



Our Lady of the Pines School Donvale

2022 Annual Report to the School Community



Registered School Number: 1759

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Minimum Standards Attestation

I, Brendan Keeling, attest that Our Lady of the Pines School 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

15/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

We are called to our Vision to:

Act Justly

Love tenderly

Walk humbly with our God

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, specialist areas and library resource centre are air-conditioned, heated and very well-equipped and resourced. All classrooms, learning areas, gym and library are networked.

Our Lady of the Pines Vision centres around the teaching and learning of each student in the academic, social and emotional (wellbeing) spheres supported by dedicated and forward-thinking staff.

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 2022 there were 307 students enrolled at Our Lady of the Pines in 16 classes organised as follows:

3 x Foundation,

3 x Year 1's,

2 x Year 2's,

4 x Year 3/4's

4 x Year 5/6's

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

It is my pleasure to present the annual report for our primary school. As the principal, I am delighted to share with you the progress and achievements made by our students and staff throughout the year. Our vision provides the basis of all actions and decisions we make here at Our Lady of the Pines Catholic Primary School.

Vision:

At OLOP our vision in delivery of education to students involves three distinct areas: Academic, Social and Emotional/Well-being. These three areas are important for children as they work through their education journey and particularly here at OLOP. Overall our school vision is centered around providing a high-quality education that prepares students for success in their future academic pursuits, while also fostering their social-emotional development and love of learning.

Vision - Academic:

Our school vision around academics involves creating a strong foundation of knowledge and skills for students in core subject areas such as English, Mathematics, Language Arts, Inquiry, RE, Science, and Social Studies. The goal is to ensure that students develop a love of learning and a curiosity about the world around them, while also gaining the fundamental academic knowledge and skills they will need to succeed in their future academic pursuits.

OLOP's academic vision includes a focus on developing critical thinking and problem-solving skills, as well as encouraging creativity and innovation. The curriculum is designed to be engaging and interactive, with a variety of learning experiences that cater to different learning styles and abilities.

In addition to academic knowledge and skills, OLOP includes a focus on developing social-emotional skills, such as empathy, resilience, teamwork, and self-awareness. This helps students build positive relationships with their peers and teachers, as well as prepare them for success in their future, school, personal and professional lives.

Vision - Social:

Our school vision around social development of students is typically centered on creating a positive, inclusive, and supportive learning environment where students feel safe, respected, and valued. This involves a focus on developing social-emotional skills such as empathy, communication, collaboration, and conflict resolution.

At OLOP we prioritise creating opportunities for students to interact and work together in a variety of settings, such as in the classroom, during group projects, or on the playground. Teachers also use strategies such as cooperative learning, peer tutoring, and restorative justice practices to promote positive social interactions and relationships.

In addition, our school's social development vision includes a focus on developing cultural competency and understanding of diversity. This involves incorporating diverse perspectives and experiences into the curriculum, celebrating multiculturalism and diversity through school-wide events and activities, and providing opportunities for students to learn about and appreciate different cultures and backgrounds.

Overall, the social development of our students is aimed at helping them build positive relationships with their peers and teachers, develop social-emotional skills, and gain an understanding and appreciation of diversity. By creating a positive and inclusive learning environment, this helps students feel valued, supported, and empowered to succeed both academically and personally.

Vision - Emotional:

Our school vision around emotional support and development of students is typically focused on promoting the mental health and well-being of all students. This involves creating a supportive and nurturing learning environment that prioritises emotional safety, positive relationships, and mental health awareness.

At OLOP, we prioritise providing students with a range of emotional support services, such as well-being support from our leaders, teachers and staff, as well as social-emotional learning programs. Teachers and staff also receive training in identifying and addressing emotional concerns in students, as well as strategies for promoting positive emotional and personal well-being.

Overall, the emotional support and development of our students is aimed at helping students feel supported, valued, and empowered to navigate their emotional well-being. By prioritising emotional and personal well-being, OLOP creates a positive and inclusive learning environment that supports the holistic development of all students.

Academic Performance:

Our school continued to maintain high standards in academic performance. Our students excelled in both the core subjects of English and Mathematics, as well as providing significant support to students who faced challenges in these subject areas. We were able to provide a broad well-rounded curriculum which catered for all students, which included Religious Education, Inquiry, Science, the Arts as well as social and emotional development. Our teachers worked hard to ensure that every student received individual attention and support to achieve their academic goals.

Extracurricular Activities:

We encouraged our students to participate in various extracurricular activities throughout the year. Our school organised events such as school carnivals, inter-school sports, sustainability, coding, choir, cultural events, book week, as well as creativity club, which provided our students with an opportunity to showcase their talents and skills.

Community Involvement:

Our school actively participated in community outreach programs throughout the year, including Mini Vinnies, supporting the Good Friday appeal, Fire Carrier events and involvement with the local council. We were able to reconnect in person with our school community and provide the connection between staff, students and parents.

Staff Development:

We strongly believe that our teachers play a critical role in shaping the future of our students. Therefore, we provided our staff with ongoing training and professional development opportunities to enhance their teaching skills and keep them up to date with the latest teaching methodologies.



Conclusion

In 2022 Our Lady of the Pines Catholic Primary School continued to build on the great work of previous years with our staff, students and school community. In 2022 we continued to be very fortunate to have a school community and culture that was progressive and one that valued the whole person. Our volunteers and staff were excellent role models for our students. They provided living examples of the qualities that we seek to promote amongst all children – humility, generosity, compassion, service and gratitude. These qualities are the ones we will always need in any future society. In the words of Nelson Mandela, ‘What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others.

In conclusion, I am extremely proud of the achievements made by our students and staff throughout the year. We will continue to work hard to maintain high standards of academic excellence, provide our students with a well-rounded education, and encourage them to become responsible and compassionate members of society.

Thank you for your continued support.

Brendan Keeling - Principal

Parish Priest's Report

How quickly 2022 has come and gone, and I now stop to reflect on our wonderful school community .

After the nightmare of lockdowns in 2020 and 2021, 2022 was a normal year in our school and community life.

Our teachers, under the leadership of Brendan Keeling has continued to work hard to inspire and provide the best education possible for our children. It is a narrative of commitment, passion, selfless love, integrity, compassion and, above all, service. It is a narrative born out of an unwavering commitment to the well-being and education of our children.

I would like to thank our School Community for their hard work and commitment to our children, for continuing to do the very best for our children in all that they do. I look forward to being able to continue to work with the school community to provide faith based support.

So, I wish to take this opportunity to thank all those who have been part of the work of our School Community. Your work and your ongoing support is very much appreciated.

Fr Jerald Mariadas

Parish Priest

School Advisory Council Report

Our Lady of the Pines School Advisory Board is pleased to present its report for the 2022 school year.

The 2022 school year provided the basis for returning to some normality in terms of meeting and the Advisory Councils role within the school. It proved to be of great assistance to the school, supporting robust discussions and solution seeking appropriate feedback and consultation.

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

The Advisory Council had a number of members step down, and we spent the second half of the year seeking nominations and inducted new members. We spent the latter part of the year setting up the constructive running and advice which we are confident will provide an excellent platform for 2023.

The Board is extremely pleased with the way the school has handled the returning of some sort of normality in 2022. The return to a normal environment and year of learning were managed efficiently, and general parent feedback was very positive.

The Board extends our sincere thanks to the school staff for their hard work and focus during the return from unprecedented times.

School Advisory Council 2022

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To foster an active and contemporary experience of our Catholic faith and traditions for all members of the community

Intended outcome:

- That student engagement in Religious Education is strengthened

Achievements

Education in Faith has continued to underpin the curriculum at our school.

Through acknowledgement of our vision and mission statements, we have applied education in faith into our daily lives. The school environment reflects our Catholic identity, with sacred spaces in every classroom for children to gather in prayer and meditation. Our whole school practises daily Christian meditation and prayer each morning.



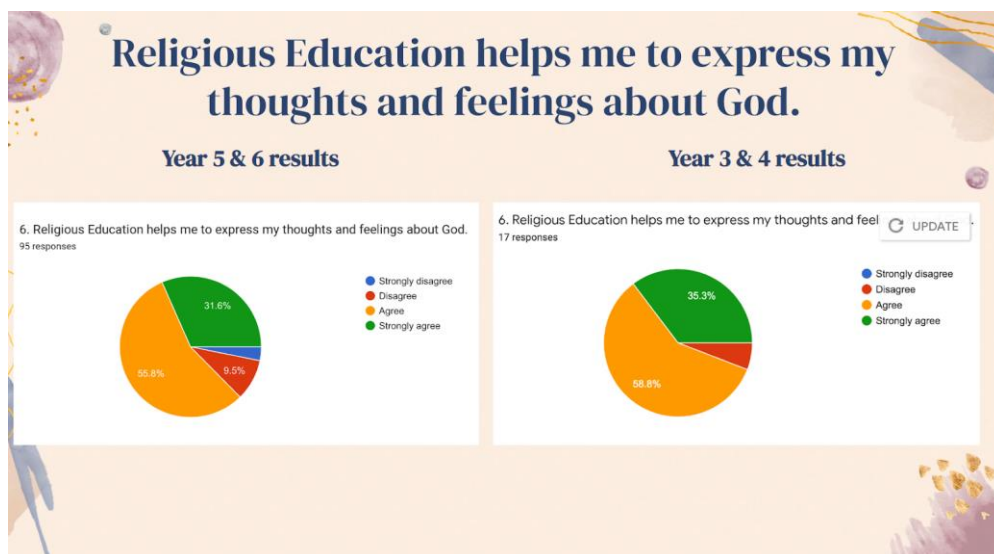
Our Parish Centre (church) continues to be a focal point for our faith celebrations, where we come together with parents and members of our parish community when possible.



Liturgies are celebrated on a regular basis, and include whole school masses, paraliturgies, weekday mass in the chapel with the parishioners and Christian meditation and prayer, however due to Covid19 all whole school religious celebrations were cancelled.

Our Catholic identity is apparent and nurtured in the following ways:

- Addressing our Vision and Mission statement and living by the Gospel values
- Staff and student prayer
- Christian meditation and reflection
- Masses and liturgies
- Stations of the Cross Whole School Art Display
- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Social Justice activities - Project Compassion in Term 1, Socktober and St Vincent de Paul hampers in Term 4



We began the year with a Welcome Mass for the Foundation students and new families, where we also commission our staff for the year. We continued to follow the liturgical calendar and celebrated all special occasions e.g. Burning of the Palms, Ash Wednesday, Lent, Remembrance Day, Grandparents Day on the feast of St Anne & Joachim and Advent. We also acknowledge special days such as Father's Day & Mother's Day with a paraliturgy. For the Stations of the Cross the whole school created an art display which is used as a prayer liturgy for students to take part in as a class. The Stations of the Cross art display was created into a reflective video that was shared with the community. We acknowledged our feast day 'The Feast of the Assumption' August 15th, with Mass, celebratory activities and used the day to raise money for Mary MacKillop Heritage Centre, specifically for Melbourne families in need.



At the end of the year, the whole school was involved in the recreation of the nativity story 'Journey to Bethlehem'. This production was open to the community to come view, and we invited local kinders to view and participate in the interactive production.





Staff meetings begin with prayer and reflection which encourages the staff to become more aware and make stronger connections between their faith and life. Our staff are enthusiastic, highly dedicated professionals, committed to the spiritual, emotional, physical, intellectual and social needs of our students. The school is recognised as a place of quality teaching and learning, with a strong community spirit, providing an innovative and rigorous learning program.

We made a commitment to join the RE Collective with St John Vianney's Mulgrave in order to improve our Catholic Identity. Through professional learning, student surveys and dialogue we have shared ideas and highlighted the necessity to link our faith program more to Catholic identity. We have done this through creating more experiences of scripture, rich discussion and drawing relevance to their daily lives.

We have continued partnerships with the following:

- Caritas
- Catholic Mission
- Fire Carriers
- Our Lady of the Pines Parish and local community
- St Vincent de Paul - Hampers
- St Vincent de Paul - Mini Vinnies

VALUE ADDED

Value Added

- Aligned school teachings with the themes in the parish
- Year Six leadership - Religion Captains
- Commissioning Mass for OLOP staff was held at the beginning of the year
- 'Stations of the Cross' installation in the Church, created by the whole school and used by Parishioners as a prayer focus
- Weekly prayer at staff meetings
- Mary MacKillop Heritage Centre - Retreat days for Sacramental program
- Orientation and historical exploration of the Cathedral and its surrounding area
- Whole school participation in daily Christian meditation sessions
- Class masses each semester with the Parishioners
- Sacramental displays highlighted these special events in students' faith journeys
- School Assemblies always begin with prayer
- Sacramental learning books which follow the children's faith journey
- Updated Religious Education resources were purchased
- Religious Education support was provided to teaching teams on planning days when possible
- Creation of RE teams for staff
- Integration of Religious Education focuses within Inquiry and literacy planning where appropriate
- Further intensive professional development for staff
- Journey to Bethlehem Production

Our Catholic identity is apparent and nurtured in the following ways:

- Addressing our Vision and Mission statement and living by the Gospel values
- Staff and student prayer
- Christian meditation and reflection
- Masses and liturgies
- Stations of the Cross Whole School Art Display
- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Social Justice activities - Project Compassion in Term 1, Socktober and St Vincent de Paul hampers in Term 4

We have continued partnerships with the following:

- Alannah and Madeline Foundation
- Caritas
- Fire Carriers
- Our Lady of the Pines Parish and local community
- St Vincent de Paul - Hampers
- Mini Vlnnies

Learning and Teaching

Goals & Intended Outcomes

Goals:

- To establish high impact pedagogical practices across the school
- To collect, analyse, discuss and use data to improve practice

Intended Outcomes:

- To consistently collect, analyse, discuss and use data to improve practice
- That high impact pedagogical practices will be consistent across the school so that student outcomes and experiences will improve

Achievements

At OLOP we continue to focus on three distinct areas, academic, social and emotional wellbeing.

The school continues to be involved in the research project, 'Faces On The Data' & 'Clarity' headed by Lyn Sharratt. The focus is on the opportunity to analyse, discuss and reflect on shared belief, understanding, responsibility and accountability. We attended a Learning Fair where we showcased our successes developing school wide high impact teaching strategies, pedagogy and data analysis.

We were selected to participate in the Mathematics Intensive Partnership with Melbourne Archdiocese of Catholic Schools (MACS) to improve the learning and teaching of Mathematics in our school. The aim is to support teachers in developing their content and pedagogical knowledge, planning processes and knowledge of their students. A MACS learning consultant is assigned to schools to regularly and frequently meet with the Maths leaders to co-plan, co-implement and co-evaluate actions that address the identified improvement areas of the school. We use system tools to identify priorities, plan strategic actions and track and monitor progress.

Through the Intensive Partnership staff engaged in professional learning either whole staff or levels, focussing on Cognitively Demanding Tasks, Developing Mathematical Understanding in Pattern & Algebra F-2, Learning Intentions & Success Criteria, Educationally - rich mathematical games: Principles, practice and research 3-6, Developing Mathematical Understanding Measurement F-2, Differentiation and The Proficiencies and Classroom

Dialogue. We focussed on the structure of a mathematics lesson embedding the practice of Number Blasters F-6. Family engagement of mathematics was enhanced with the introduction of Monster Bags F-4.

In Mathematics, we continue to be involved in the Learning Framework in Number (LFIN) Program. This year, Year Five and Six have also been included in the program. LFIN was used to identify students who needed additional scaffolding in their Number knowledge and Understanding. Students and any new students to the school are screened using the Number Intervention Framework to identify students' point of need, where data is used to inform teaching. Any students with challenges in any area of Number are flagged and intervention is organised through the use of Sprints. Sprints is a regular, short and targeted session which identifies and focuses on one area of student learning for rapid improvement. Through the project teachers continue to increase their knowledge of pedagogy and content in early number, develop capabilities in administering and analysing Assessment Schedules to target individual student growth and develop capabilities in designing curriculum to improve student learning outcomes.

As members of the Maths Association of Victoria we participated in the Maths Talent Quest (MTQ) entering students individually or in a group. MTQ is an annual activity aimed at promoting interest in mathematics and fostering positive attitudes amongst students, teachers and parents. The focus of the MTQ is on the process of mathematical investigations and relating mathematics to everyday life. This year the Victorian Financial Literacy In Practice Challenge (FLIP) was added as an element of the MTQ project. This initiative aimed to connect the importance of financial literacy in everyday life to students.

In English, we focus on students becoming effective and efficient communicators. This allows them to create and interpret a variety of text types, and form written and oral responses to communicate their ideas.

The key components of successful reading are comprehension, accuracy, fluency, and expanding vocabulary. Various reading programs are used to embed comprehension strategies and reading behaviours, which supports teachers in maximising students' understanding. During reading sessions, students complete rotations, practising and consolidating these skills through independent activities, small groups or explicit teaching. Levelled Literacy Intervention was used as a support throughout the school.

In English, our assessment results were analysed and indicated that students needed to deepen their skills in writing. Internal staff members' knowledge and expertise were utilised as professional development opportunities for all teaching staff. School wide writing moderation pieces were analysed as a whole staff and used to inform planning and assessment.

Our Inquiry learning program, MAPPEN, is a two year scope and sequence that ensures there is no repetition and gaps in the teaching of content and skills. It is an online tool which is rich and engaging, and develops student's abilities to reflect on, and articulate their learning.

We recognise that Digital Technology is an important and ever-growing aspect of our students' education. We have renewed and updated our Chromebook devices, allowing us to accommodate a 1:1 device in our years 3-6 and 1:2 devices in the Junior level. We also have class sets of iPads in Junior and Foundation levels. This allows teachers to implement the Digital Technology curriculum effectively in the classroom. Our ICT consultant and Digital Technology Leader have worked together with different levels each term to target a point of need in the Digital Technology scope. Students have access to a range of software and hardware in order to build upon their digital literacy and coding skills.

The TechOLOPy team and Digital Technology Leaders continued their partnership with BenQ and became the first Junior Academy in Australia. The TechOLOPy team also presented at the Melbourne EduTech conference held at the Melbourne Convention Center. The team travelled to Sydney to visit the BenQ team to inform how their products are used in a classroom setting. In Term 4 the team along with the future 2023 TechOLOPy students assisted in the organisation and running of TechCon, a Digital Technology Conference, in which 20 schools attended with Digital Technology Leaders and student representatives to share knowledge and learning.

A group of students across the Senior year level, participated in a project called STEM MAD. This project required students to create a prototype based on the Pope's call to 'Laudato Si', working towards the common good, making sure to incorporate all aspects of STEM. A small group of students were chosen to complete and present their prototypes against other Catholic schools.

We continue to use the Seesaw App, to communicate student's work and achievements with parents. Parents have enjoyed feeling a part of their children's learning through live updates, building our partnerships with parents.

Formal testing occurs twice a year to inform and drive targeted teaching at students' point of need. Teachers continually assess within their classroom to identify students' strengths and needs and offer parents practical information about their child's development. Assessment gives teachers the measurable data to indicate areas where a change in instructional strategy may be advised.

Resources are used and adapted to inform, support, reflect and deliver high impact teaching practices. PLTs provide staff with professional development to further support their practice.

Extra-Curricular activities taking part at Our Lady of the Pines include:

- Creativity Club
- Choir
- Code Club
- Mini-Vinnies
- Green Thumbs

STUDENT LEARNING OUTCOMES

Our Year 3 NAPLAN results show that all of our students met the standard for reading, writing, grammar and punctuation and numeracy. Spelling showed growth with the majority of students meeting the standard.

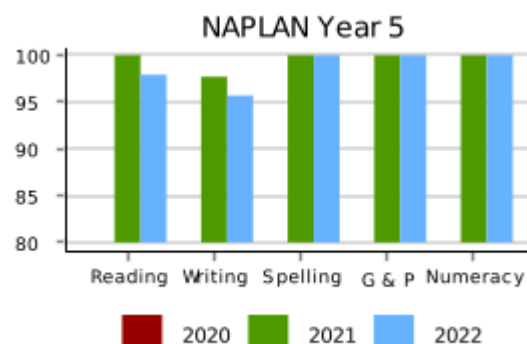
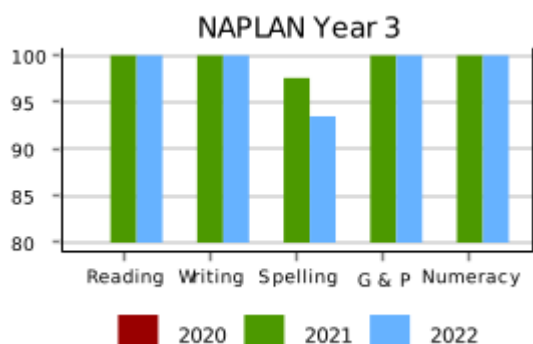
Our Year 5 NAPLAN results showed numeracy, reading, grammar and punctuation and with an increase in spelling, students reached the standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	97.6	-	93.5	-4.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	97.9	-2.1
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	97.7	-	95.7	-2.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal:

To maintain a safe and secure learning environment, to assist students in their social and emotional development and to strengthen positive and respectful relationships in the context of our Catholic school culture.

Intended Outcomes:

- That we consolidate our shared and consistent understanding of our behaviour management policies and practices within the Positive Behaviour for Learning framework, incorporating the restorative approach.
- That we continue to enhance the Social and Emotional Learning components of the curriculum, in order to improve student engagement and enhance the spiritual, physical, social and emotional wellbeing of students.

Achievements

At OLOP we enhanced policies, procedures and practices to provide a safe and supportive learning environment for all students, in which everyone feels valued and respected and where individual differences are understood, accepted and celebrated. A Child Safety Policy and Code of Conduct are in place.

We continued to utilise the Positive Behaviour for Learning Framework to promote positive relationships and incorporate our behaviour management and positive relationships policies. Our five main behaviour expectations are 'Act Safely', 'Be Kind', 'Show Respect' and 'Act Responsibly' and to have a "You Can Do It" attitude. Students have enjoyed earning 'gotchas' when they demonstrate any of our five main behaviour expectations and relished receiving whole school rewards for achieving a target amount of 'gotchas' each term.

Restorative Practice remains our model of resolving conflict. This aims to use active and empathic listening to develop rapport among all participants and, when incidents occur, to empower them to find solutions to repair the damage done to relationships. 'Circles' are used as a class meeting format.

We have continued using the Alannah and Madeline Foundation Better Buddies program with all levels having a buddy:

- Grade 6 with Foundation
- Grade 5 with Grade 1
- Grade 4 with Grade 3 and Grade 2

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, as well as a

Student Representative Council. The 'Green Thumbs' team is responsible for the sustainability initiatives in our school. Our student leaders are involved in initiatives such as raising funds to support the missions as well charities connected with St Vincent De Paul.

The Peer Mediation Program helps to maintain a safe and friendly environment for all students on the playground. The Year 6 students are trained as 'Peer Mediators' to identify and/or intervene in minor conflict situations with younger students, and to best understand how to resolve small conflicts in an assertive and positive manner.

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

In 2022 these included:

- Resilience Rights and Respectful Relationships
- The Victorian Curriculum Personal and Social Capability
- Cooperative learning, which fosters cooperation through joint problem-solving, the sharing of ideas and working together
- Social Responsibility, taught in various integrated topics
- Positive Relations Week as a teaching tool
- The MAPPEN program to help engage students and stimulate their learning
- Cybersafety
- Personal safety
- Students identifying their individual learning goals

VALUE ADDED

R U OK Day?

All parents received a tea bag and a special card for R U OK Day. This was to encourage parents to check in with their loved ones and one another to ask if they were okay.

Mother's Day

The day started with a paraliturgy. After the paraliturgy, the mums joined the students for a classroom activity. The students with their mum, made a hat for their mum to wear to the high tea. We concluded with a highly successful high tea for the Mums.



Grandparent's Day

The day started with a paraliturgy. After the paraliturgy, the Grandparent's joined the students for a classroom activity. We finished with a morning tea for the Grandparent's.



Father's Day

The day started with a paraliturgy. After the paraliturgy, the dad joined the students for classroom and outside activities. We concluded with a highly successful BBQ breakfast for the Dads.



Book Week

Book Week is always an exciting event on our school calendar. This annual event highlights the importance of reading, draws on the enjoyment of sharing stories and showcases the creativity of Australian authors and illustrators.

In the weeks leading up to Book Week, teachers had the opportunity to read and discuss the Book Week books with their classes when they visited the library. Classroom activities were planned around the Book Week books.

During Book Week at lunchtimes, our Library and School Captains read favourite stories to the children at our “Playground Pop Up Reading” held around the school.

Later in the week we had our Book Week Parade where students and staff were able to dress up as a favourite book character.

Positive Relations Week and Harmony Day

To recognise Positive Relations Week and Harmony Day the Student Wellbeing Leader with the support of the Student Wellbeing Captains organised a whole school activity. Classes searched the school grounds to hunt for QR codes and completed various activities to develop positive relationships, resilience and a growth mindset.

ANZAC Day

In commemoration of ANZAC Day, our School Captains were invited to lay a wreath on behalf of our school community at the ANZAC memorial ceremony.

Senior and Middle Camps

Both our senior and middle students had the opportunity to attend camp. The senior students attended Campaspe Downs and the middle students attended camp at Ferngully Lodge in Healesville.

STUDENT SATISFACTION

Our MACSSIS results according to our 2022 MACSSIS surveys – Melbourne Archdiocese of Catholic Schools School Improvement Surveys, showed OLOP performed very positively compared to the range for Australian Schools in the following areas:

- | | |
|--------------------------------------|----------------------------|
| • Rigorous Expectations – 85% | MACS Average Schools – 78% |
| • School Engagement – 66% | MACS Average Schools – 58% |
| • School Climate – 72% | MACS Average Schools – 61% |
| • Teacher-Student Relationship – 76% | MACS Average Schools – 73% |
| • School Belonging – 79% | MACS Average Schools – 71% |
| • Learning Disposition – 82% | MACS Average Schools – 73% |
| • Student Safety – 68% | MACS Average Schools – 62% |
| • Enabling Safety – 68% | MACS Average Schools – 62% |
| • Student Voice – 65% | MACS Average Schools – 58% |
| • Catholic Identity – 73% | MACS Average Schools – 67% |

STUDENT ATTENDANCE

From our Student Attendance Policy we deal with student non-attendance in the following way:

Procedures for students with ongoing non-attendance:

- If a student has significant absences from school - more than 50% over a month period then procedures will be followed to discuss this with the parents and to work out a solution to getting the children to school on a more regular basis.
- Meeting and discussion with parents on why the non-attendance is occurring.
- Future plan to get the attendance back to an acceptable level.
- Follow up with parents if the attendance start to slip again.

In severe cases follow up with Child First Services if there is significant, continued absences over a 6 month period

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.2%
Y02	92.5%
Y03	89.6%
Y04	90.7%
Y05	91.4%
Y06	90.5%
Overall average attendance	90.8%

Child Safe Standards

Goals & Intended Outcomes

Goal:

- To maintain a culture where protecting children is part of everyday thinking and practice.

Intended Outcome:

- At Our Lady of the Pines Primary School (OLOP) we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school
- Our mission statement says that OLOP is “a place which strives to provide a safe and secure environment where every individual is treated with respect and justice”

Achievements

In compliance with Ministerial Order (1359) for the first half of the year and the change to Ministerial Order (870) which came into operation on 1 July 2022, which nominates a number of Victorian Child Safe Standards, our school has documented strategies to embed a culture of safety.

We have a Child Safety Code of Conduct and Child Safety Policy. These complement our other professional codes and policies that affirm the Gospel values of love, care for others, compassion and justice. The Code of conduct lists acceptable and unacceptable behaviours that all staff, volunteers, contractors and anyone who deals with our students, are required to observe, in order to maintain child-safe principles. The policy states and details the actions we take to demonstrate our commitment to child safety and to enable school staff, parents and children to understand, identify, discuss and report child safety matters.

All staff, volunteers and community members that have contact with our children have to sign and adhere to this policy and Code of Conduct.

Our staff members understand their individual responsibilities for the child safe standards and child abuse risks in our school environment. There is regular training and open and purposeful conversation with staff regarding student well-being, child safety and the prevention of harm. Our school has developed policies and procedures for responding or reporting allegations of suspected child abuse. Our recruitment practices aim to ensure that we engage the most suitable and appropriate people to work with children.

We have strategies to develop appropriate education about standards of behaviour for students attending our school, including appropriate education about healthy and respectful relationships, resilience and personal safety.

Vulnerable students and families were identified and supported in various degrees by the teachers, LSO's, Well-being Leader, Learning Diversity Leader, Leadership Team as well as the Principal. Vulnerable students have meetings with the Student Well-being Leader on a regular basis to provide close monitoring and ongoing support.

Students and families were identified and supported in various degrees by the teachers, LSO's, Well-being Leader, Learning Diversity Leader, Leadership Team as well as the Principal. Vulnerable students had one on one meetings with the Student Well-being Leader on a weekly basis to provide close monitoring and ongoing support. Students struggling with Distance Learning were provided with the opportunity to attend school.

Leadership

Goals & Intended Outcomes

Goal:

- To further develop a vibrant, creative and accountable professional learning community, guided by shared vision, committed to continuous improvement and informed by best practice

Intended Outcomes:

- That staff are confident, empowered and able to commit to strategies for continuous improvement.
- That all staff are supported through opportunities for constructive feedback and professional growth.

Achievements

We continued to work extremely hard and very successful to continue to build trust and positive relationships with our parent community. The understanding our staff and the parent community showed towards each other, the empathy and support on all fronts was amazing.

Meetings were held with Eastern Region Catholic Education, the North Eastern Region Principal network and with the Principal Consultant, Jacqui Purcell.

Our Lady of the Pines has supported staff throughout 2022 to manage their professional learning and continue to build their capacity to lead. Staff self-evaluated and looked closely at their personal goals for 2022. Action Teams were in place as a means of having expert groups lead the rest of the staff in the areas of Religious Education, Positive Behaviour for Learning, Peer Mentoring and Digital Technologies.

There has also been improved professional learning through the ongoing development of 'Professional Learning Teams', including the inclusion of our 'Learning Intention' on all agendas.

During 2022 we looked closely at our Data and used analysis of this data to evaluate our students and our school goals in aligning them to our Annual Action Plan. This provided us with a platform for 2022 as we continue work with Dr Lyn Sharratt in putting faces to the data, working around teamwork and enabling us to challenge our pedagogical practices.

We continue to build our educational resources and thank the Parents and Friends Association for their great efforts in fundraising, which has allowed us to continually improve our school resources and facilities.

During 2022 we looked closely at our Data and used analysis of this data to evaluate our students and our school goals in aligning them to our Annual Action Plan. This is providing us with a platform for 2023 as we continue work with Dr Lyn Sharratt in putting faces to the data, working around teamwork and enabling us to challenge our pedagogical practices. Also, our inclusion in the RE Collective and Numeracy Partnerships for 2022, enabled strong focus on each of these areas and significant professional development.



Leadership - 2022

Parish Priest

Fr Jerald Cecil Mariadas

Principal

Brendan Keeling

Deputy Principal

Rochelle Buckley

Religious Education Sacramental Leader

Clare Davis

Religious Education Curriculum Leader

Anna Holman

Head of Teaching and Learning	Rochelle Buckley
Head of Literacy and Numeracy	Danielle Saulsman
Numeracy and Literacy Foundation/Junior Leader	Vanessa Campbell
Numeracy and Literacy Middle/Senior Leader	Jess Tibaldi
Assessment, Data and Reporting Leader	Danielle Saulsman
Learning Diversity Leader	Jacinta Mylonas
Student Well-being Leader	Jacinta Mylonas
Digital Technology Leader	Anna Holman
Digital Technology Support Leader	Jess Tibaldi
Transition and Senior Leader	Julie Carrick
Kinder Liaison Leader Baker, Michael Zerbi and Sarah Cosma - Term 2-4	Vanessa Campbell - Term 1 - Nicole
Level Coordinators 2022	
Level Coordinator – Foundation	Term 1 - Vanessa Campbell Term 2 - 4 - Nicole Baker
Level Coordinator – Junior	Term 1 - 2 - Jenny Rhoderick Term 3 - 4 - Sarah Ciurleo
Level Coordinator– Middle	Term 1 - 2 - Clare Davis Term 3 - 4 - Cathy Moroney
Level Coordinator– Senior	Term 1 - 2 - Julie Carrick Term 3 - 4 - Jess De Luca

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 OLOP again had a strong focus on the professional development of staff with \$33575 spent in this area. There were 36 staff members involved in the professional development activities throughout the year and this equates to \$932 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 (twice per week)
- Planning days for class teachers - various days throughout the year
- Staff Professional Development days included; Data Analysis, planning, school structures, staff wellbeing, use of digital technology including seesaw, google classrooms, future planning and pedagogical practices
- School Improvement Learning Collaborative with Dr Lyn Sharratt
- Leadership team work with Dr Simon Breakspear
- Staff attended external professional development days, mainly through Zoom and webinars in 2022 that included; Literacy, Numeracy Science, Positive Behaviour for Learning, Various Digital Technologies, Emergency Management, Maths, Student Wellbeing, Supporting Students with Disabilities, Learning Framework, the Learning Collaborative, Seesaw and Zoom.
 - Religious Education Network
 - Principal Network
 - Deputy Principal Network
 - Learning and Teaching Network
 - Student Wellbeing Network
 - LFIN and sprints collaborative
 - First Aid - including Diabetes training

Number of teachers who participated in PL in 2022	36
Average expenditure per teacher for PL	\$932

TEACHER SATISFACTION

Our Staff continued to work hard in 2022 and focused on staff morale and improving our accountability and teamwork. The staff worked closely with each other and our Leadership Team in providing a great learning program that was very different to what schools have been used to. They were able to navigate incredibly difficult times in a positive and fulfilling manner. Our staff are always supportive of each other through the ever-changing learning environment.

Our MACSSIS results according to our 2022 MACSSIS surveys – Melbourne Archdiocese of Catholic Schools School Improvement Surveys for Staff, OLOP performed outstandingly compared to the range for Australian Schools in all areas. Our results were in the top tier in every section and showed significant growth.

<ul style="list-style-type: none"> • School Safety - 90% (87% in 2021) Schools - 70% 	MACS Average
<ul style="list-style-type: none"> • School Climate - 96% (94% in 2021) Schools - 74% 	MACS Average
<ul style="list-style-type: none"> • Staff - Leadership Relationships - 99% (90% in 2021) Schools - 79% 	MACS Average
<ul style="list-style-type: none"> • Instructional Leadership - 85% (74% in 2021) Schools - 54% 	MACS Average
<ul style="list-style-type: none"> • Feedback - 85% (60% in 2021) Schools - 39% 	MACS Average
<ul style="list-style-type: none"> • School Leadership - 92% (82% in 2021) Schools - 57% 	MACS Average
<ul style="list-style-type: none"> • Staff Safety - 91% (90% in 2021) Schools - 63% 	MACS Average
<ul style="list-style-type: none"> • Psychological Safety - 95% (82% in 2021) Schools - 64% 	MACS Average
<ul style="list-style-type: none"> • Professional Learning - 86% (66% in 2021) Schools - 60% 	MACS Average
<ul style="list-style-type: none"> • Collaboration around an improved strategy - 92% (74% in 2021) Schools - 65% 	MACS Average
<ul style="list-style-type: none"> • Collaboration in Teams - 99% (86% in 2021) Schools - 71% 	MACS Average
<ul style="list-style-type: none"> • Support for Teams - 100% (92% in 2021) Schools - 65% 	MACS Average
<ul style="list-style-type: none"> • Collective Efficacy - 96% (92% in 2021) Schools - 77% 	MACS Average
<ul style="list-style-type: none"> • Catholic Identity - 96% (81% in 2021) Schools - 74% 	MACS Average

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	23.8%
Graduate Certificate	9.5%
Bachelor Degree	66.7%
Advanced Diploma	19.0%
No Qualifications Listed	9.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	22.2
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	12.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal:

- To continue to build partnerships with educational organisations and companies (e.g Nido, Google, BenQ)
- To continue to build relationships with parents to develop trusting partnerships with teachers and parents..

Intended Outcomes:

- To continue to build relationships with parents to develop trusting partnerships with teachers and parents

Achievements

- Our Kindergarten Liaison Leader & Foundation teachers - Vanessa Campbell, Sarah Cosma, Nicole Baker and Michael Zerbi worked collaboratively with kindergartens and Childcare centres within the area to assist with community relationships and transition for students attending primary school. These visits included story time, craft activities, assistance with group work and information sessions.
- Movie nights hosted at OLOP for local kinders
- Local Kinders and extended community invited to Journey to Bethlehem production
- OLOP TV continued as a wellbeing component for our community and adapted for the needs of the school, highlighting events, student successes and celebrations.
- Our school community organised a toiletry drive through Mini Vinnies for those in need in Melbourne in the winter months
- Our Inquiry unit, in Seniors, 'Bizarre Bazaar' raised money for Action Against Hunger
- Parents and families were invited to attend and assist with sporting events such as Cross Country, Interschool Sports, Swimming and Athletics Carnivals.
- A Mass at the beginning of the year for Foundation students and new families to welcome them into the Parish, including a BBQ.
- Fundraiser day for our school Feast Day, raising \$1500 for families in need through the Mary MacKillop Heritage Centre
- Many OLOP Basketball teams were successful in their finals. Thanks to the commitment and dedication of our Parent coaches and community.
- The Beverly Hills Football Club utilises our school oval with many students from the club being OLOP students.
- Open communication between staff and parents via email, in person or phone call.
- TechOLOPy team continued to build working partnership with BenQ becoming the first Australian BenQ Junior Academy, presenting at EduTech and travelling to Sydney to present how students use technology in their learning to the BenQ staff

- Mother's Day, Father's Day & Grandparent's Day celebrations - extended invitation to all special people in our student's lives
- Graduation Mass & celebration with families at the Manningham Club





Our Lady of the Pines lend a helping hand

Our Lady of the Pines Primary School in Donvale showed amazing compassion, putting together hygiene packs for those impacted by the floods.

Year 5 and 6 students collected donated goods in the form of toiletries to give to those who had suddenly found themselves without the basic necessities.



This is a great example of students recognizing a need in the community and taking action to support those in need.



Thank you for
your hard work

PARENT SATISFACTION

Our Parents have the significant role of supporting their children and providing the platform for our amazing school. During 2022, the parents in working with staff and their children were able to navigate incredibly difficult times in a positive and fulfilling manner. They have found many things difficult but always supported the school and the ever-changing learning environment.

Our MACSSIS results according to our 2022 MACSSIS surveys – Melbourne Archdiocese of Catholic Schools School Improvement Surveys for Parents, the school performed very positively compared to the range for Australian Schools in the following areas:

Top 25% of school areas:

- School Fit
- School Climate
- Student Safety
- Communication
- Catholic Identity

Top 50% of school areas:

- Family Engagement
- Barriers to Engagement

Future Directions

In 2023 Our Lady of the Pines will implement our School Improvement Plan 2020 - 2023 school years. We will work heavily in the space or review which will take place in the second half of 2023.

The School Improvement Plan is the catalyst for the Annual Action Plan which outlines in detail, the programs and goals to be undertaken throughout 2022. Our major goals for 2023 are set out below.

We are developing an explicit improvement agenda for the next planning cycle which includes targets for improved student and well-being outcomes that are well-defined, time-bound and measurable. Regularly communicate the school's agenda and progress towards targets to the wider school community.



Expanding the school's assessment schedule to include the full range of data sets that are collected, analysed and used. Ensure that this plan includes the purpose of each data set, when it is collected and analysed, and how it will be used.

Continue to build teacher and leader staff data literacy skills, using software to support deeper analyses.

Strengthen the feedback culture of the school through:

- A whole-school approach to providing timely feedback to students in forms that make clear what actions they can take to make further learning progress
- Ongoing feedback to teachers about their teaching practices
- Regular feedback to parents, both informal and formal, about where their children are in their learning, what progress they have made over time, and what parents might do to support further learning.

Develop an explicit and agreed position on the research-based practices that should be evident in every classroom, and support teachers in implementing these by providing opportunities for the regular sharing of practice through modelling, mentoring and coaching.

Intentionally build one or two partnerships that will strategically contribute to improved student achievement and/or well-being. Ensure that the outcomes to be achieved are identified and that partnerships are regularly monitored and refined as required.

Strengthen the alignment between curriculum, assessment and reporting by supporting teachers in making on-balance judgements against the Achievement Standards of the Victorian Curriculum.

In the area of Education in Faith we will continue to foster an active and contemporary experience of our Catholic faith and traditions. Through the use of Christian meditation in the morning throughout the whole school, we will continue to build the students' prayer life. We will be focused on using the RE curriculum to improve our contemporary Catholic teaching. Social Justice is also a big focus, with the students increasing their understanding within our local community around the needs of our student community and our wider community. We will work with one other Catholic Primary School as part of a Religious Education Collective for the 2023 school year.

We will continue our work on developing "Expert Teaching" through the use of our Leadership team. The team will focus on peer observation and feedback, choosing the best model and how best to implement this model throughout the school. We will continue to use 'Mathletics' which is an internet based learning program, that supports and develops the home/school learning of students through highly engaging and developmental online activities. There will be a continuing focus on the area of numeracy with our numeracy leader working closely with teachers and students in the classroom. In 2023, we will continue to be part of a Numeracy Partnership with MACS focusing on improved outcomes through quality teacher professional development.

Students have different learning styles, abilities, and interests. We will continue to implementing differentiated learning for students that cater to individual student needs and preferences. This could include differentiated instruction, project-based learning, and student-led inquiry.

In 2023, we will continue to be involved in 'Creating a Culture of Innovation'. A number of major initiatives are being implemented at a staff level aimed at improving student outcomes through improved teacher pedagogy, teamwork and data analysis. Simply put, we will be reflecting on our current teaching practices to see how effective we are in the classroom. Running alongside this will be the implementation of the structures and processes needed to support teachers in their learning. We are creating collaborative experiences, whereby, the role of the teacher shifts to activator and evaluator of learning (Hattie, 2012) and the agent of change' (Lyn Sharratt).

Our school has been fortunate to be invited to join eighteen other schools in our region to form a learning collaborative which will work closely with Lyn Sharratt, a professor at the Ontario Institute for Studies in Education, Toronto in 2023 for our sixth year of our cohort. Lyn has been engaged by the Catholic Education Office to work with principals and school leaders in leading change and innovation in teaching practices which make a difference to learning. Lyn's work is based on the research evidence gathered from her work with many schools in Canada and across the globe. We will also work with Dr Simon Breakspear looking at the implementation of our Annual Action Plan following a rigorous look at education at OLOP.

Social and Emotional Learning (SEL) skills are critical for students' success in school and life. OLOP will continue to integrate SEL into its curriculum to help students develop skills such as self-awareness, self-regulation, social awareness, responsible decision-making, and relationship-building.

At OLOP strengthening our ties with the local community by engaging with parents, local businesses, and community organisations. This could include organising community projects such as working bees and providing opportunities for community members to volunteer in the school.

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 continue to use data to inform their teaching. They will work on their professional learning goals through both external professional development and the development of best practice throughout the school.

The school will continue to develop its educational resources and facilities through a variety of initiatives:

- 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. The School Advisory Board along with our Leadership Team will next year take a lead role in promoting our school as well as investigating ways to continue our expanded communication with our families and the community.
- 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.
- We will continue with the use of 'Positive Behaviour for Learning' which maintains our ongoing focus on improving both student safety and student behaviour. This project supports us in gathering relevant and accessible data to refine and further enhance our understanding of student safety and behaviour issues.

I would like to take this opportunity to thank Our Lady of the Pines community for their wonderful work throughout the 2022 school year. 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 the generous support we receive from everyone.