

2020 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 2020 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 28 April 2021 at 04:43 PM by Nerida Smith (Principal)

The 2020 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 28 April 2021 at 05:25 PM by Matt Baker (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 an accredited International Baccalaureate, Primary Years Programme school, located in Malvern East. The provision of the Primary Years Programme enables the school to provide an academically rigorous education which comprehensively addresses the Victorian Curriculum whilst ensuring that learning is concept based, authentic and of international significance. In 2020 Lloyd Street educated 502 students who reside within the local area. During both on site and remote learning, students actively participated in a differentiated Maths and English programme, which aimed to ensure all students were both challenged and successful. They also completed six Transdisciplinary Inquiries and participated in a broad range of specialist programs including Music, Physical Education, Indonesian, Philosophy, Visual Art and Information Communication Technologies.

The school enjoys very positive partnerships with the parent body who greatly value the provision of a balanced education. The parents and carers of Lloyd Street are highly supportive of the school's commitment to ensuring, that in addition to the achievement of academic excellence, students also participate in a broad range of experiences intended to develop their personal passions and the skills required for forming respectful relationships, demonstrating resilience and remaining mentally healthy. A focus on Student Wellbeing is woven throughout the programme of inquiry and is also provided in discreet lessons which focus on the development of positive mindsets, management of anxiety, gratitude and mindfulness. Complementing the core curriculum, students have the opportunity to participate in a broad range of extra curricula activities including Art Club, Chess, Yoga Club, Tennis and Soccer. Performing Arts opportunities are highly sought after, with many students participating in music ensemble groups, choirs and rock band. Instrumental music and singing programmes also enjoy strong participation.

In 2020 Lloyd Street School was staffed by 35.8 full time equivalent staff. The team comprised 30.2 Teaching Staff, including 2 Principal Class Officers and 5.6 Education Support Staff. Lloyd Street School's SFOE category is low which is indicative of a high proportion of tertiary educated parents, working in a range of professions.

Framework for Improving Student Outcomes (FISO)

During both remote and onsite learning the Lloyd Street Education Team demonstrated commitment to focusing on continuously improving the programme we provide for our students through quality teacher collaboration. As members of a Professional Learning Community (PLC) all staff worked constructively to plan and execute a differentiated curriculum programme, designed to provide point of need learning for all students. Whilst there were significant obstacles in working with the students remotely, much attention remained on ensuring learning tasks were engaging and appropriately aligned with the students level of development. Teacher confidence in working with technologies grew significantly as we progressed through the remote learning period. This enabled staff to further diversify the learning opportunities they were providing their students. Students, particularly in the senior school, were provided with extensive opportunity to demonstrate agency when completing their remote learning, with many level 4 students working with their class mates to complete inquiry challenges. When we returned to site, staff professional learning in relation to further developing our ability to provide greater Student Voice and Agency was not able to be emphasised and will continue to be a focus in 2021. After a long stretch of remote learning, it was important to emphasize student wellbeing and ensuring that the school environment provided structure, nature and engagement.

Achievement

The Lloyd Street Community was highly supportive of the students during the periods of remote learning. A very high percentage of students participated in the programme provided daily and received assistance at home. The provision of instructional videos differentiated to meet the needs of the students were highly successful in the junior school particularly, as they ensured the parents and carers were able to balance work and remote learning and that the strategies the students were learning were consistent with those being taught at school. The addition of small group teaching as we progressed through remote learning ensured that teachers were better able to monitor how students were progressing. Prior to returning to school the middle and senior school moved to online learning for core subjects

with the key purpose being preparing to transition back to the classroom. On return to school emphasis was given to ensuring connectedness and wellbeing, prior to undertaking formal assessments. At the end of 2020 teacher judgements in relation to student achievement were in keeping with similar schools and indicate that the majority of students reached the expected level or above at the conclusion of the year. To further minimise the impact of remote learning Lloyd Street will continue to prioritise manageable grade sizes at all levels of the school and will ensure that the Tutor Learning Initiative is implemented as effectively as possible.

Engagement

Lloyd Street School recorded fewer student absences in 2020 than similar schools and the state. Whilst this is a consistent pattern, the very strong attendance to the remote learning programme from the school community also impacted the variation. The teaching team endeavoured to ensure the remote learning program was consistently modified as we moved through the term and that a number of incursions and special events were added to the program. Specialist teachers also offered workshop sessions in the afternoons which were designed not just to provide learning experiences but also to engage the students in a social learning environment. All students completed six transdisciplinary inquiries across the year. Whilst some inquiries were abridged due to remote learning, emphasis remained on ensuring that concept based learning gave the students opportunities to have influence over (voice) what and how they were learning and to implement the research and self-management skills they have been developing, in order to guide inquiries in a direction of their choice. The professional learning planned for staff to undertake in 2020 in relation to increasing Student Agency and Voice across all key learning areas, was rescheduled for 2021. However, the workshop relating to incorporating more student self-assessment proceeded remotely.

Wellbeing

Student connectedness to school, as measured by the Attitudes to School Survey completed by Grade 4 to 6 students, indicated a very high level of satisfaction. Lloyd Street students felt more connected to their school than students across the state and students in schools of a similar socio-economic background. The four year average in relation to students' feelings of belonging and positivity about their primary school experience, is also above similar school and statewide responses, but it was particularly pleasing to note remote learning did not impact student perceptions. The staff team is highly committed to ensuring that all students feel valued and accepted within our community by consistently modelling and providing opportunities for students to practise respectful and appropriate social behaviour. These opportunities are woven throughout the Programme of Inquiry, but also taught through explicit lessons. Great emphasis is also given to ensuring that all students' interests and needs are understood by a number of staff within the community and that learning programmes are differentiated to ensure that all students can succeed. Lloyd Street students also indicated a higher level of satisfaction with the way that bullying is managed within the school. The management of student behaviour is approached in an educative manner with timely support given to all parties involved in inappropriate behaviour. The parent body's willingness to support the school in managing anti-social behaviours also builds a culture where the students feel safe and respected.

Financial performance and position

Lloyd Street School finished 2020 with a small increase in revenue relative to other years. The higher roll over amount resulted from a number of programmes not able to be completed. This amount will be absorbed in 2021, with the compensatory reduction in Parent Payments. The school also decided to put a pause of fundraising activities which generally provides a valuable revenue stream for the school. Lloyd Street's staffing budget ended in a manageable deficit position, planned to ensure that class sizes and the range of specialist programmes on offer were not impacted. Lloyd Street received modest equity funding which contributed to the purchase of accessible learning resources.

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 502 students were enrolled at this school in 2020, 246 female and 256 male.

7 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) which takes into account parents' occupations and education.

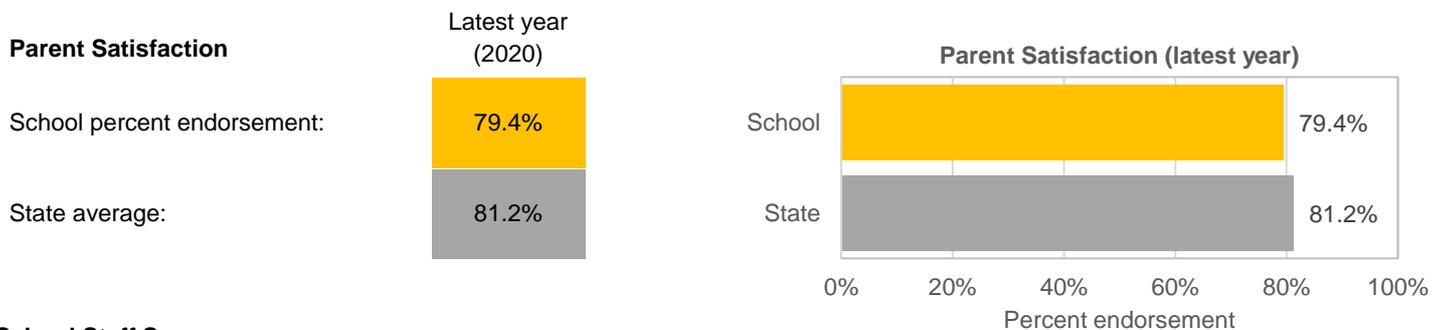
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

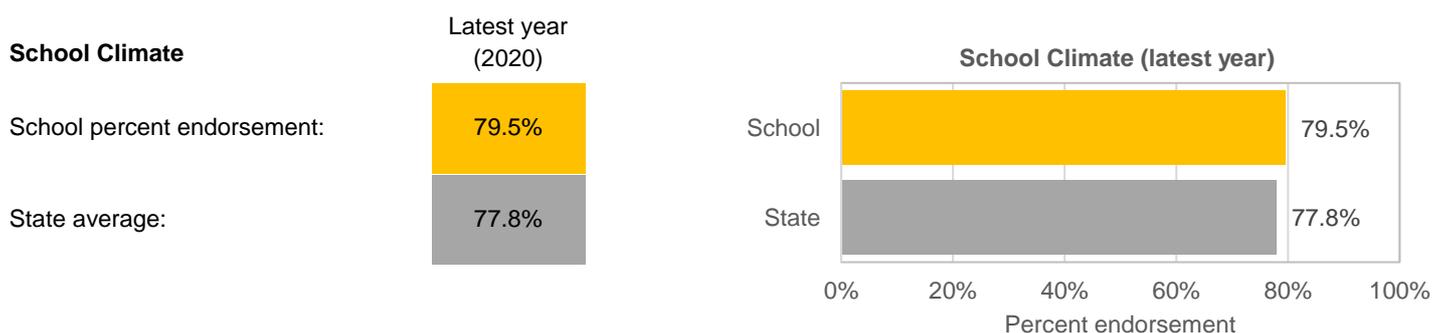


School Staff Survey

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

Latest year
(2020)

School percent of students at or above age expected standards:

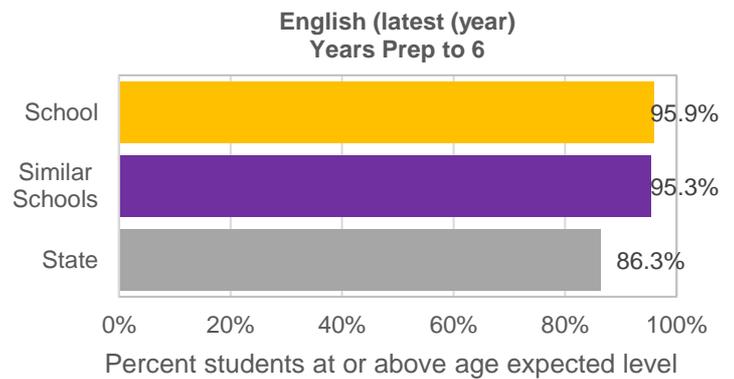
95.9%

Similar Schools average:

95.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

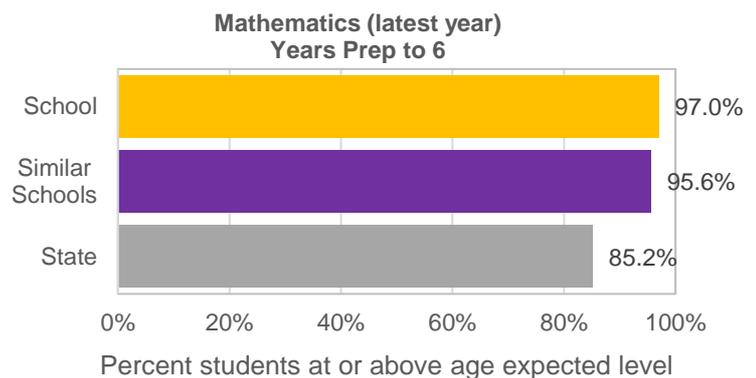
97.0%

Similar Schools average:

95.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

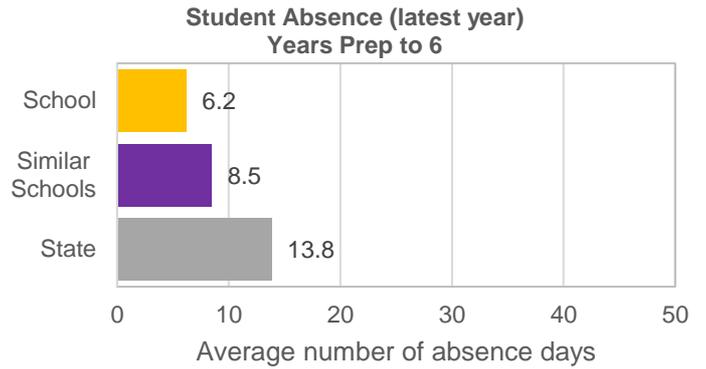
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.2	10.5
Similar Schools average:	8.5	12.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	97%	97%	97%	97%

WELLBEING

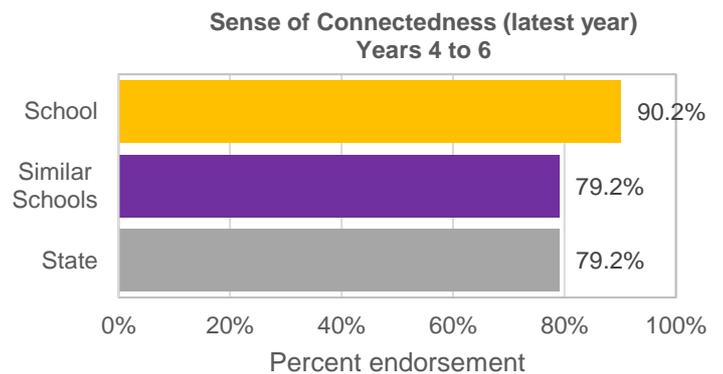
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	90.2%	83.7%
Similar Schools average:	79.2%	79.9%
State average:	79.2%	81.0%



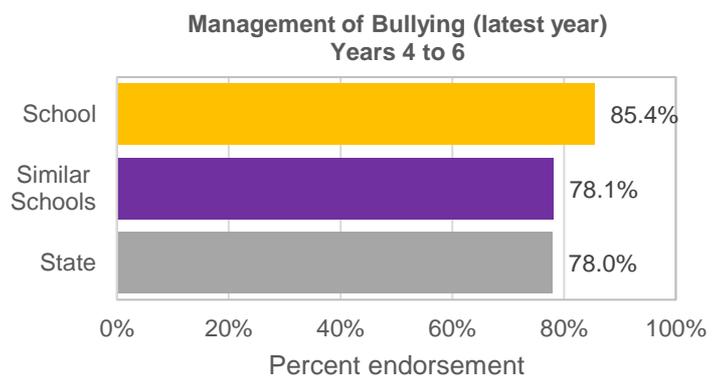
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.4%	80.7%
Similar Schools average:	78.1%	79.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,706,443
Government Provided DET Grants	\$400,326
Government Grants Commonwealth	\$8,164
Government Grants State	NDA
Revenue Other	\$15,147
Locally Raised Funds	\$412,696
Capital Grants	NDA
Total Operating Revenue	\$4,542,776

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,361
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,361

Expenditure	Actual
Student Resource Package ²	\$3,798,039
Adjustments	NDA
Books & Publications	\$4,000
Camps/Excursions/Activities	\$40,867
Communication Costs	\$4,890
Consumables	\$77,352
Miscellaneous Expense ³	\$61,481
Professional Development	\$44,033
Equipment/Maintenance/Hire	\$106,644
Property Services	\$61,902
Salaries & Allowances ⁴	\$104,539
Support Services	\$105,935
Trading & Fundraising	\$10,364
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$47,382
Total Operating Expenditure	\$4,467,483
Net Operating Surplus/-Deficit	\$75,292
Asset Acquisitions	\$17,620

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$176,746
Official Account	\$66,806
Other Accounts	\$13,647
Total Funds Available	\$257,199

Financial Commitments	Actual
Operating Reserve	\$102,360
Other Recurrent Expenditure	\$12,257
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$142,258
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$256,875

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.