

2020 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 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 11 March 2021 at 12:16 PM by Karen Jenkin (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 01 April 2021 at 11:02 AM by Dennis Duval (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

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 820 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 53.9 equivalent full time (EFT) staff include: 2 Principal class, 2 Leading Teachers, 4 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. The addition of a Synthetic Grass play space within the Junior courtyard has provided further structured play opportunities for all students In 2020, as well as the redevelopment of the Pond Area as a passive play area. 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 was not conducted in 2020 due to the COVID-19 pandemic however, standardised testing data collected at a school level indicated continued strong academic results across the school.

As a result of the COVID-19 pandemic and subsequent lockdown a team across the staff, led by the Assistant Principal was established to design a whole school Learn From Home Platform which was safe but easy to use for students, staff and parents. This team met on a daily basis initially and continued to meet off site during the remote learning situation to evaluate and enhance the platform and respond to feedback. A gradual release of responsibility approach was utilised for our LFH platform to ensure we did not overwhelm our students, communication platforms were utilised for regular “check ins”. Video conferencing was introduced in week 3 via Webex, the DETs preferred platform, to ensure student safety and connectedness to peers and teachers was maintained. Programs were regularly evaluated based on student and parent feedback, and were reviewed by senior staff and leadership to ensure alignment to VC, and student learning needs.

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 Maths Olympiad, Chess, Robotics, Lego club, a variety of sports, film making, instrumental groups, sustainability groups; due to COVID-19 our camping, excursion and incursion programs were unable to go ahead as planned. 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 2020 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, and we greatly valued this continued support during the pandemic. School governance was maintained through the introduction of video conferencing platforms such as Zoom. This provided a feedback platform in regard to the remote and flexible learning that was occurring across the school and created another avenue for parent dialogue 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 2020 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 underwent a School Review in February-March 2020 with a forensic analysis of the School Strategic Plan 2017-2020. From this Review, a new School Strategic Plan was developed for 2021-2024.

An interim AIP for 2020 was constructed after the School Review process of which the main areas of focus were the transition and implementation of Remote and Flexible Learning across the school; this included the implementation of our Digital Strategy where a team was established to design a whole school LFH Platform, which was safe, but easy to use for Students, Staff and Parents. Instructional videos were developed to provide explicit teaching and asynchronous learning opportunities. Workshops were conducted on Microsoft Teams to ensure the greater use and knowledge of communication tools such as ClassDojo, Compass, Edmodo, Verso, Vimeo, YouTube and Webex. Parent feedback gained from the ORIMA survey was utilised to further enhance our already successful LFH Platform and Digital Strategy. The school provided school owned devices to any family who expressed a need for this during the COVID-19 pandemic, and ensured that all students had the opportunity to access the digital learning platform. Staff participated in a community engagement video that promoted mental health, movement and connectedness to our community. This was placed on YouTube and has been viewed over 2000 times Another focus of the 2020 AIP was the introduction of PLCs across the school.

Our FISO priority areas for 2020 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 for not only the GANAG Instructional model but also with the focus on the High Impact Teaching Strategies.

Pinewood PS continued its involvement in a FISO group of local schools with a common focus on improving Numeracy 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. These practices were further reflected in teacher activities undertaken on Professional Practice days in line with the AIP.

We continued our partnership with So-Eco, recognising the need for sustainability across our community, working toward our 4th Star for Water 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 planned 2020 whole school Community Art Festival was cancelled due to COVID-19 restrictions.

Achievement

The School Review identified that there had been strong academic growth across all year levels. During the period of the last SSP, we continued to focus teachers' attention to implement a differentiated curriculum catering to individual student needs.

In 2020, due to COVID-19 our scheduled NAPLAN assessment tasks were unable to occur. This has meant that for this period of time, there is no State or National comparative data.

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, creative and innovative thinkers with an agile, problem solving mindset. 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, which due to COVID-19, required the school to pivot, and excel, with the implementation of Digital Orientation sessions, in line with our Digital Strategy. Prospective prep students attended three online Webex sessions which were enhanced by our Welcome Package that each student received in the mail. During Term 4, when restrictions when restrictions eased small groups of preschool students were able to visit the school for an orientation tour, and teachers visited kinder and childcare centres to establish connections with students. 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 2020 whilst students attended on site learning, student leadership initiatives were designed to ensure engagement and connection to the school. For students with identified attendance concerns, individual programs were put in place and access to appropriate support provided. Our 2020 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 2020, students and staff participated in the Resilience Project which was introduced and embedded across the school. The program focuses on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). The program has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health, and is being used across the school to improve the social and emotional wellbeing of all students.

A range of external providers of health services have also been 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 2020, the school received a substantial grant to develop a new "Playground Amongst the Trees". This will be overseen by the VSBA and completed during 2021.

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, Assessment and Curriculum and Digital Technology. Funds were utilised to grow the STEM program which was inclusive of additional resources in this area and the expansion of the robotics and Digital Technology program.

An increase in student population numbers, across the school 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 2021.

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 825 students were enrolled at this school in 2020, 399 female and 426 male.

56 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.

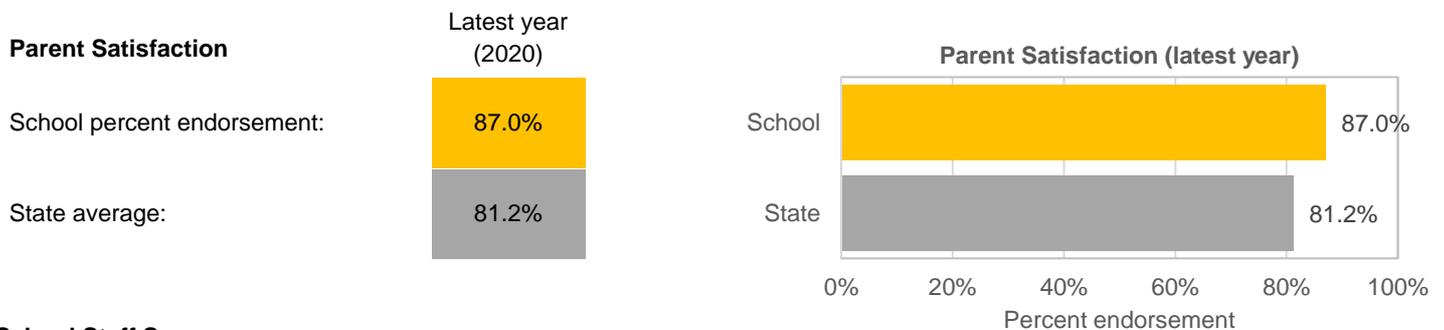
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

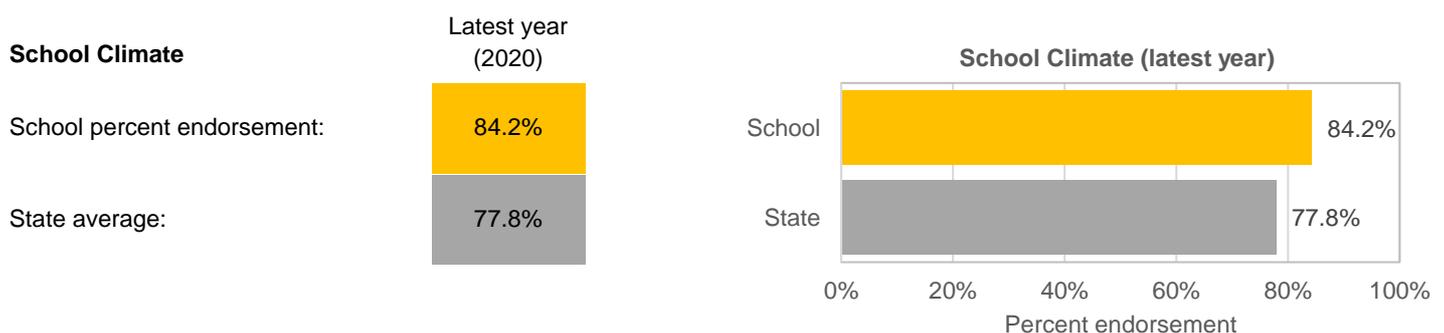


School Staff Survey

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:

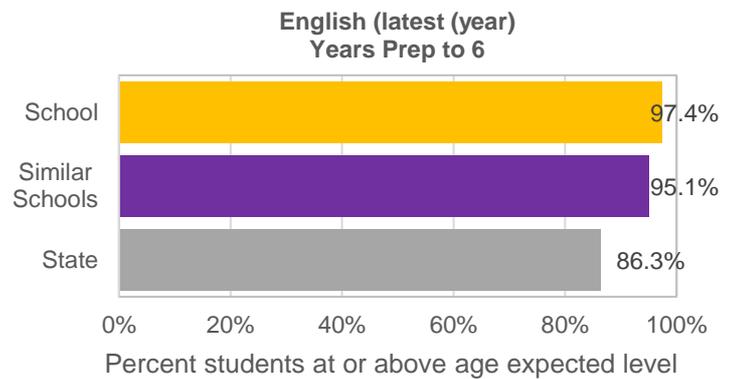
97.4%

Similar Schools average:

95.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

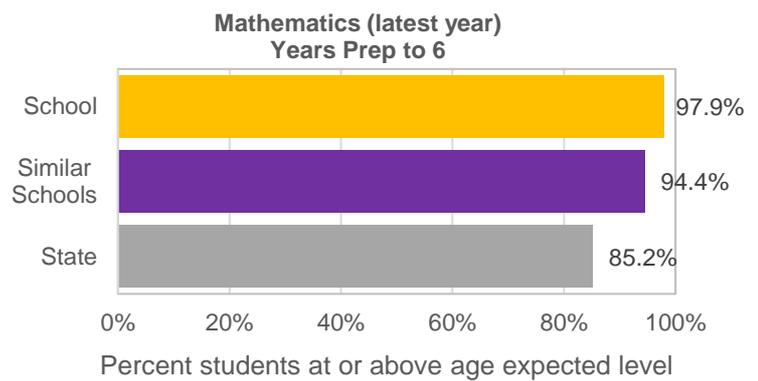
97.9%

Similar Schools average:

94.4%

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

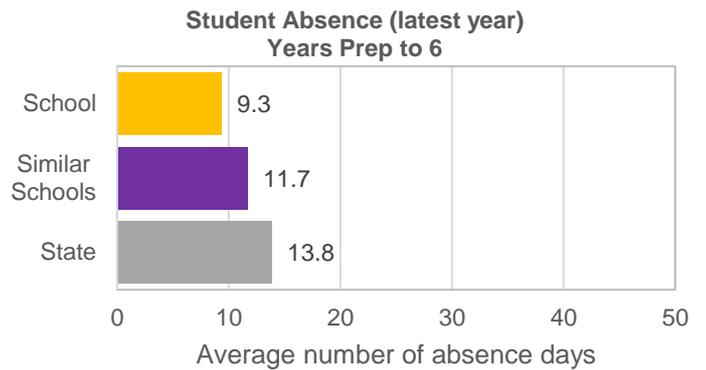
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.3	11.8
Similar Schools average:	11.7	13.2
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):	95%	95%	95%	96%	94%	97%	95%

WELLBEING

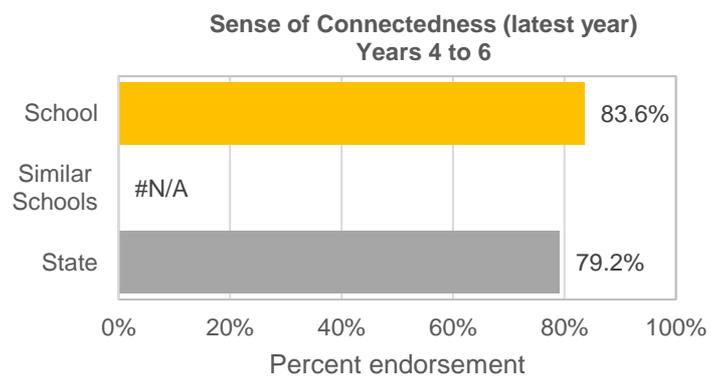
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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:	83.6%	83.7%
Similar Schools average:	NDP	84.3%
State average:	79.2%	81.0%



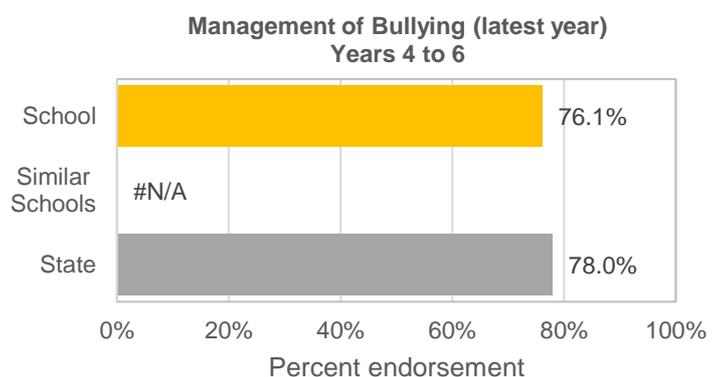
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	76.1%	80.9%
Similar Schools average:	NDP	82.3%
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	\$6,524,497
Government Provided DET Grants	\$908,909
Government Grants Commonwealth	\$8,750
Government Grants State	NDA
Revenue Other	\$13,173
Locally Raised Funds	\$438,201
Capital Grants	NDA
Total Operating Revenue	\$7,893,529

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,466
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$13,466

Expenditure	Actual
Student Resource Package ²	\$5,710,043
Adjustments	NDA
Books & Publications	\$1,867
Camps/Excursions/Activities	\$28,642
Communication Costs	\$11,420
Consumables	\$179,767
Miscellaneous Expense ³	\$41,381
Professional Development	\$17,043
Equipment/Maintenance/Hire	\$224,870
Property Services	\$174,932
Salaries & Allowances ⁴	\$41,478
Support Services	\$277,062
Trading & Fundraising	\$13,102
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,441
Total Operating Expenditure	\$6,774,048
Net Operating Surplus/-Deficit	\$1,119,482
Asset Acquisitions	NDA

- (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	\$276,513
Official Account	\$44,392
Other Accounts	\$16,154
Total Funds Available	\$337,059

Financial Commitments	Actual
Operating Reserve	\$150,286
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$144,093
School Based Programs	\$26,694
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$38,506
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$113,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$85,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$557,579

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.