

2019 Annual Report to The School Community



School Name: Pinewood Primary School (4874)



- 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 2019 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 18 November 2020 at 11:48 AM by Karen Jenkin (Principal)

The 2019 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 18 November 2020 at 11:49 PM by Dennis Duval (School Council President)

About Our School

School context

Pinewood Primary School (PPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne and is considered to be a school of choice within the local and wider community. The school has a current enrolment of 774 students. School enrolments have continued to increase in the past year. Enrolments are currently limited to families living in our enrolment zone to ensure ample provision of resources and curriculum opportunities.

Pinewood Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging complex 21st- century world.

Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, as we aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students. We employ quality, dedicated staff who work together to ensure that we maintain our high standards for the benefit of our students.

The broad profile of 51.2 equivalent full time (EFT) staff include: 2 Principal class, 3 Leading Teachers, 3 EFT Learning Specialists, Experienced and Graduate teachers, and Education Support Staff, Office Administration staff and a Qualified School Nurse. This profile provides for a rich diversity of ideas and experience. Staff regularly undertake Professional Development and a key focus throughout the current Strategic Plan has been the development of Writing, Numeracy and Student Wellbeing.

Our very modern facilities include recently built classrooms and an Administration building housing the Staffroom, Health Centre, Interview room and literacy spaces for Reading Recovery and English as an Additional Language (EAL).The school also has a Library, Computer Lab and 2 STEM learning spaces incorporating six classrooms.

The School Hall and Performing Arts Centre accommodates weekly assemblies, concerts, musical performances and physical education classes. Both the Art room and the Music room are accommodated within classrooms as well as designated specialist spaces. Pinewood is proud of its rich history, tradition of educational excellence and outstanding facilities which continue to grow and improve.

The development of our grounds has been ongoing and offers an aesthetically pleasing environment and a range of playground spaces. In 2019 a further Mod 5 relocatable building was placed onsite to cater for the increase in enrolments.

The school community has a high socio economic profile (indicated by the School Family Occupation index or SFO) and a similarly high proportion of students with a language background other than English (LBOTE) when compared with many other government schools in the area. The school proudly embraces a broad diversity of backgrounds including, Asian, European and Middle Eastern cultures. The school has a culture that values diversity and is very open to catering for individual needs.

We focus on building children's emotional intelligence and intellectual capacity and in addition, support those that require additional support and extension.

Pinewood Primary School has a strong commitment of continuous improvement and the pursuit of academic excellence, with students consistently achieving academic results that exceed National and State benchmarks in all areas. The school covers all domains of the Victorian Curriculum and provides a differentiated curriculum that promotes individual learning and focuses on the development of creative and independent learners. NAPLAN data shows that the school performs well above National Minimum Standards with high percentages of students achieving results in the top bands.

2019 saw the introduction of French as our school Language based on school wide data, the investigation of

Languages at neighbouring secondary schools, as well as a parent survey, to inform this decision. The launch of this program has been enhanced by cultural celebration days, whole school activities and weekly reports in the school Newsletter to highlight the student learning taking place in this program.

Learning opportunities are further enriched by our specialist programs include: Music and Performing Arts, Visual Arts, PE and Sport, Language Other Than English (French) and STEM (Science, Technology Engineering and Mathematics- including robotics and coding). Opportunities are provided for students to excel in programs such as the Science Talent Search, Maths Olympiad, Chess, Robotics, Lego club, a variety of sports, film making, instrumental groups, sustainability groups and camping programs. A Mathematics Specialist Teacher works across in years 2-6, focusing on the High Impact Teaching Strategy of Differentiation, and the mathematical proficiencies particularly Reasoning and Problem Solving. Most importantly, each student's learning needs are catered for in every classroom everyday through a differentiated curriculum. ICAS assessments also provide further opportunities for student enrichment.

During 2019 resource acquisitions have ensured all classrooms are fitted with interactive TV's and students have access to digital resources such as iPads, Laptops, Robotic and coding materials, and the related software to allow access to digital tools.

Our school values a strong relationship between home and school, with parent participation encouraged and valued.

A dedicated School Council and Parent Group assist all aspects of the school's operations and provide the basis for a strong community partnership. We have focused on improving home and school communication strategies to enhance our relationship and accessibility with parents and carers and see the continued expansion of the COMPASS program in 2019 as being most beneficial. Pinewood Primary School ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students.

Framework for Improving Student Outcomes (FISO)

Pinewood Primary School was in its third year of its Strategic Plan 2017-2020

Our FISO priority areas for 2019 were Excellence in Teaching and Learning -building practice excellence and Positive Climate for Learning - empowering students and building school pride. The school continued to embed the GANAG Instructional Model-(for 21st century learners) a whole school teaching and learning model. Pinewood PS continued our relationship in the GANAG consortium of schools providing access to professional development conducted by Dr.Jane Pollock travelling from the USA for not only the GANAG Instructional model but also with the focus of the High Impact Teaching Strategies.

Pinewood PS continued its involvement in a FISO group of local schools with a common focus on improving Literacy outcomes through Foundation to Year 6. We examined assessment practices and refined a visible 'data wall', to incorporate moderation samples, putting faces to data and identifying student point of entry to the curriculum continua. Staff used multiple sources of assessment to triangulate data to inform student growth and entry points against the new Victorian Curriculum. Teaching teams aligned teaching documents and practices to the Victorian Curriculum. Staff attended professional development with Toby McIlrath focusing on Data Literacy and introduced SMART Spelling (literacy program) across the school to further improve teaching practice and learning outcomes in the area of literacy.

The school has continued to develop clear Curriculum Mapping documentation and work closely with data consultant Toby McIlrath, to further build staff capacity and deepen curriculum knowledge. Documentation aligned with the school's Instructional model, student accessible "I can..." statements, and reflected links to the research based High Impact Teaching Strategies to have the greatest impact on student growth.

Pinewood formalised a structure for peer observation, reflection and feedback and developed protocols in line with areas prioritised in the AIP ie, Instructional Model, Numeracy and Reading. These areas are to be reflected in teacher activities undertaken on Professional Practice days.

We continued our partnership with So-Eco, recognising the need for sustainability across our community, receiving our 3rd Star for Waste Management, and will continue to move through the program to ultimately be acknowledged as a 5 star sustainable school

The school invested in Creating Our Learning Program (COLC), inclusive of a PERMA+ feature day at the commencement of the school year to engage and empower students, whilst building school pride. The school offers many opportunities for students to participate in leadership, special interest or various activities enhancing a sense of belonging to the school and developing a sense of personal and school pride. Our 2019, whole school, Performing Arts project, 'The Wizard of Oz Production', was highly successful both in terms of student engagement and parent enjoyment and showcased the amazing student talent that we have across the school.

We continued to organise Mother's Day/Father's Day/Special Person's celebrations which were extremely well attended by families, providing the parents with the opportunity for positive interaction with the school community.

Achievement

During 2019, we continued to focus teachers' attention to implement a differentiated curriculum catering to individual student needs. This has included a comprehensive review of planning and assessment approaches across the school.

In 2019, our NAPLAN data was once again strong. We are well aware of the need to keep improving across the curriculum so our NAPLAN results maintain and foster high growth in our children's learning.

As a high performing school we will be aiming to move more students into the high growth areas as this is where most students are capable of achieving. We will be attempting to do this through a number of curriculum initiatives, including; embedding the GANAG instructional model which draws on prior knowledge, explicit teaching and introduces new information through clear and concise lesson goals. The documented inclusion in lesson planning of 10 High Impact Teaching strategies (focus on Metacognitive Strategies and Differentiation) and the use of the Victorian Curriculum based "I can" statements will also be embedded.

A focus on each student as an individual is an integral part of our school. School policies and programs are designed to cater for individual needs and to maximise each student's potential. Students participate in practical learning experiences that provide opportunities for success. Students are encouraged to be independent thinkers. With the overarching structure of the Framework for Improving Student Outcomes (FISO) our pedagogical focus will be to consolidate the Victorian Teaching and Learning Model (VTLM) encompassing the High Impact Teaching Strategies and underpinned by our strong Instructional Model.

Engagement

Pinewood Primary School maintains well established links with local preschools and conducts a comprehensive transition program during term four each year. Prospective prep students attend school for three sessions to participate in specialist and classroom activities. Throughout the year preschools have visits from our Prep teachers and preschool families are invited to join the rest of the school community on special days. Our buddy system continues throughout the year with Year 6 students working with the Prep students weekly.

Roles of responsibility for students, in the areas of Sport, Sustainability, Art, Music, ICT, Library, and other student representation (School and House Captains) all contribute to developing leadership pathways. Students moving to Year 7 are well prepared for their transition to secondary education. A major part of the program at Year 6 focuses on developing skills in organisation, time management, adapting to change and building resilience. Our exiting students enrol at a range of government, catholic and independent schools.

Attendance is recognised as a key contributor to student success. During 2019, student leadership initiatives were designed to ensure all students were engaged in learning and connected to the school. For students with identified attendance concerns, individual programs were put in place and access to appropriate support provided. Our 2019

student attendance data remains high.

Wellbeing

Pinewood Primary School has a strong and documented commitment to staff and student wellbeing. Student safety and wellbeing continue to be a priority for our whole school community. As a school we understand the close link between student wellbeing, engagement and achievement and this underpins our student wellbeing provision.

During 2019, all staff participated in the DISC Workplace Survey and received a Workplace Profile developing strong collaborative teams, and learning about how individuals approach work and relationships.

A range of external providers of health services have also been made available to students and their families, such as speech pathology, psychologist, social work and counselling. Our Student Wellbeing Officer coordinates support for families and students on a needs basis.

The student connectedness data, as measured by the Annual Student Attitudes to School Survey, is very good and similar to that of other like schools. Our goal is to further enhance wellbeing and emotional resilience of all students. We survey students with regard to their emotional wellbeing at every year level from Year 2 to Year 6 using the Student Emotional Wellbeing survey. The results from this survey influence a whole school approach to wellbeing.

Financial performance and position

In 2019, through the Safe Trees Grant, the school received a substantial grant to assess the health of its trees, maintain and tag healthy trees and remove dangerous trees.

Funds were used to ensure safety of all equipment across the school including playgrounds, shade sails and electrical items.

Additional funds were directed to professional learning to build teacher capacity in Writing, Numeracy and Assessment and Curriculum. Funds were utilised to grow the STEM program which was inclusive of additional resources in this area and the expansion of the robotics program.

An increase in student population numbers, particularly in the Foundation Level contributed to a net operating surplus at the conclusion of the year. Further asset purchases, such as Interactive TVs, ICT resources, and the redevelopment of play spaces are planned for 2020.

For more detailed information regarding our school please visit our website at pinewood-ps.vic.edu.au/

Performance Summary

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

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

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

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

School Profile

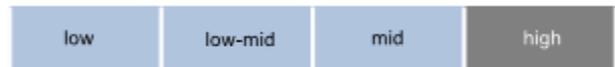
Enrolment Profile

A total of 767 students were enrolled at this school in 2019, 380 female and 387 male.

53 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

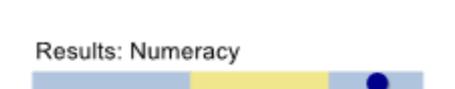
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Above </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>49%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>49%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>45%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	36%	36%	Numeracy	6%	49%	45%	Writing	18%	49%	34%	Spelling	13%	41%	46%	Grammar and Punctuation	13%	45%	42%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	94 %	93 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	94 %	93 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$5,966,543
Government Provided DET Grants	\$561,230
Government Grants Commonwealth	\$20,941
Revenue Other	\$7,002
Locally Raised Funds	\$718,055
Total Operating Revenue	\$7,273,772

Funds Available	Actual
High Yield Investment Account	\$54,599
Official Account	\$58,853
Other Accounts	\$34,384
Total Funds Available	\$147,837

Equity ¹	
Equity (Social Disadvantage)	\$13,303
Equity Total	\$13,303

Expenditure	
Student Resource Package ²	\$5,270,165
Books & Publications	\$1,464
Communication Costs	\$11,330
Consumables	\$161,708
Miscellaneous Expense ³	\$727,064
Professional Development	\$49,972
Property and Equipment Services	\$228,490
Salaries & Allowances ⁴	\$86,040
Trading & Fundraising	\$35,585
Travel & Subsistence	\$357
Utilities	\$62,566
Total Operating Expenditure	\$6,634,741

Financial Commitments	
Operating Reserve	\$147,837
Total Financial Commitments	\$147,837

Net Operating Surplus/-Deficit	\$639,031
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 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

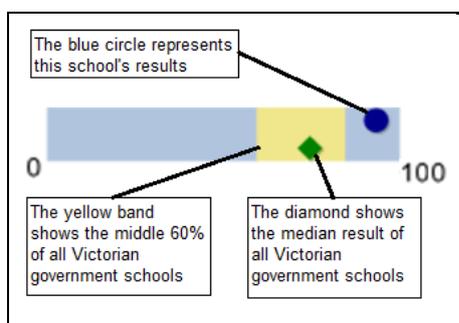
Engagement

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

Wellbeing

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

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



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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').