

2024 Annual Report to the School Community

School Name: Lloyd Street Primary School (4139)

LLOYD STREET SCHOOL
MALVERN EAST



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 10:07 AM by John Painter (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2025 at 08:53 PM by John Painter (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Lloyd Street Primary School, located in Malvern East, is approximately 15km from the Melbourne CBD and has a student enrolment of just under 400 students. 8% of students have English as an additional language from 24 different language backgrounds. Our teaching aligns with the Victorian Curriculum and the school's motto of LEARNING for LIFE is supported by the vision, *'to develop the individual talents of students and teach them to relate the experience of the classroom to the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on wellbeing knowledge and the ideals of international understanding and citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.'*

The school provides a rigorous evidence-based approach to teaching and learning, with student-led investigation and inquiry a focus but with strong emphasis on explicit teaching using PhOrMEs in junior years and expanding to whole school. The school has 18 classes and a dedicated staff from highly experienced to recent graduates, all of whom are passionate and collaborative educators. This equates to approximately 30 fulltime equivalent staff, including 2 Principal Class Officers, 23.5 teaching staff and 9 classroom education support staff.

Sustained instruction in Numeracy and Literacy is prioritised with all students participating in a differentiated program where fundamental skills are consolidated, and each student is successful and challenged. Lloyd Street is committed to providing an inclusive education for all students and also provides ongoing access for students with additional needs through both integration support and appropriate resourcing.

In addition to the core curriculum, students access a range of highly engaging Specialist Programs and Extra-Curricular activities. Performing and Visual Arts programs, French language and culture, and a myriad of opportunities in Physical Education. Thinking skills are developed in all areas including the inquiry 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. This program also supports the professional development of staff to develop questioning skills and open-ended engagement strategies. Lloyd Street is very well-resourced with technology tools and an extensive Library Resource Centre which is employed by staff and students to enhance learning and foster a love of language and reading. Additionally, the school has dedicated Library staff, science expertise and resources, a technology lab for Prep to year 4, a student leadership program, a 1:1 laptop for year 5/6 students, SRC, lunchtime activities led by and for students, and sports opportunities within and beyond the school.

Lloyd Street school also offers a range of extra-curricular opportunities across the school in instrumental music, choirs, bands, coding, chess, languages and various sports activities. The school has an excellent out of school hours program with Team Kids who work with the school to provide a nurturing and engaging program.

There is a strong partnership between the school and community and the Principal and School Improvement Team (SIT) work in partnership with the School Council and staff.

We are proud of our community, our achievements and the direction we have chosen to maximise the potential and outcomes for our students now, and for the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our school made significant progress in advancing literacy outcomes by aligning our practices with current educational research and ensuring that our teaching strategies are both evidence-based and consistent across year levels.

A key achievement this year was the increase in professional development (PD) for our teaching staff. Through targeted PD sessions, such as Nathaniel Swain's PhOrMeS PD, Cognitive Load Theory, and Victorian Curriculum 2.0, our educators deepened their understanding of the Science of Learning. This enhanced their ability to implement more effective teaching strategies, particularly in reading and writing.

In line with these professional learning opportunities, we aligned our teaching and learning practices with the Science of Learning, focusing on Cognitive Load Theory and the Science of Reading. This alignment has allowed for more consistent planning and a more explicit, intentional approach to teaching. The implementation of engagement norms has further supported student interaction and participation in literacy lessons, resulting in a stronger connection to learning content.

We also implemented a more consistent approach to student assessment through the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This data-driven assessment tool has enabled us to track student progress in real-time, identify areas for improvement, and adjust instruction accordingly. The consistent use of DIBELS has provided valuable insights into student learning and has informed both individual and group interventions, ensuring that our teaching is responsive and targeted to meet student needs.

Additionally, we began the implementation of a systematic and synthetic phonics program, which will remain a key focus as we continue to build our literacy framework. While still in its early stages, this program will be a pillar for our literacy strategy in 2025. We are also committed to aligning our practices with the Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model 2.0, ensuring consistency and rigor in all areas of literacy instruction.

In the National Assessment Program for Literacy And Numeracy (NAPLAN): School percentage of students in Strong or Exceeding in Reading for year 3 students is 92%, well above the similar school average of 84% and above the state average of 83%. In year 5, student results in Strong or Exceeding for Reading are at 92%, again excellent results and above the similar school average of 89% and above the state average of 88%.

Wellbeing

Lloyd Street has continued to prioritise wellbeing from a cultural and curriculum perspective with our Wellbeing leader and wellbeing team, supporting staff, students and parents with targeted and whole-school support.

The Wellbeing leader continued the development of the wellbeing room 'Zen Den' as a resource and a focused space for whole class sessions to facilitate the school's proactive wellbeing support such as Respectful Relationships and Zones of Regulation as well as small group and 1:1 support for students and families.

Respectful Relationships is embedded into the school's learning program with allocated weekly sessions and in line with the Victorian Curriculum our sexuality education program is delivered by our staff (after PD) through the Talking the Talk program. This continues to receive very positive feedback from students, staff, and parents.

The school implemented changes in the teaching approach and structure of the school in 2024 to improve our practice and our parent opinion and staff survey data both indicate a drop in general satisfaction with the school which is an area of further investigation though could be linked to the changes focused on ongoing improvement in the school.

The school has continued to embed the whole school behaviour response plan and improve the recording, communication and management of behaviour incidents at school and we have added regular positive feedback to parents as well.

In 2025 we will be focussing on imbedding and communicating our approaches better with our community to improve understanding and support of our practices.

The school was part of the Inclusion Outreach Coaching program in 2024 which reviewed and then added great depth and focus to our inclusive practices across the school. Current practices and processes were reviewed and refined, then trialled in the school for feedback from students and staff. This work will continue in 2025 as we rollout some of these strategies as whole-school practice.

Professional development was provided to all staff in Inclusive practices, social skills development, mental health, and targeted support for individual students. Along with the proactive whole school programs and structures, student wellbeing is also supported by the Tutor Learning Initiative which supports more than 50 students, the Program for Students with Disabilities, and the new Disability Inclusion Profile funding for well over a dozen students and counting.

Engagement

The school has continued to place strong emphasis on connection, engagement and belonging in the activities in and out of the classroom across the school.

Using an inquiry framework teachers design learning to develop opportunities for student voice and agency across all teaching teams. Students have more ownership and investment in their learning as they determine the outcomes within the framework and skilled scaffolding provided by staff.

Student leadership roles continue to be an opportunity for engagement and student voice and agency, and these have been increasing particularly for senior students with 26 recognised leadership positions and SRC. Lunchtime clubs, and special project roles also available to senior students.

We have strengthened local connections to kinders, ELCs, sports clubs, and businesses and this is ongoing work. Students have visited kinders and ELC's and many have also visited our school. Staff have also attended parent nights at a small number of pre school venues.

Our year 5 'Share Fair' and year 6 'Exhibition' are two academic highlights for senior students that celebrate academic growth, student engagement and genuine student ownership of learning. This event is celebrated with students across all levels and with parents and community who attend to see the learning and actions students have achieved.

Student agency and educating students about it is an area for continued growth across all classes and year levels as our data is lower in this area than expected.

In analysing student engagement through attendance data, our average attendance rate has increased minimally from 91 to 91.3% between 2023 and 2024 with no difference between genders and all levels above 90%. The average days absent is 17.3, slightly less than 2023.

This has placed the school at the average for similar schools of 17.1 but still below the state averages of 20.5.

There has been an increased emphasis on Wellbeing and connection through the wellbeing leader and addition of social groups, restorative practice and more family contact from the school. These factors will contribute to a further reduction in student absence.

Other highlights from the school year

In 2024, we undertook a review of the Learning and Teaching across our school which led to exciting evidence-based decisions on our approach to learning and teaching going forward particularly for explicit teaching and our inquiry model.

This included research and professional development for staff in Cognitive Load Theory, explicit teaching practices, a review of the IB PYP/ inquiry model, the new Maths curriculum and implementation of PhOrMEs in our literacy learning, have all reshaped the quality of the teaching and will improve student outcomes for our students.

We completed a massive and hugely successful School Fair with the amazing support of our community, that brought our parents and community together.

We installed a new student designed playground with plans for more and strengthening of partnerships with local kinders.

Our camps continued for year 4, 5, and 6 and will expand to year 3 in 2025.

We established a school orchestra and ensemble as we expand the ability, excellence and size of the school's music program.

We were also excited to welcome new staff to Lloyd Street who have added depth, passion, knowledge and strength to our teaching team. These staff have all continued with Lloyd Street and we are delighted to continue to grow, teach and learn together with our community.

Financial performance

The school has remained committed to managing its finances effectively, focusing on strategic planning to reduce staffing costs and streamline budgets. This approach has ensured that the carry-forward deficit will be repaid in full as scheduled with the Department in 2025 leaving the school in the black for the first time since 2020. This will allow the school to now rebuild its finances and develop plans for other special projects in the future.

The school has again increased its effectiveness in the use of Compass across several areas, including payments, Events, Chronicle, and the calendar, which has helped both parents and the school to improve communication and manage the finances of excursions and events more efficiently and effectively.

The school further increased the use of the school's facilities for existing hirers and expanded to include new hirers and new areas of the school. This has made a small increase in the revenue for the school and supported community connections.

The school also received a generous donation from a local community member, designated for improving student engagement. These funds were allocated to creating an exceptional new, student-designed playground on Terrace 4.

The parent fundraising committee has also played a key role in fostering community connections and raising over \$100,000 this year, an extraordinary result!! This was only possible because of the contribution from our parent and local community for our major event, the school fair, and includes sponsorship and other fundraising and social events during the year.

We will use these funds to continue enhance students' learning experiences and benefit our community.

The work of the Fair Executive, the Fundraising and Social Committee and our staff, parent community and our students is invaluable to Lloyd Street School. Everyone should be very proud of the achievements of our school and our community.

**For more detailed information regarding our school please visit our website at
<http://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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

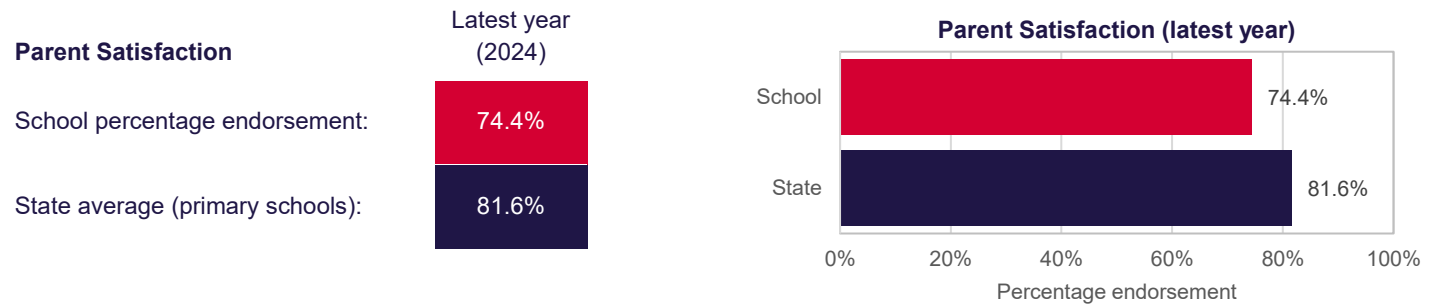
A total of 402 students were enrolled at this school in 2024, 190 female and 212 male.
12 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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**

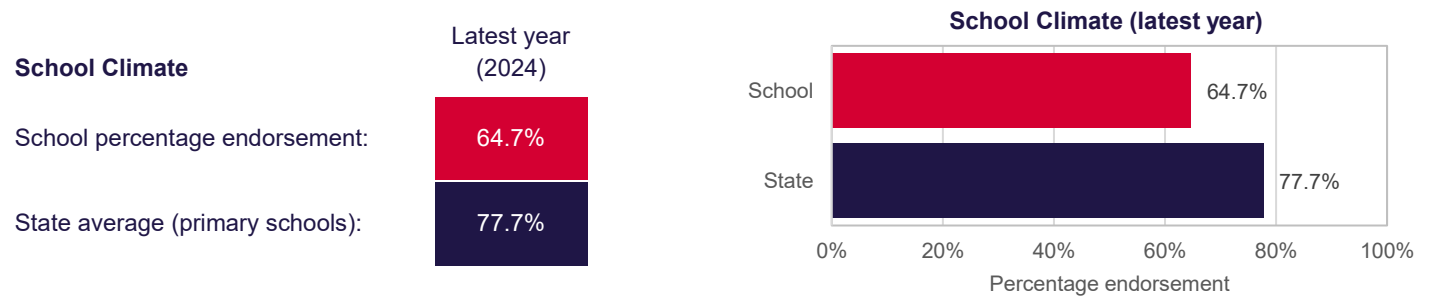
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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.



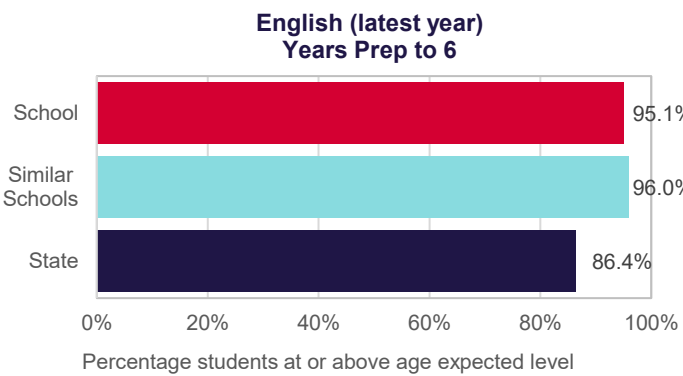
LEARNING

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.

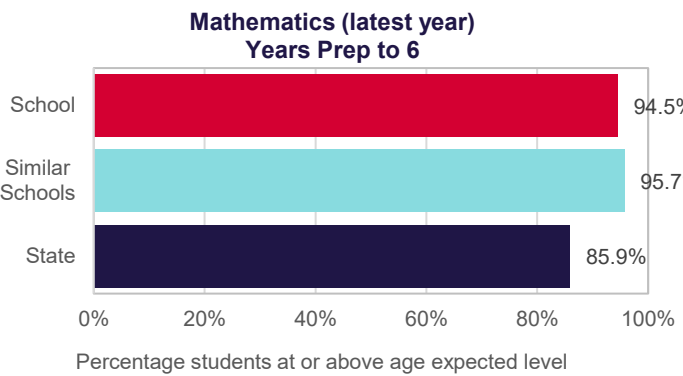
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.1%
Similar Schools average:	96.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.5%
Similar Schools average:	95.7%
State average:	85.9%



LEARNING (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.

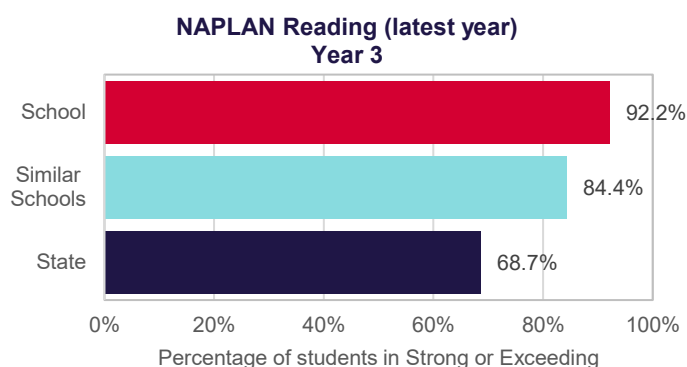
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

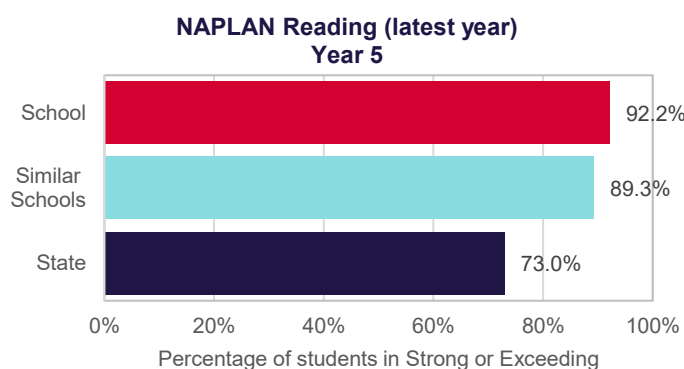
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.2%	84.3%
Similar Schools average:	84.4%	85.0%
State average:	68.7%	69.2%



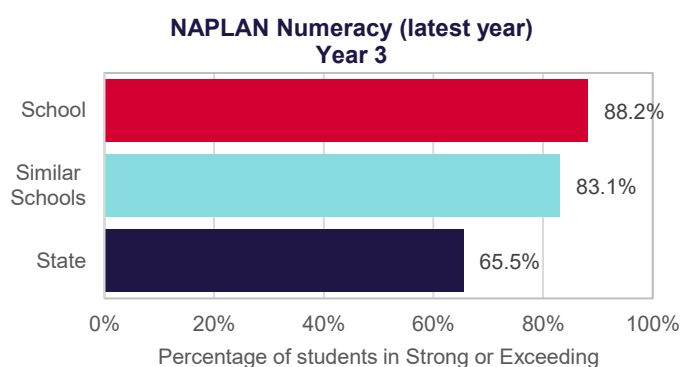
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.2%	92.9%
Similar Schools average:	89.3%	90.4%
State average:	73.0%	75.0%



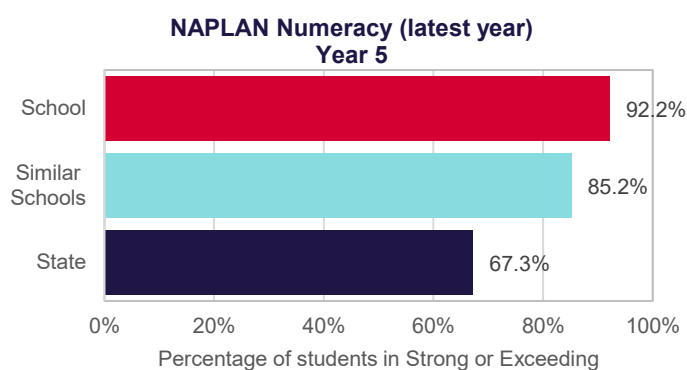
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	82.8%
Similar Schools average:	83.1%	84.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.2%	91.1%
Similar Schools average:	85.2%	85.6%
State average:	67.3%	67.6%



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

90.7%

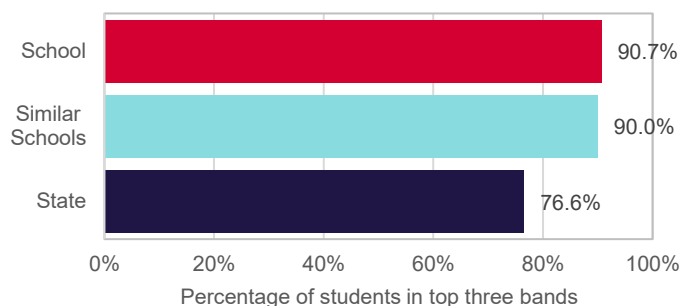
Similar Schools average:

90.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

89.6%

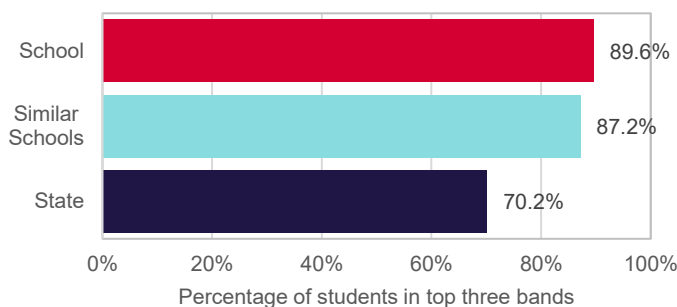
Similar Schools average:

87.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

83.0%

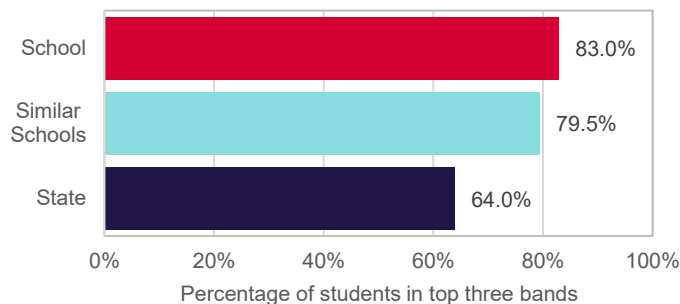
Similar Schools average:

79.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

82.0%

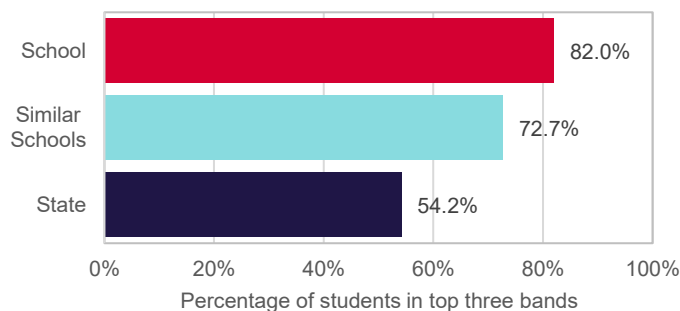
Similar Schools average:

72.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

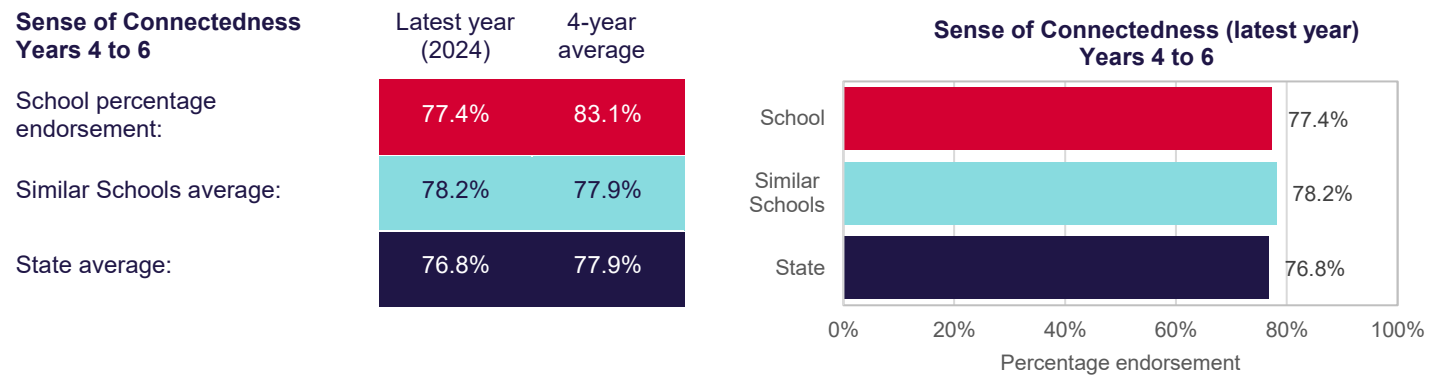


WELLBEING

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.

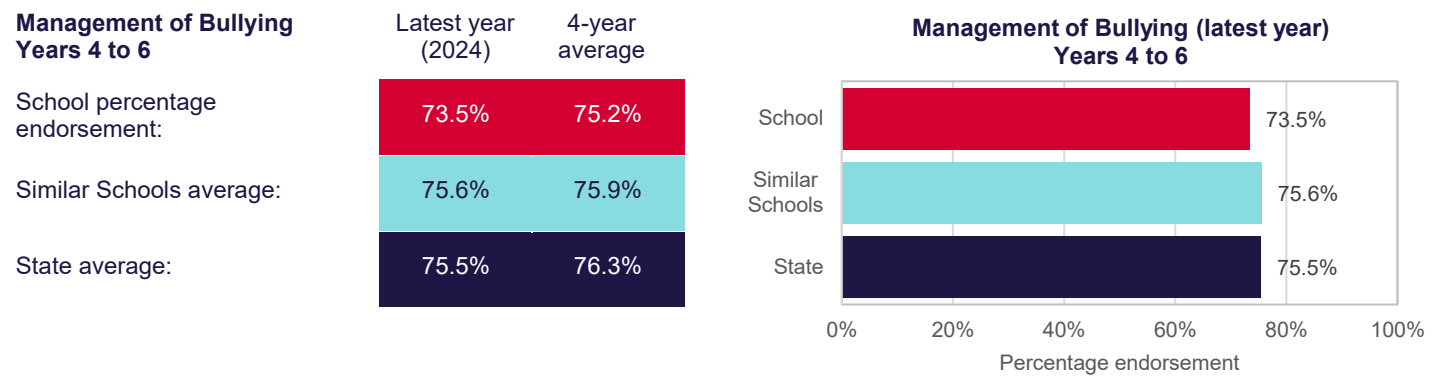
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

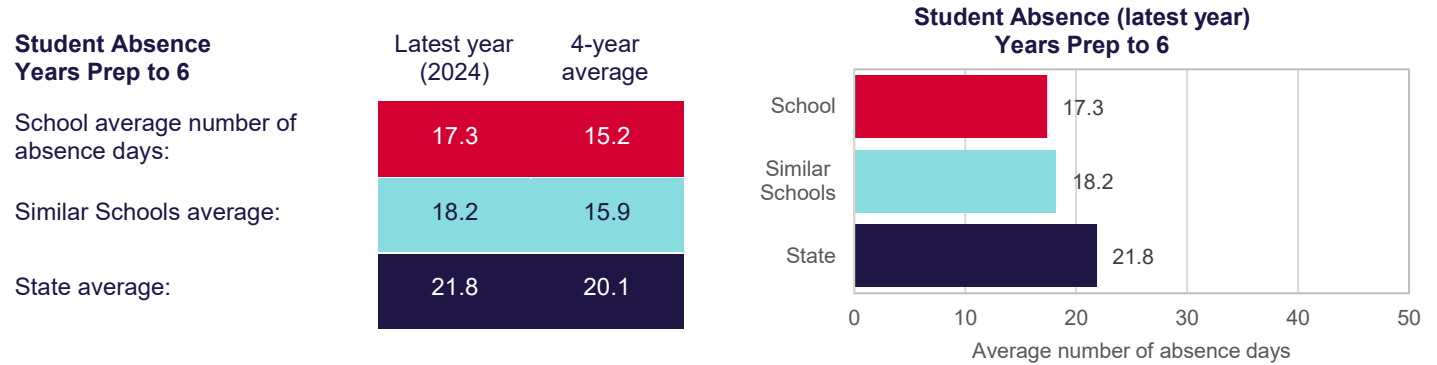


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	92%	93%	91%	90%	90%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,877,582
Government Provided DET Grants	\$307,627
Government Grants Commonwealth	\$15,258
Government Grants State	\$0
Revenue Other	\$57,895
Locally Raised Funds	\$801,746
Capital Grants	\$0
Total Operating Revenue	\$5,060,108

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,379
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,379

Expenditure	Actual
Student Resource Package ²	\$3,955,549
Adjustments	\$0
Books & Publications	\$281
Camps/Excursions/Activities	\$163,797
Communication Costs	\$6,680
Consumables	\$78,138
Miscellaneous Expense ³	\$64,104
Professional Development	\$40,097
Equipment/Maintenance/Hire	\$112,865
Property Services	\$117,306
Salaries & Allowances ⁴	\$96,865
Support Services	\$145,413
Trading & Fundraising	\$79,147
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,931
Total Operating Expenditure	\$4,922,172
Net Operating Surplus/-Deficit	\$137,936
Asset Acquisitions	\$99,070

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$376,200
Official Account	\$28,308
Other Accounts	\$47,922
Total Funds Available	\$452,430

Financial Commitments	Actual
Operating Reserve	\$161,104
Other Recurrent Expenditure	\$758
Provision Accounts	\$0
Funds Received in Advance	\$174,640
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$102,705
Repayable to the Department	\$0
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	\$439,206

All funds received from the Department of Education, 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.