable the best possible outcomes.

Framework for Improving Student Outcomes (FISO)

In 2018 the teaching team focused on continuing to improve student outcomes in spelling and writing, with significant resources aligned with the school wide implementation of the SMART Spelling Program and The Writer's Workshop. A substantive Learning Specialist was appointed to lead these initiatives and quality staff professional learning focused on building teacher knowledge and coherence throughout the school. Collaborative planning, teacher modelling and ongoing professional learning continues to support the embedding of these programs. The student body have embraced these approaches to learning with enthusiasm, particularly the Writer's Workshop where increased levels of engagement with writing have been extensively reported.

Access to ICT Tools was also enhanced in 2018, with all senior students having individual access to a one owner laptop computer. Access was also increased for Level 3 students, with each grade utilising twelve tablet computers and four desktops. The school continued to support a modern computer laboratory with twenty touch screen computers. Staff knowledge and the manner in which ICT tools are integrated within the learning process continued to develop with increased emphasis on collaboration and creation.

Achievement

In 2018 Lloyd Street School completed the Department of Education and Training school review process, which occurs on a four year cycle. The school review enabled us to celebrate our successes, whilst establishing a rigorous 2019 -2022 Strategic Plan. It is pleasing to note that across the previous review period the school had consistently strong performances in all areas of the National Assessment Program for Literacy and Numeracy (NAPLAN). In 2018, all results were well above statewide median scores and similar to schools with comparable socio-economic populations. Of particular note, was the learning gain results for students who completed NAPLAN at Lloyd Street in 2016 and again last year, with growth data strong in all test areas. In 2019 the focus of our school wide improvement goals continue to relate to high performance in both Literacy and Numeracy. In 2018 the school recorded high percentages of students performing in the top two bands of NAPLAN in both literacy and numeracy, a trend we are committed to continuing and improving.

In 2018 key leaders within the school completed Professional Learning Community training and commenced working on more effectively utilising evidence to inform the curriculum planning process and the application of specific teaching approaches. In 2019 this work will continue with increased emphasis on utilising assessment data to promote Student Agency.

Engagement

In 2018 Lloyd Street School continued to report stronger attendance rates than similar schools, with students, at all grade levels, attending on 93-95% of days. The Attitudes to School Survey, which is completed by all Grade 4 - 6 students, also demonstrated significant improvement and high levels of satisfaction among students in the areas of stimulating learning and differentiated learning challenge. The staff survey demonstrated very positive responses in relation to staff knowledge of the connection between student engagement and learning. Further extra curricula programs were offered to the students in 2018, with increased student involvement in the Performing Arts Program, Visual Arts Club, Code Club and an environmental partnership with the Stonnington Council. The Physical Education Program also provided a range of opportunities for students to participate in before school activities, the Energy Breakthrough Challenge and a broad range of interschool sports.

Wellbeing

Student opinion, elicited through the Attitudes to School Survey, showed significant improvement in the areas of Sense of Connectedness and Management of Bullying in 2018. This data is in keeping with Victorian primary schools and is a return to the generally positive trend reported by the students. The school continued its commitment to the provision of a whole school Wellbeing Program, which focused on explicit instruction in the areas of Mindfulness, Gratitude and Resilience, as outlined within the education materials of the Resilience Project. The students were also introduced to a school wide avatar program, which reinforced to students the people within our community they can approach should they have a problem. Wellbeing continued to be a feature of the program of inquiry with particular emphasis on respect and tolerance. Parent education provided by Michael Carr-Gregg, in relation to resilience was very highly valued. In 2019 the school will continue to focus on building the communities confidence in identifying and responding to bullying through the provision of targeted programs.

Financial performance and position

Lloyd Street School completed the year with a larger cash surplus than in the previous five years. This can largely be attributed to the outstanding efforts of parent fundraising in both 2017 and 2018. Of particular note was the success of the 2018 October Fair which raised around \$90,000 for our school. The high percentage of parents who were able to complete their Parent Payments also enhanced the

school's ability to provide a broad range of opportunities for our students. The staffing budget finished the year in a small surplus, which will be absorbed in the 2019 school year.

All school expenditure was prioritised according to the impact it would have on student learning. Key budget areas included resourcing the International Baccalaureate Program, Staff Professional Learning and the provision of Information Communication Tools. Appearing for the first time in the Financial Statement is the provision of Professional Practice Days for all teaching staff, as awarded in the 2017 Victorian Schools Agreement. Fundraising monies have enabled the school to replace the artificial turf, place new awnings on the main building and upgrade the art room tables. Further improvements to the school facilities will be considered and enacted by School Council in 2019.




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

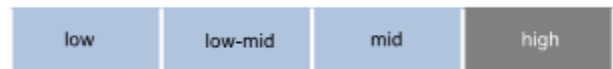
Enrolment Profile

A total of 525 students were enrolled at this school in 2018, 261 female and 264 male.

7 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).

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



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: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>52%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>55%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	52%	32%	Numeracy	21%	52%	27%	Writing	16%	55%	29%	Spelling	26%	50%	24%	Grammar and Punctuation	23%	53%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: ◆

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 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</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>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	95 %	94 %	94 %	95 %	93 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	95 %	94 %	94 %	95 %	93 %										

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:

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> Similar</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> Similar</p> <p> Similar</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, 2018

Revenue	Actual
Student Resource Package	\$3,542,133
Government Provided DET Grants	\$414,378
Revenue Other	\$49,793
Locally Raised Funds	\$817,616
Total Operating Revenue	\$4,823,920

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$3,485,559
Books & Publications	\$4,639
Communication Costs	\$6,543
Consumables	\$77,258
Miscellaneous Expense ³	\$393,022
Professional Development	\$122,471
Property and Equipment Services	\$337,941
Salaries & Allowances ⁴	\$54,280
Trading & Fundraising	\$117,628
Travel & Subsistence	\$53
Utilities	\$39,933
Total Operating Expenditure	\$4,639,328

Net Operating Surplus/-Deficit	\$184,592
Asset Acquisitions	\$0

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$155,584
Official Account	\$47,786
Other Accounts	\$51,153
Total Funds Available	\$254,523

Financial Commitments	
Operating Reserve	\$180,375
Other Recurrent Expenditure	\$6,347
Maintenance - Buildings/Grounds < 12 months	\$67,801
Total Financial Commitments	\$254,523

(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 15 March 2019 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)

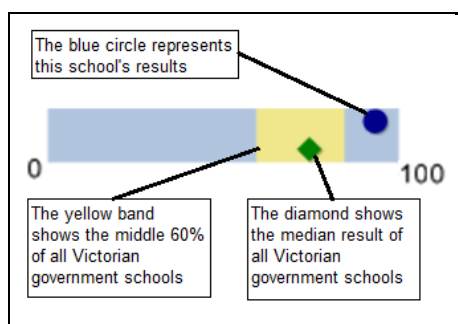
Engagement

- 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)

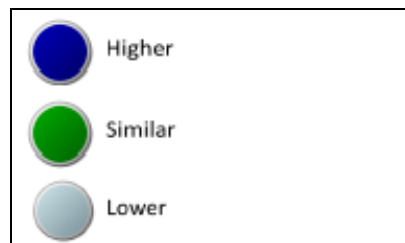
Wellbeing

- 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).



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' 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').

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.