Our Lady of the Pines
Donvale

REGISTERED SCHOOL NUMBER: 1759

2013 Annual Report

TO THE SCHOOL COMMUNITY
Contents

Contact Details ............................................................................................................................................ 3
Minimum Standards Attestation .................................................................................................................. 3
Our School Vision and Mission .................................................................................................................... 4
School Overview ........................................................................................................................................ 5
Principal’s Report ....................................................................................................................................... 6
School Education Board Report .................................................................................................................. 7
Education in Faith ........................................................................................................................................ 8
Learning & Teaching .................................................................................................................................. 10
Student Wellbeing ...................................................................................................................................... 12
Leadership & Management .......................................................................................................................... 14
School Community ....................................................................................................................................... 16
Financial Performance ................................................................................................................................. 18
Future Directions ......................................................................................................................................... 19
VRQA Compliance Data ............................................................................................................................. 21
Contact Details

| ADDRESS       | 77 Carbine St  
|               | Donvale VIC 3068 |
| PRINCIPAL     | Mr Peter Waldron |
| PARISH PRIEST | Fr. Jude D’Rosario |
| SCHOOL BOARD CHAIR | Mr Neal Murphy |
| TELEPHONE     | (03) 9842 2991 |
| EMAIL         | principal@olopdonvale.catholic.edu.au |
| WEBSITE       | www.olopdonvale.catholic.edu.au |

Minimum Standards Attestation

I, Peter Waldron, attest that Our Lady of the Pines is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

Our Lady of the Pines vision is to encourage Catholic practices and the way of life based on the Gospels.

*We are called to:*

- Act justly
- Love tenderly
- Walk humbly with our God

Our School Mission

- At Our Lady of the Pines we encourage Catholic practices by sharing the knowledge, beliefs, values and ethos of the church. The staff bring with them a diverse range of faith experiences which provide students with models of adult Christian life.

- The school in collaboration with families provides the opportunity for students to make a personal commitment to God through prayer, sacraments and participation in the faith journey.

- Our Lady of the Pines is a place which fosters the development of positive self esteem and strives to provide a safe and secure environment where every individual is treated with respect and justice.

- Our Lady of the Pines is a place which represents a challenging and stimulating curriculum that is comprehensive and allows and encourages individual students to develop at their potential. Effort as well as achievement is valued.

- Through a learner-centred curriculum students are encouraged to be active, independent learners who take increasing responsibility for their learning.

- Our Lady of the Pines is a place where a family atmosphere prevails and parents and the wider community are encouraged to participate in many programs and feel welcomed and appreciated.

- At Our Lady of the Pines we work in a democratic framework within the context of a Catholic setting.
School Overview

Our Lady of the Pines is a Catholic school where Gospel values permeate the learning environment. We believe that the education of your children is a shared role between parents and teachers, home and school.

Our Lady of the Pines is a medium-sized school in the suburb of Donvale. Our spacious grounds are attractively landscaped providing seating and shade where needed. The classrooms, computer lab, specialist areas and library resource centre are air conditioned, heated and very well equipped and resourced. All classrooms, learning areas and library are networked.

Our curriculum is designed to enhance the spiritual, intellectual, social, physical and personal development of each child. We work in partnership with our parent community to nurture the values and traditions of the Catholic faith. Embedded throughout the curriculum are the skills of co-operation, problem solving, innovation, self-direction and the capacity to relate to others and manage change. We use structured and embedded programs to explicitly teach and develop personal and interpersonal learning. Through teachers’ ongoing implementation of the inquiry approach, student levels of engagement and learning outcomes continue to increase. We endeavour to foster the potential of every student through a range of specialist, support and extension programs.

Our staff makes up a team of enthusiastic, talented, committed and highly professional teachers, specialist, support and administration staff. The current enrolment of students represents a diversity of cultures. Approximately 20% of our school population comes from a home background where a language other than English is regularly used. On census day 2013 there were 370 students enrolled at Our Lady of the Pines in 16 classes organised as follows:

2 x prep, 2 x year one, 2 x year two, 2 x year three, 1 x year 3/4, 2 x year four, 2 x year five and 3 x year six.

Our Lady of the Pines is a school that has high standards and expectations and one that provides its students with a quality education. The school’s goals are articulated in our School Improvement Plan and more explicitly defined in our school Annual Action Plan.
Principal’s Report

Dear Parents and Community,

The 2013 school year was a highly successful year, at Our Lady of the Pines, with many programs implemented over the year aimed at continually building on our strong foundation. The year also presented many opportunities to reflect on and evaluate the direction of the school and it is in this spirit that I present to you the 2013 Annual Report to the Community. In line with the Australian Government Accountability requirement, this report has been compiled in relation to the 2013 school year.

The Religious Education Program at Our Lady of the Pines is the cornerstone of the work we undertake with our staff, students, parents and parish community. Our school works very closely with our Parish Priest, Father Jude D’Rozario, to develop a strong faith-filled community that supports the school’s vision and mission statements. The students regularly participate in liturgical celebrations and we have a strong social justice focus in our school. Two teachers and myself travelled to East Timor to visit our sister school and provide professional learning and resources for the teachers there. The staff has worked with Father Jude in their participation in meditation and reflecting on the Gospel message.

A very strong focus throughout the school in 2013 was our ongoing development in the areas of Maths and Science. The school employed a Science teacher to teach Science as a specialist class across all levels in the school. A ‘P-4 Maths Intervention’ program was introduced with a specialised Maths teacher to implement the program to students in need. An external consultant was employed in the area of ‘Learning Technologies’, to work with staff and students on developing their ICT skills. There was also a strong focus on ‘Personalised Learning’ with teachers establishing clearer learning intentions prior to lessons. The introduction of the ‘Change2’ process which aims to further involve and empower all staff members in the decision making processes of the school was successfully commenced in 2012.

Our Lady of the Pines has continued its great work in the area of Student Wellbeing, providing a safe, happy and supportive learning environment through our work with students on Peer Mediation, Circle Time and Restorative Practices. There were many opportunities for parents to become learners through CyberSafety evenings, Reading nights and Maths mornings. We have also continued to make a number of improvements to our buildings and resources such as new carpets, blinds and split system air-conditioners as well as 30 new tablets, allowing for more flexible learning throughout our middle and senior schools.
School Education Board Report

The Our Lady of the Pines School Advisory Board is pleased to present its report for the 2013 school year. The meetings of 2013 proved to be of great assistance to the school, supporting robust discussions and solution seeking as appropriate. With the extending of membership of the Board by two (6 parents now sit on the Board) this has ensured that attendance of adequate numbers is assured. This report acknowledges the sterling work of both Peter Waldron and Kathy Stewart in their leadership roles within the school and attendance at all board meetings.

Throughout the year the Advisory Board offered advice and support through a range of topics, often bringing to the agenda issues or questions requested by parents.

The members of the board worked on the following areas and activities throughout 2013:

- The board addressed two policy areas in 2013:
  - anaphylactic policy
  - Head Lice policy
- Board members attended a professional development evening hosted by the Director of Catholic Schools in charge of School Outcomes. The talk was very informative focusing on new approaches to learning in the class room.
- The Advisory Board reviewed communication approaches between school and parent through an online parent survey.
- The Advisory Board received presentations from the:
  - Religious Education Leaders
  - Curriculum Leader
  - Commonwealth Bank (School Banking Scheme)
- Advisory Board members attended and presented at the open days
- A representative from the Advisory Board sits on the P.E.A.C.E Centre committee
- A representative from the Advisory Board sits on the Building Committee
Education in Faith

GOAL:
To make stronger connections between faith and life.

INTENDED OUTCOMES:

- That students will be more engaged in their Education in Faith.
- That staff and student relationships reflect Gospel values.

Achievements

Father Jude D’Rozario has been our parish priest for five years, leading and supporting our parish community. The staff enjoyed and appreciated Fr Jude’s meditation sessions, spiritual guidance and friendship.

Throughout 2013 Education in Faith has continued to be a high priority at our school, and we believe that we have been very successful in our efforts to achieve our goal and intended outcomes.

We strive daily to actively live out our vision and mission statements. The school environment reflects our Catholic identity, with sacred places in every classroom for children to gather in prayer and meditation. Meditation is practised on a daily basis.

Our Parish Centre (church) is in close proximity to the school and continues to be a focal point for our faith celebrations. Liturgies are celebrated on a regular basis, where we come together with parents and members of our parish community to celebrate Mass.

Our Catholicity is nurtured in the following ways:

- Staff prayer and liturgies
- Meditation with Fr. Jude each term
- Social Justice activities
- Professional Learning Team meetings with staff discussing best practice in teaching Religious Education through inquiry (The Hermeneutical Model), deep thinking and using contemporary tools, facilitated by our school’s Religious Education Leader.
- Celebration of the sacraments

The Religious Education program at Our Lady of the Pines is the cornerstone of teaching and learning and involves all teachers developing expertise in using the
Coming to Know, Worship and Love texts and integrating faith with the students’ own lives. To further ensure this, we have adopted the Hermeneutical Model which allows students to investigate concepts and interpret them through their own experience and knowledge. This enables the students to construct their own meaning of different topics in religious centred inquiry and where they can encounter God.

We continued to follow the liturgical calendar and celebrate all special occasions e.g. Passion Play in Lent, paraliturgies for ANZAC Day and Remembrance Day, and the Journey to Bethlehem. Sacramental teams involve all staff in the preparation and support for the reception of sacraments of Reconciliation, Eucharist and Confirmation.

During 2013, we were thrilled to have Andrew Chinn (religious singer and songwriter) share his songs with the entire school and choir. It certainly was a celebration and it was great to see how engaged all the students were. Everyone enjoyed the afternoon concert.

The RE team meets regularly to discuss issues pertaining to all aspects of the Religious Education program in the school. At these meetings, whole school celebrations for the sacraments, parent/child evenings and social justice foci are discussed and timetabled.

VALUE ADDED

- Incursion with the whole school presented by Andrew Chinn
- Passion Play performance by the Year 4 students to both the school and parish communities
- Social Justice focus on our relationship with our sister school in East Timor
- ‘Journey to Bethlehem’ performance by the whole school to both the school and parish communities
Learning & Teaching

GOAL:
To improve learning outcomes

INTENDED OUTCOMES:
To improve literacy and numeracy results
To improve student engagement
That student levels of engagement will improve

Achievements
During 2013, teachers have employed a variety of strategies to ensure that each child receives the best possible education.

- Professional learning for teachers has reflected our Annual Action Plan goals. Glenn Pearsall, an expert on student engagement was engaged for a whole school professional development day. Literacy PLT’s focussed on the implementation of the Lucy Calkins writing program. Numeracy PLT’s concentrated on problem solving across all levels. Weekly Professional Learning Team meetings have focussed on monitoring teachers practice around the use of focus books, to record, explicit teaching at point of student need. Data analysis has again played a big part in directing teaching. Curriculum leaders have again, attended the relevant network meetings each term.

- The grades 5 & 6 teachers continued their involvement in Collaborative Literacy Learning Communities (CLLC) This year they adopted improving student vocabulary as their Action Research in an attempt to improve comprehension results. This project has proved very successful. It was pleasing to see that Literature Circles, begun last year via the project, have become an embedded practice in the 5/6 literacy lessons.

- Grades 3 and 4 teachers have trialled streaming of children into ability groups for comprehension across the level. The aim was to target teaching at point of need. Every 3/4 student showed improvement in comprehension standards, with the majority showing better than normal growth.

- In-house professional development focussed on reading comprehension and writing in literacy and the links between numeracy and literacy.

- Sustainability has continued to be a whole school focus. The science specialist teacher oversaw the Green Team. We moved further towards becoming a Resource Smart school by beginning the Biodiversity module. The Green Team established a “Lizard Lounge” amongst purposefully planted native grasses. Composting was revitalised, with Décor donating compost bins for all classrooms and the staffroom. The vegetable garden has continued to form part of the science program. A parent has worked with a class to ensure the garden is ongoing.

- The principal and Learning & Teaching leader attended four professional development days around personalised learning. Staff were given feedback and by third term, every classroom teacher was expected to record the learning intention of each lesson in the work program, as well as, verbally state the learning intention throughout the lesson.

- Staff have been released to conduct pre and post assessment in literacy and numeracy.
• Staff were provided with data packs for their 2014 classes to ensure a smoother transition to the new school year.

• Student data has been used to inform planning, differentiate teaching and for reporting to parents.

• Teachers have continued to use the inquiry approach in the development of the Integrated Curriculum. We have furthered the use of whole school concepts for units. We have adopted the Hermeneutical Model to allow RE to be the driver of our inquiry teaching. Teachers attended in-service from Interact, on using online units. These will be adopted in 2014.

• The first four subjects of AusVels, English, Mathematics, Science and History, have been introduced and reported on in 2013.

• We engaged an information technology expert to work with individual staff to build teacher efficacy in ICT. This has proved to be very beneficial for teachers as it has differentiated instruction for teachers.

• The use of 'Mathletics' has continued throughout 2013. Each class has a timetabled weekly session in the lab to ensure time is given to the program.

• Grades 5 & 6 have streamed classes once a week for problem solving.

• Some grade 3 & 4 classes have trialled a strategy to improve number speed and accuracy.

• Through our differentiated teaching we strive to address the needs of all students. Our extension, enrichment and support programs also cater for varying needs.

• Prep – 4 Mathematics Intervention Program has been successfully introduced. The strategies will be adopted by classroom teachers in 2014.

• Support programs have included, ‘Reading Recovery’, ERIK and Mathematics Intervention.

• The curriculum continues to be enriched through our specialist programs: Physical Education, Performing and Visual Arts and LOTE. Science has been added as an additional specialist subject.

• Our students have continued to perform well in many sporting areas. We continue to be involved in the inter school sports program.

**STUDENT LEARNING OUTCOMES**

Our NAPLAN results for 2013 showed that students in grade 3, performed above the State in all areas of Literacy and Numeracy. Our grade 5’s made impressive gains in Numeracy performing above the State average. This had been an area of focus throughout 2012and 2013 and therefore it is pleasing to see such marked improvement. The Year 5 students in Reading and Writing did not perform as well as expected. The table below shows the percentage of students at Our Lady of the Pines who met the minimum national benchmark.
Student Wellbeing

**GOAL:**
To maintain a safe and secure learning environment, to assist students in their social and emotional development and to recognise the worth, dignity and uniqueness of every person.

**INTENDED OUTCOMES:**
That we consolidate our shared and consistent understanding of our behaviour management policies and practice, incorporating the restorative approach
That we continue to incorporate the Social and Emotional Learning components of the curriculum, in order to improve student engagement and student wellbeing

**Achievements**
We have continued to enhance policies, procedures and practices which provide a safe, supportive and happy learning environment for all students, in which everyone feels valued and respected and where individual differences are understood, accepted and appreciated. This is done in a variety of ways:

- The Student Wellbeing Leader liaises with the principal on both daily issues pertaining to the wellbeing of individual children and with the help of the Student Wellbeing Team works with staff, parents and students to oversee our wellbeing agenda and initiatives.
- Behaviour Management and Positive Relationships (anti-bullying) policies are in place. Restorative Practices remains our accepted model of conflict resolution and behaviour management. This aims to use active and empathic listening to develop rapport among all participants and, when incidents occur, to empower them to find solutions which repair damage done to relationships, and make things right. ‘Affective question’ cards are carried in yard duty bags and ‘Circles’ are used as a class meeting format.
- The ACMA (The Australian Communications and Media Authority worked with students, staff and parents on issues of cybersafety and cyberbullying to help our students meet the challenges of our digital age. During our Positive Relationships Week, where anti-bullying and cybersafety were emphasised, we worked with the Youth Officer from the Doncaster Police to emphasise our message. With the help of our Learning Technologies Consultant, we also ran a workshop nights with parents on cybersafety and cyberbullying.
- We have continued our buddy program with Grade 6 with Prep, Grade 5 with Grade 1 and Grade 4 with Grade 2. We use the Alannah and Madeline Foundation Better Buddies program.
- We have continued to provide some alternative programs and venues for social opportunities to enhance student self esteem and connectedness e.g. a lunchtime computer games group, chess club, choir and a library program for quiet recreation.
To develop leadership capacity, students have been involved in many directed and managed roles and responsibilities. These include: school captains, sports captains, sustainability captains, religious education captains, peer mediation captains, library captains and choir captains as well as a SRC of class representatives. The ‘Green Team’ is responsible for the sustainability initiatives in our school. The SRC is involved in initiatives such as raising funds to supplement the food program in our ‘sister’ school in Fohorem in East Timor. ‘A ‘Rice Day’ was held where students and staff ate only plain rice for lunch to raise money for this, and also awareness of, and empathy with the life of the children in that community. The SRC also run our school assemblies.

A positive peer support approach was again used to train a group of students as ‘Peer Mediators’ to identify and/or intervene in minor conflict and bullying situations with younger students. The program equipped them to be proactive in identifying situations where intervention is appropriate. It also helped them understand how best to intervene to resolve petty conflicts in an assertive and positive way. The Peer Mediation Program helps to maintain a safe and friendly environment for all students on the playground.

We are members of an ‘Outward Facing Schools’ cluster which seeks to find ways to strengthen the partnership between home, school and the community in the education and wellbeing of our children.

Orientation and transition programs are in place for prep and year six. Year six teachers met with two local secondary schools to plan and run a formal transition program to help our students to prepare for high school.

Social and Emotional Learning is an important part of our curriculum. At OLOP we have continued to use structured and embedded programs, to explicitly teach and develop personal and interpersonal learning, that include strategies to build resilience and promote tolerance of others, effective conflict resolution, optimism, anti-bullying, anger management, assertiveness and making friends. These include:

- The AusVELS strand Physical, Personal and Social Learning
- A sequential Prep – 6 “You Can Do It” program, to teach the five Foundations; Resilience, Confidence, Getting Along, Persistence and Organisation as well as the resilience program ‘Bounce Back’
- Values education which includes the explicitly taught values of respect, caring and consideration, kindness, friendliness, courage, responsibility, determination, honesty, assertiveness and acceptance.
- Specific ‘Positive Relationships’ (anti-bullying) lessons taught in all grade levels with material from the Friendly Schools and Families program.
- Positive and preventative drug education lessons which included using the services of Life Education Victoria
- Cooperative learning, which fosters cooperation through joint problem-solving, the sharing of ideas and working together
- Social Responsibility, taught in various integrated topics.

Parents are contacted directly by the school if student attendance is a concern.
Leadership & Management

GOALS:
To build Leadership Capacity
To strengthen the professional culture of the school

INTENDED OUTCOMES:
- That all staff are encouraged to manage their professional learning and thus build their capacity to lead
- That recognisable structures be put in place to improve appraisal and recognition practice
- That we continue to improve role clarity across the school

Achievements
Our Lady of the Pines has continued to build the capacity of the staff to lead. This has been done through the ongoing development of ‘Professional Learning Teams’. There was also the introduction of the ‘Change2’ process to the whole staff and the establishment of the Change2 team. The Change2 model allowed the staff ownership of the direction and implementation of change within the school setting. The team focussed on the implementation of student learning goals and this change will continue to be implemented throughout 2014.

This year we expanded on the professional learning goals of the staff by introducing an ICT learning goal. This was an important development in light of our employment of a Learning Technologies consultant who worked with the staff on developing their ICT skills.

Staff meetings and Professional Learning Team (PLT) meetings specifically stated the focus from the school Annual Action Plan. We were able to increase teacher input through the seeking of teacher feedback on a range of initiatives that have been put in place throughout the school. Some of the PLT’s throughout the year were targeted to specific needs with 3 groups in Maths, Literacy and ICT being rotated through over a series of weeks. The introduction of a P – 4 Intervention teacher was another key development in the professional learning of the whole staff.

We continue to build our educational resources and thank the Parents and Friends Association for their great efforts in fundraising, which have allowed us to purchase 30 tablets for use in the senior and middle school classes.
There were a number of initiatives that have enhanced and further developed our physical surroundings. These include:

- Installation of 6 split system air conditioners in the Senior building.
- Installed new carpet in the Middle school classrooms.
- Purchased Book Club books for the senior school.
- Purchase of 12 new touch screen computers in Year 6 classrooms and 3 new colour printers across the school.
- Increased the amount of time allocated to ICT technical support.
- Installed new blinds in the senior classrooms.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2013 OLOP again had a strong focus on the professional development of staff with $80,700 spent in this area. There were thirty teaching staff members involved in the professional development activities throughout the year and this equates to $2690 per person. This amount includes teacher replacement costs, course administration and registration costs, planning days and release for literacy and numeracy assessment.

All staff participated in professional learning activities which included:

- Curriculum and administration staff meetings (one per week)
- Professional Learning Teams mainly focused on literacy and numeracy (one per week)
- Staff Professional Development days included; Student Engagement with Glen Pearsall, Understanding AusVELS and RE on the hermeneutical model.
- Staff attended external professional development days that included; Interact Program, Science, CLLC project, Personalised Learning, Anaphylaxis, Emergency Management, Maths P-4 Intervention and a Mathematics Conference.

The staff survey in 2013 indicated that the school has a strong focus on School Improvement with good curriculum processes and empowerment of staff. Areas for further improvement included Appraisal and Recognition and Student Management processes.
**School Community**

**GOALS:**
To strengthen the profile of the school in the community  
To nurture and promote the parish/school/community links

**INTENDED OUTCOMES:**
- That parent input increases  
- That parents have a greater understanding of the interconnectedness of school and parish

**Achievements**

Parent and student survey data supports our belief that we have created a welcoming community at Our Lady of the Pines. We welcome the community into our school through a wide variety of activities e.g. Hospitality representatives for each classroom. Parents are encouraged to participate in school and class activities which include; working on the circulation desk in our library, the literacy program, the sports program and the Performing Arts program. Parents are an integral part of our School Advisory Board, Fete Committee and Parents and Friends Committee.

Teachers keep parents informed about school curriculum and administration details through letters, information evenings and myclasses pages. Some of our parent information sessions included; Year 1 & 2 Reading night, Maths morning tea, two CyberSafety evenings and a Prep reading night. Our newsletter, which is online via email and through our myclasses page, regularly includes a variety of articles highlighting relevant educational issues. We have also introduced an SMS facility, where parents can be contacted in case of an emergency. Parents who participate in class programs are provided with relevant training.

We have continued to build school and parish links through the inclusion of school news in the parish newsletter. The staff are involved in the blessing and commissioning mass at a Sunday mass early in the year. The students involved in making a sacrament throughout the year attend a commitment mass at a weekend parish mass. The parishioners also take a prayer card and pray for the students celebrating a sacrament. The catechetics program was run by a staff member with ties to the parish.

Our school liaises with and welcomes the support of the Manningham City Council. Parents and members of the wider community have shared their expertise with the children, e.g. wooden toy workshop. The school continues its sustainability work under the banner of “ResourceSmart Schools” with CERES and in partnership with a parent from a local nursery.
We conducted three ‘Open Days’, including one on a Sunday, to promote the school for working parents. These were a great success. Workshops for parents have included sacramental parent/child workshops and Religious Education parent/child workshops for Prep to Year 6. The school offers parents and children the opportunity to attend human development workshop evenings for senior students. The principal also runs a parenting program for interested parents, the course runs over a 6 week period. Parents and the wider community were invited to attend the ‘Soiree’ and the ‘Journey to Bethlehem’ performances, the Passion Play and many other performing arts opportunities throughout the year.

Students have been involved in fundraising activities to support community initiatives such as aid for Cambodia and our Over 60’s parish group. The school community also donated food items for hampers for those families who need extra support at Christmas. The school worked with the parish to raise student awareness and money for the community and school of Fohorem in East Timor. The SRC ran and organised many days including a ‘Rice Day’ so that our students could, in a small way, share the experience of others less fortunate.

The School Advisory Board conducted a ‘communication’ survey with our parents, assessing the ways we communicate. They found that overall parents were satisfied with the communication means in the school and that they were not that interested in pursuing social media forms of communication. The parent surveys showed that generally parents were satisfied with the performance of the school. However, some areas such as parent input and social skills did not perform as well as previous years.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>312,340</td>
</tr>
<tr>
<td>Other fee income</td>
<td>190,817</td>
</tr>
<tr>
<td>Private income</td>
<td>71,143</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>703,789</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,077,661</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,355,840</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,551,063</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>474,101</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>3,025,164</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>129,375</td>
</tr>
<tr>
<td>Other capital income</td>
<td>24,476</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>154,851</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>121,322</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

In 2014, Our Lady of the Pines will continue into the third year of the implementation of the School Improvement Plan which was the result of the School Review in 2011. The School Improvement Plan is the catalyst for the Annual Action Plan which outlines in detail, the programs and goals to be undertaken throughout 2014. Our major goals for 2014 are set out below.

In the area of Education in Faith we will continue to develop the faith life and religious understanding of the staff, students and community. The staff will continue working with Fr Jude on meditation and through a school closure day we aim to enhance our understanding of the Catholic Identity of our school. The staff will continue to develop their Inquiry units with a Religious Education focus, using the hermeneutical model as a basis for this process. Social Justice will continue to be a big focus with the students increasing their understanding and fundraising efforts for our sister school and community in Fohorem, East Timor.

The school will continue its work on becoming a more sustainable school by undertaking the second module of the ‘ResourceSmart’ Program. We will again work with Matthew Navaretti from CERES, who will support us in the implementation of this module. The staff will begin to embed the learnings from the “Leading for Contemporary Learning” project which will be led by our Contemporary Learning Team.

We will implement the “Student Learning Goals” program which was established through the ‘Change2’ process that was commenced last year. The introduction of the “Inter@ct” program which allows for stimulating learning experiences for the students will be of great benefit throughout this year. The ongoing use of ‘Mathletics’ and ‘Spellodrome’, which are internet based learning programs, will continue to support and develop the home/school learning of students through highly engaging and developmental online activities. The second year of our “P-4 Maths Intervention” program will continue this year with more students receiving much needed maths support.

The professional learning of our staff is a vital key to the success of our school and to the improved student learning and engagement of our students. The teachers will meet with the principal at beginning of year to set literacy and numeracy targets for students and discuss best practice in reaching those targets. The continuation of level-based release and professional learning time, where curriculum leaders work with levels in literacy, numeracy and RE, will provide greater opportunity to focus on student learning in those areas.
The school will continue to develop its educational resources and facilities through a variety of initiatives:

- Purchase of new computers for Prep classes.
- Purchase of mobile computer technology for use in flexible learning situations, including; the purchase and use of iPads in the junior school.
- Upgrade and refurbishment of middle/senior toilet block.
- Upgrade to area surrounding the adventure playground with new retaining walls, leveling and mulching throughout this space.

Parents and the wider community play a vital role in the life and learning of the students at OLOP. We continue to offer training to our parent helpers in literacy. We will introduce a parenting program which will be available to all parents within our community. The School Advisory Board will next year take a lead role in promoting our school as well as investigating ways to better inform and engage our parents in the life of our school.

We will continue to develop student voice throughout our school with the ongoing development and nurturing of our Student Representative Council (SRC) and student leaders. Students will again attend the National Young Leaders Day and St Patrick’s Day mass to learn from community leaders and represent our school. The SRC will take a lead role in developing the understanding and fundraising for East Timor as well as organizing and running our whole school assemblies.

I would like to take this opportunity to thank the Our Lady of the Pines community for their wonderful work throughout 2013, the staff, students, parents and wider community work together to provide the best education and environment for the children. We have made a number of significant developments throughout the year and they would not have been as successful without all the generous support we receive from everyone.
## VRQA Compliance Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>96.2</td>
<td>98.4</td>
<td>2.2</td>
<td>100.0</td>
<td>1.6</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>96.2</td>
<td>98.4</td>
<td>2.2</td>
<td>100.0</td>
<td>1.6</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>98.1</td>
<td>98.4</td>
<td>0.3</td>
<td>98.0</td>
<td>-0.4</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>96.8</td>
<td>-3.2</td>
<td>98.0</td>
<td>1.2</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>98.4</td>
<td>-1.6</td>
<td>97.8</td>
<td>-0.6</td>
</tr>
</tbody>
</table>

**NAPLAN Year 3**

- **Reading**
- **Writing**
- **Spelling**
- **Grammar & Punctuation**
- **Numeracy**

**NAPLAN Year 5**

- **Reading**
- **Writing**
- **Spelling**
- **Grammar & Punctuation**
- **Numeracy**
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.35</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.15</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.38</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.96</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.02</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.36</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>96.20</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 96.34% |

### STAFF RETENTION RATE

| Staff Retention Rate | 89.66% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>16.67%</td>
</tr>
<tr>
<td>Graduate</td>
<td>20.83%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>8.33%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>25.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>16.67%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>30</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>22.700</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>9</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>5.594</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>