

2017 Annual Report to the School Community



School Name: Lloyd Street Primary School

School Number: 4139

Please note: Completed reports are to be uploaded to the [Strategic Planning Online pTool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Lloyd Street School, which is located in East Malvern, has been accredited to provide the International Baccalaureate, Primary Years Programme since 2007. In 2017, students continued to benefit from exposure to the internationally-minded programme and to the rigour that the completion of six transdisciplinary inquiries enables. The programme of inquiry, was enhanced by the provision of a broad a range of single subject and extra curricula programmes, which further engaged students in learning and supported the development of balanced students who appreciate the richness of life.

In 2017 Lloyd Street School educated 532 students across twenty-three grades. Whilst school wide there was a near even number of boys and girls, due to enrolment patterns, it was necessary to provide two single gender classrooms, with a boys' grade in the senior level and a girls' grade in Foundation.

Highlights of the school year included two outstanding Performing Arts concerts, which showcased the students' Performing Arts skills to the community. Similarly, the Grade Six Exhibition demonstrated the ability of our senior students to work collaboratively to complete comprehensive inquiries into 'Sharing the Planet.' The 2017 Exhibition once again celebrated the knowledgeable, skilled and articulate students who graduate from Lloyd Street School each year.

Lloyd Street enjoys outstanding support and participation from the parent body who are actively involved at all levels of the school's operations. The students and staff benefit greatly from access to the broad range of expertise and experience provided by our community.

Framework for Improving Student Outcomes (FISO)

The 2017 staff team was comprised of a total team of 35.7 personnel including, 2 Principal Class Officers, 29.3 Teachers and 4.4 Education Support Staff.

The staff team operates within a continuous improvement environment and were actively engaged in quality professional learning, aligned with the achievement of key improvement goals, which focused on student outcomes in the areas of writing and spelling. This learning included working with consultants Lynn Anderson and Peter Bowers on spelling investigations and the continuation of the literacy coaching programme.

All staff also completed an International Baccalaureate, school based workshop focusing on further integrating Science throughout the programme of inquiry. This workshop was invaluable in ensuring that students at all levels of the school have the opportunity to access comprehensive learning throughout the year in this area.

They also pursued a range of personal learning goals, through peer feedback, coaching and a variety of expert programmes. Leadership learning continued to be prioritised with members of the School Improvement Team actively involved in all aspects of school management and leadership.

A further highlight of 2017, was the school wide implementation of The Resilience Project, which focused on the development of – gratitude, mindfulness and resilience. The project was embraced by all members of the school community, with in excess of two hundred parents attending the parent workshop and students and staff eagerly embracing the classroom programme. The Resilience Project will continue to be implemented in 2018.

Achievement

Students continued to receive sustained instruction in the key learning areas of Mathematics and Literacy, with a school wide commitment to ensuring ten, fifty minute sessions of English and seven, fifty minute sessions of Mathematics each week. The learning was differentiated to meet the needs of each student and provided for explicit, point of need teaching addressing all learning areas and capabilities. NAPLAN was completed by 99% of students in Grade 3 and 100% of students in Grade 5. In Grade 3, student performances continued to be strong and broadly similar to five-year trend data for the school. Results continued to see pleasing numbers of students performing in the top two bands (66.3% - Reading and 62.3% in Mathematics). Grade 5 performances demonstrated a decline in relation to the five-year trend, which may in some way be explained by the more significant number of changes within the student cohort than experienced in



previous years. In Reading, 47.9% and in Numeracy 44.1% performed in the top two bands. Performances were however in keeping with school-based assessments.

Engagement

School attendance levels continue to be strong and in keeping with schools from a similar socio-economic background.

In 2017, the Attitudes to School Survey for the first time surveyed students from Grade 4 as well as the Grade 5 and Grade 6 students. Overall, students reported a high level of engagement with the learning programme with all variables being favourably rated by 80% or more of students across the three grades. Particularly favourable was the data in relation to the 'High Expectations for Success' communicated by teachers, with 93% of students reporting this variable favourably. Similarly, favourable results were reported in the areas of 'making learning fun' and 'making work interesting' with an 80% positive endorsement.

In considering the student data it was noted that the Grade 4 and Grade 6 students returned more favourable responses than the Grade 5 students. The teaching team have been endeavouring to address the less favourable results of this cohort through further investigation resulting in the inclusion of further student voice and wellbeing initiatives.

The 2017 Parent Opinion Survey demonstrated similarly pleasing results in relation to engagement in the school. 'General Satisfaction' with the education received at the school, was positively endorsed by 86% of parents (9% returning a neutral response.) Parents similarly agreed that the teachers hold 'High Expectations for the Success' of students with an 83% positive endorsement (11% neutral). Parent Participation in the school was also very favourably endorsed with an 85% positive response.

Wellbeing

According to the Attitudes to School Survey, overall data for 'Student Connectedness to School' was positive with 84% of respondents reporting 'I like school' and 76% reporting strong levels of 'Connectedness to the School' (sense of belonging). In 2017, however there was a discrepancy in how students were perceiving their social relationships across the different cohorts of students, with Grade 4 reporting 83% positive response in relation to 'Connectedness to School' and Grade 5 reporting 77% and Grade 6, 69%. Interestingly however all students reported 'Sense of Inclusion' at a very high level with 85% or more of students at all levels providing positive endorsement.

This fluctuation in data was also reflected in the 'Student Safety' data which reported a higher level of unsafe behaviour in the Grade 6 cohort and a lower satisfaction with the way bullying was managed, than among the Grade 4 and Grade 5 cohort. The variable of 'I feel safe at school' was responded to as follow – Grade 4 -85%, Grade 5- 82% and Grade 6 - 76%. The management of bullying was assessed in a similar pattern.

This data may be partly explained by some unexpected changes in staffing at the time of the survey or some cohort specific relationships, as this data is not in keeping with trend data across the five-year period. In response to the students concerns, the teaching team immediately endeavoured to provide a more structured play environment for students and developed a Whole School Behaviour Management Plan, which is intended to provided certainty and consistency for both students and teachers in relation to managing inappropriate behaviour. In 2018 the Wellbeing Team is also promoting a simple process for reporting bullying, for students who may be reluctant to come forward.

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



Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 530 students were enrolled at this school in 2017, 263 female and 267 male.</p> <p>8 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Lower</p> <p> Similar</p> <p> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>43%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>54%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	43%	23%	Numeracy	20%	59%	20%	Writing	33%	51%	16%	Spelling	29%	48%	23%	Grammar and Punctuation	25%	54%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	93 %	94 %	93 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	93 %	94 %	93 %	94 %										



Performance Summary

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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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Lower

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

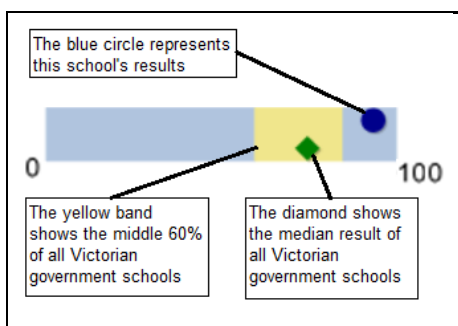
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

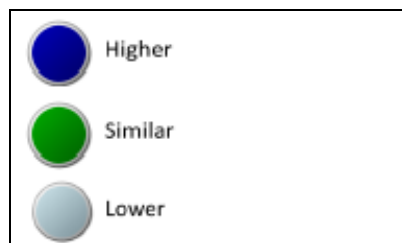


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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.

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*' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,439,355	High Yield Investment Account	\$54,906
Government Provided DET Grants	\$402,803	Official Account	\$16,367
Revenue Other	\$29,570	Other Accounts	\$64,148
Locally Raised Funds	\$643,787	Total Funds Available	\$135,421
Total Operating Revenue	\$4,515,515		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,350,576	Operating Reserve	\$135,421
Books & Publications	\$3,163	Total Financial Commitments	\$135,421
Communication Costs	\$8,160		
Consumables	\$84,426		
Miscellaneous Expense ³	\$415,241		
Professional Development	\$68,552		
Property and Equipment Services	\$262,451		
Salaries & Allowances ⁴	\$61,679		
Trading & Fundraising	\$69,080		
Travel & Subsistence	\$13,881		
Utilities	\$33,198		
Total Operating Expenditure	\$4,370,407		
Net Operating Surplus/-Deficit	\$145,108		
Asset Acquisitions	\$0		

(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 05 March 2018 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.

The school enjoyed a successful year financially with all predicted revenues received and expended as planned in the 2017 Budget. The larger amount of funds carried over in bank accounts to 2018 represents fundraising monies, which are to be utilised to enable significant improvements to the students' learning environment following the October Fair. Ninety-four percent of Parent Payments were received in 2017 and fundraising activities were similarly successful.