

2021 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 2021 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 01 April 2022 at 11:49 AM 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 2021 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.

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Lloyd Street School is located in East Malvern and is an accredited International Baccalaureate, Primary Years Programme School. Our core purpose is to provide an inclusive primary school education, which ensures that every student has the opportunity to develop the foundational knowledge and skills that will enable them to lead a happy and fulfilling life. A focus on academic excellence, as well as opportunities to explore passions and build new competencies, is critical in providing the building blocks for a balanced and healthy life.

To this end, all members of the community are committed to the shared values of the school and work together to ensure all learners feel safe, valued and understood. A culture of high expectations for the success of all learners exists, with staff, parents and community members actively contributing to ensuring that each student is able to thrive, within a dynamic and nurturing learning environment.

Every student at Lloyd Street School completes six engaging units of inquiry annually. Each inquiry is concept-based, authentic and provides learning of international significance. Sustained instruction in Numeracy and Literacy is prioritised, with all students participating in an outstanding differentiated program which ensures that fundamental skills are consolidated and that each student is successful and challenged. Lloyd Street is committed to providing an inclusive education for all students and provides ongoing access for PSD student's through both integration support and appropriate physical resourcing.

In addition to the core curriculum, which comprehensively addresses the Victorian Curriculum, students also access a range of highly engaging Specialist Programs and Extra-Curricula activities. There is a comprehensive Performing and Visual Arts program as well as myriad opportunities to participate in Physical Education and Sport. Thinking skills are explicitly developed through the Philosophy Program, which provides the opportunity for students to build their understandings in relation to a range of ethical capabilities and demonstrate high level communication skills. Lloyd Street School is very well resourced with contemporary learning tools and offers an extensive and engaging Library Resource Centre. Technologies are current and are employed by staff and students, across the curriculum, to enhance learning.

In 2021 Lloyd Street School educated 462 students with a staff team of 35.1 full time equivalent staff, including 2 Principal Class Officers, 26.6 teaching staff and 6.5 education support staff. One staff member is an Aboriginal. Attendance remained high during both onsite and remote learning, with the strong partnership between the school and community ensuring students remained engaged with their learning.

Lloyd Street offers an excellent out of school hours program, implemented by Teamkids. Teamkids works very effectively with the school and provides a highly nurturing and engaging program for students who are onsite beyond the school day.

Framework for Improving Student Outcomes (FISO)

In 2021 Lloyd Street School continued to focus on the implementation of Professional Learning Community (PLC) inquiries. Teachers analysed evidence to plan inquiries which focused on improving the performance of specific cohorts of students. Inquiries focused on understanding the pedagogical approaches which were most effective in supporting the learning of 'highly able' writers and investigated which decoding strategies successful early readers were using most efficiently. Due to remote working for staff for a portion of the year, the implementation of case study meetings, which complement the inquiry cycle, will occur in 2022.

The final year of the school's current Strategic Plan period also saw the consistent implementation of the Key Improvement Strategies - The Writer's Workshop and SMART Spelling. Both these programs were successfully embedded across the school, during the review period and have resulted in both increased student engagement and

performance. The teaching staff were able to effectively adapt these programs to ensure continuity throughout remote learning.

The Tutor Learning Initiative, which was implemented in response to remote learning in 2020, was highly successful in supporting identified students to re-engage with learning and consolidate foundational Literacy and Numeracy skills.

Key Improvement Strategies planned for 2021, in relation to Student Voice and Agency, were adapted in response to the continuation of remote learning. Providing further opportunity for students to contribute appropriately in relation to the learning program, will continue to be a significant focus in 2022. Similarly, the development of critical self-management skills or student agency will continue to be an ongoing priority.

Achievement

In the final year of Lloyd Street School's 2018-2021 Strategic Plan, it was pleasing to note that the school successfully met student achievement goals and targets for improvement. All targets related to the performance of Year 5 students in the National Assessment Program for Literacy and Numeracy (NAPLAN). In Reading, the target of 65% was comfortably obtained, with 77% of students recording a result in the top two bands. Similarly, in Numeracy, 69% of students performed in the top two bands (target 57%) and also achieved the mean score target of 535, with an actual mean score of 562.5. Particularly pleasing, was the relative growth data in Numeracy, which measures the growth of students from Year 3 to Year 5, when compared with students who achieved the same score in 2019. In 2021, data indicated that 46% of Lloyd Street students demonstrated high growth, 40% recorded medium growth and only 13% recorded low growth. In Spelling Year 5 students also surpassed the mean score target by 9 points - recording a mean score of 539.8. The only Strategic Plan target that was not attained in 2021, was the percentage of students achieving in the top two bands in Writing. 34% students were assessed as performing above the expected level, which was a single percentage point below the target, but above the performance of both 'similar' and Network schools.

NAPLAN performances at Year 3 were also very strong with students out performing 'similar' and Network school in all areas of testing apart from Spelling in which Lloyd Street outperformed 'similar' but not Network schools. Of particular note was the high percentage of students performing in the top two bands in Numeracy (70%) and Reading (78%).

Engagement

Lloyd Street School continued to enjoy high attendance levels through 2021 with minimal unexplained absence during both onsite and remote learning. The school ensures that all student absences are followed up in a timely manner and that families requiring additional support, receive it through engagement with outside agencies or internal processes.

During remote learning, the entire school community worked with determination to ensure that the students remained engaged with both the learning program and the school community. The staff team demonstrated commitment to the provision of an engaging and differentiated learning program and were effectively supported in its implementation by the families of Lloyd Street. The staff team also ensured that they provided a range of highly engaging incursions and creative activities to complement the core learning program. These opportunities for students to have fun with their class mates were important in facilitating ongoing connection. The teaching team demonstrated outstanding collaboration and communication when working together to successfully transition between the two modes of learning. Staff Survey results indicate a positive school climate within which teachers are able to work together to ensure a strong focus on student learning and commitment to continuous improvement.

Whilst the Attitude to School Survey data in relation to 'Effective teaching practice for cognitive engagement,' demonstrated a fluctuation in 2021, potentially due to a second year of remote learning, all results remained in keeping with similar schools. In the area of Stimulating Learning, positive endorsement continued to be above similar schools. In 2022, Student Voice and Agency will be a major priority across the curriculum.

Wellbeing

All students continued to engage in Wellbeing oriented units of learning through the Program of Inquiry. The 'Who we are' transdisciplinary theme, supported students to explore the nature of self and build critical skills and knowledge which will support positive physical, emotional and social health. Students were also involved in discreet Wellbeing lessons, which were planned to be responsive to the needs of the students, whilst they were learning remotely and also when transitioning back to the onsite program. Significant ongoing focus has been directed to ensuring that students are able to successfully reengage with both school and their peers. In 2022, Lloyd Street School will implement the Respectful Relationships Program school wide and continue with staff learning in relation to Trauma Informed Practice.

As recorded in the 2021 Attitudes to School Survey data, both 'Sense of Connectedness' and 'Management of Bullying' showed a decline in comparison to the four year average in 2021. The timing of the survey implementation, soon after the return to onsite learning, may have impacted the results, however it will be critical that student interactions are carefully monitored in 2022. Additional mechanisms which will enable staff to consistently track student Wellbeing and ensure timely interventions will be explored.

School Climate data, as measured by the School Staff Survey data, remained stable in 2021, with positive endorsement above that of similar schools and Network. Variables relating to Staff Safety and Wellbeing declined in comparison to the five year trend and will be a focus in 2022, following the challenges of the past two years.

Finance performance and position

The cash revenue stream of the Student Resource Package continued to be stable in 2021 and Lloyd Street finished the year with a higher than usual cash reserve. The credit revenue stream was impacted by a decline in student enrolments at Lloyd Street at the end of 2020. The pandemic resulted in a higher number of families than is generally predictable, indicating their children would not be returning to Lloyd Street. As many notifications occurred late in the year, after staffing had been completed, it was difficult to consider this in planning and resulted in an overall deficit position for the school. Careful planning for 2022 and support from the DET has ensured that the school has been able to successfully manage the deficit without the need to reduce any programs or the necessary resourcing they require. Whilst fundraising initiatives were somewhat impacted by the pandemic, the community continued to contribute to the school through both parent payments and some highly successful fundraising events. The Tutor Learning Initiative, which was implemented in response to extended remote learning enabled the school to provide high level support to students in relation to core learning. In addition to this DET funding, Lloyd Street aligned some of the general Student Resource Package to this extraordinary grant to ensure the success of this initiative.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 462 students were enrolled at this school in 2021, 234 female and 228 male.

9 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

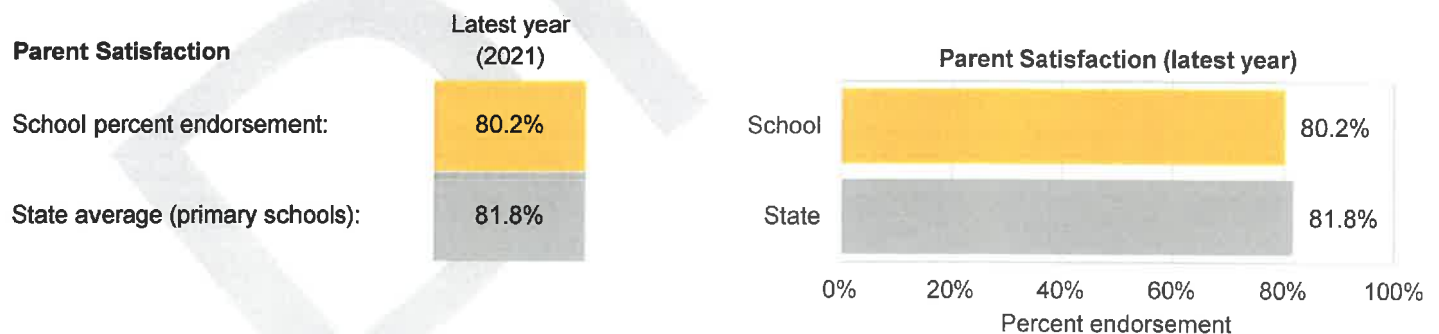
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

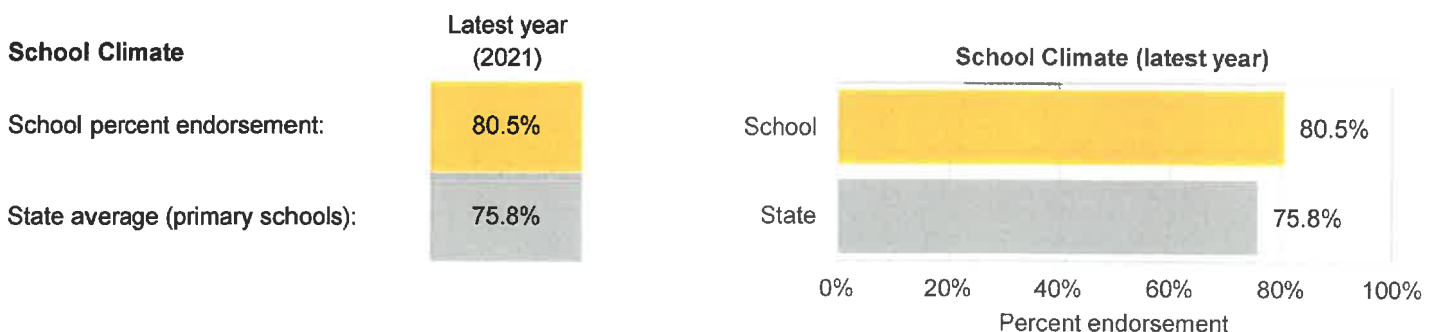


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

English Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2021)

95.6%

95.3%

86.2%

English (latest year) Years Prep to 6

School

95.6%

Similar Schools

95.3%

State

86.2%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level

Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2021)

96.8%

95.6%

84.9%

Mathematics (latest year) Years Prep to 6

School

96.8%

Similar Schools

95.6%

State

84.9%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level

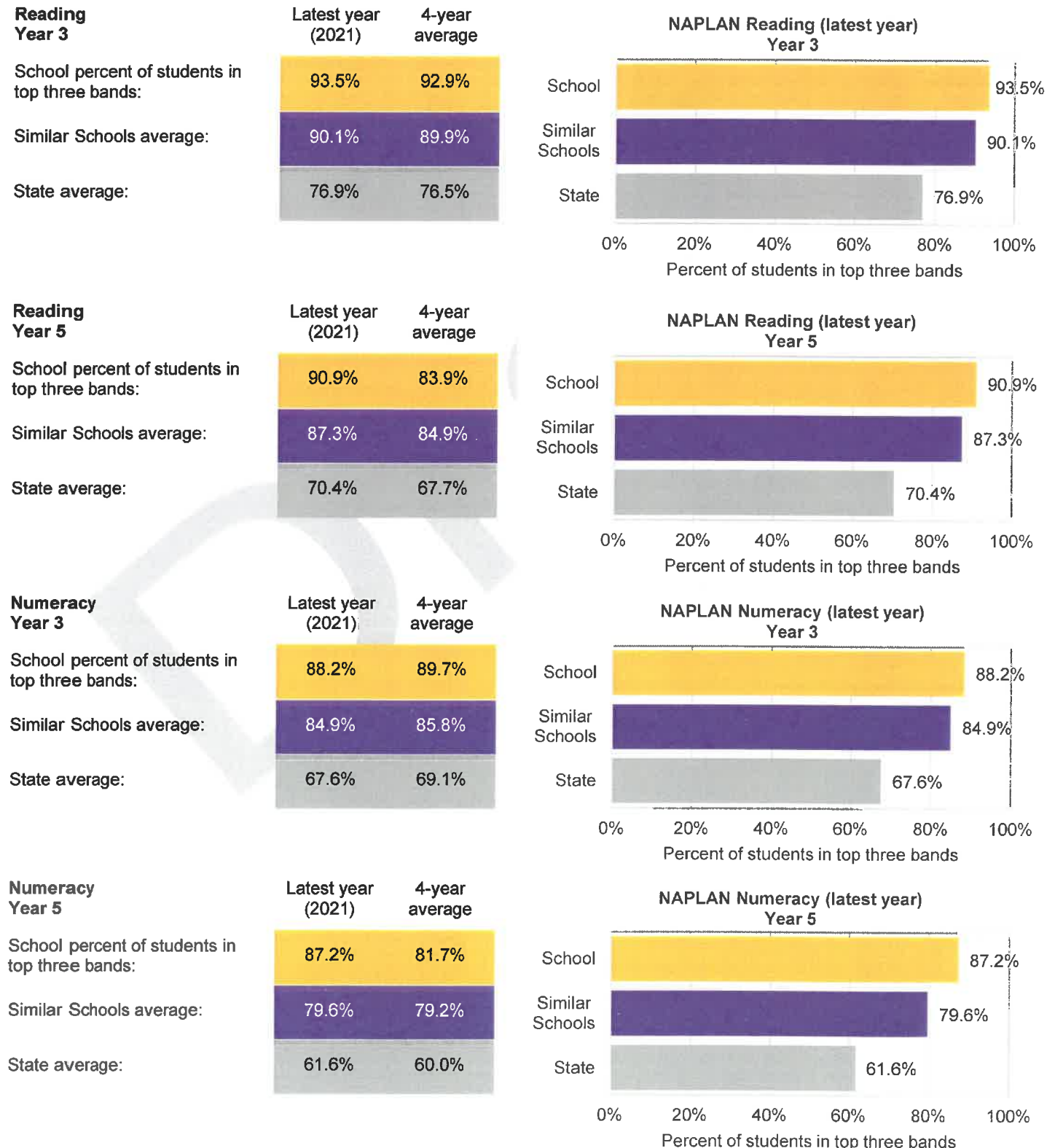
ACHIEVEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.



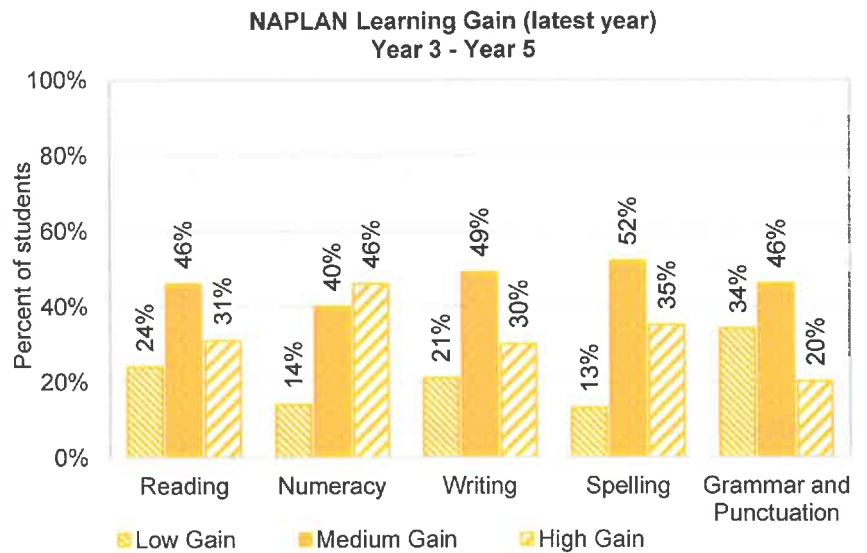
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	46%	31%	28%
Numeracy:	14%	40%	46%	28%
Writing:	21%	49%	30%	31%
Spelling:	13%	52%	35%	26%
Grammar and Punctuation:	34%	46%	20%	26%



DRAFT

ENGAGEMENT

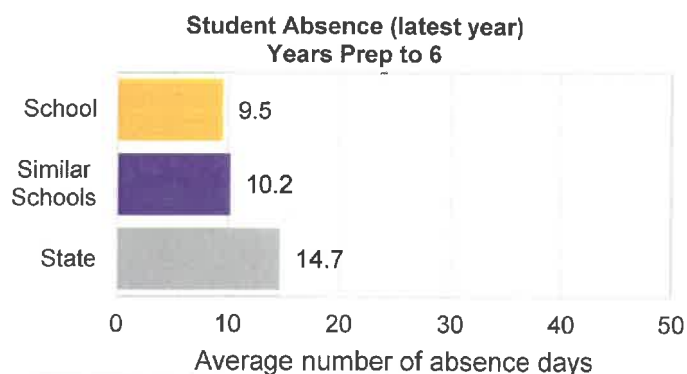
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.5	9.8
Similar Schools average:	10.2	11.4
State average:	14.7	15.0



Attendance Rate (latest year)

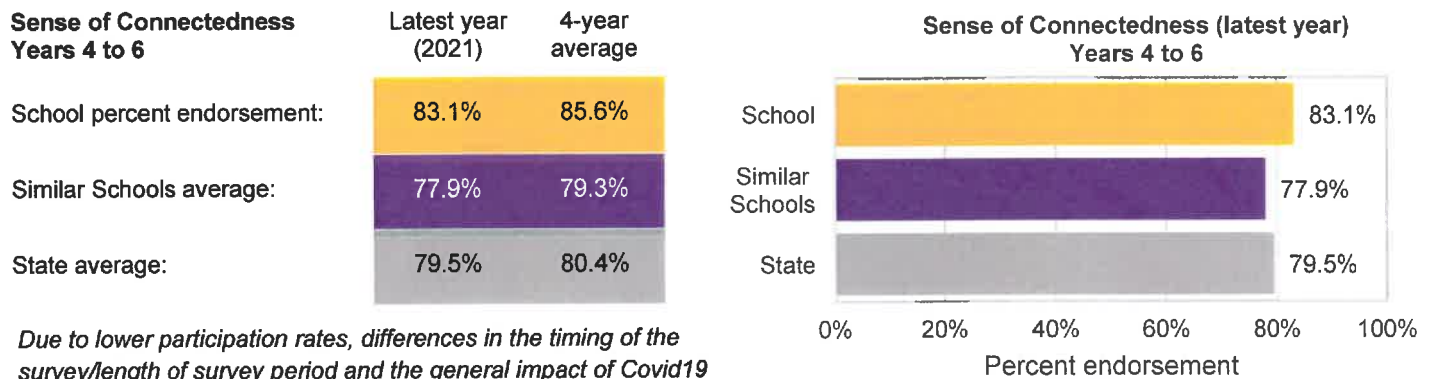
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	94%	96%	95%	95%	95%

WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

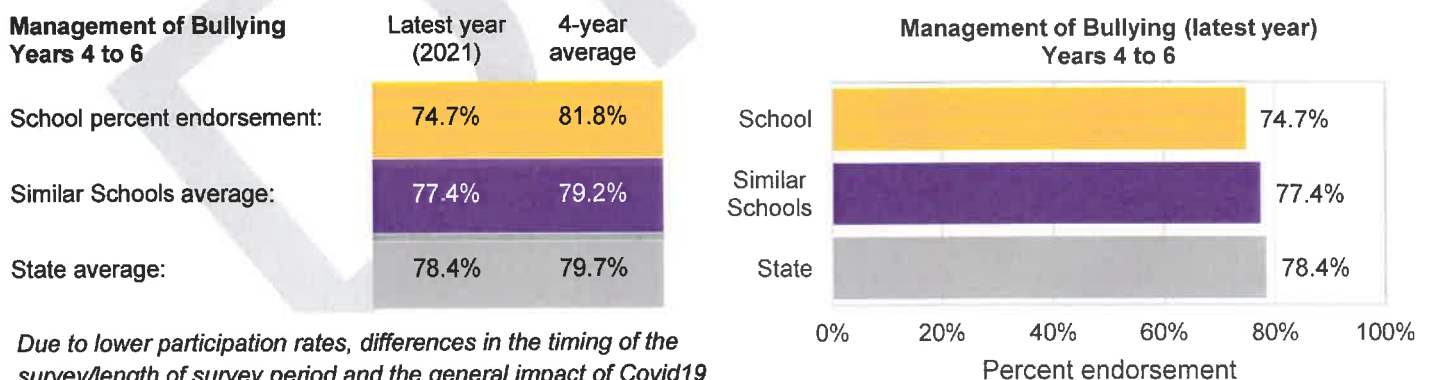
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,614,636
Government Provided DET Grants	\$301,388
Government Grants Commonwealth	\$5,580
Government Grants State	\$0
Revenue Other	\$31,596
Locally Raised Funds	\$433,550
Capital Grants	\$0
Total Operating Revenue	\$4,386,750

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,534
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,534

Expenditure	Actual
Student Resource Package ²	\$3,873,627
Adjustments	\$0
Books & Publications	\$6,233
Camps/Excursions/Activities	\$139,440
Communication Costs	\$4,530
Consumables	\$68,389
Miscellaneous Expense ³	\$76,685
Professional Development	\$58,330
Equipment/Maintenance/Hire	\$105,306
Property Services	\$57,162
Salaries & Allowances ⁴	\$75,054
Support Services	\$99,631
Trading & Fundraising	\$40,402
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$0
Utilities	\$39,268
Total Operating Expenditure	\$4,644,111
Net Operating Surplus/-Deficit	(\$257,361)
Asset Acquisitions	\$0

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

(2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$172,046
Official Account	\$40,307
Other Accounts	\$29,290
Total Funds Available	\$241,643

Financial Commitments	Actual
Operating Reserve	\$119,641
Other Recurrent Expenditure	\$7,728
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$122,001
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$249,371

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.