



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of the Pines School

77 Carbine Street, DONVALE 3111

Principal: Brendan Keeling

Web: www.olopdonvale.catholic.edu.au

Registration: 1759, E Number: E1295

Principal's Attestation

I, Brendan Keeling, attest that Our Lady of the Pines School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 Apr 2024

About this report

Our Lady of the Pines School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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**

MISSION STATEMENT

At Our Lady of the Pines Catholic Primary School, we encourage Catholic practices by sharing the knowledge, beliefs, values and ethos of the church. The staff brings 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 Catholic Primary School 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 Catholic Primary School 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 Catholic Primary School 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.

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 2023 there were 312 students enrolled at Our Lady of the Pines in 15 classes organised as follows:

- 2 x Prep classes (Foundations)
- 3 x Year 1 Classes (Juniors)
- 3 x Year 2 Classes (Juniors)
- 3 x Year 3/4 Classes (Middles)
- 4 x Year 5/6 Classes (Seniors)

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, Religious Studies, 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 wellbeing.

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 good 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. Students showed pleasing progress throughout the school year.

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, Techology, BenQ Acadmey, choir, major performance - *Disney Spectatcular*, 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, Soktober, Project Compassion, Fire Carrier events and involvement with the local council. We were able to connect 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 2023 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 2023 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, *'The essence of life isn't just existing; it's about the impact we've had on 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 and support, provide our students with a well-rounded education, support the social and emotional needs and development and encourage them to become responsible and compassionate members of society.

Thank you for your continued involvement and support in the richness that Our Lady of the Pines Catholic Primary School has to offer.

Brendan Keeling - Principal

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.

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
- Creation of RE teams for staff
- Sacramental Retreat Days at the Mary MacKillop Heritage Centre
- 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, Feast Day fundraising for Mary Mackillop Heritage Centre, 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.

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 continued a commitment to join the RE Collective with St John Vianney's Mulgrave in order to improve our Catholic Identity. Through professional learning, moderation 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.

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
- Feast Day Celebration including whole school 'Mary Quilt'
- 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
- Continuation of RE teams for staff
- Integration of Religious Education focuses within Inquiry and literacy planning where appropriate for staff
- Further intensive professional development

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 Vinnies

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 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 Our Lady of the Pines Catholic Primary School we continue to focus on three distinct areas, academic, social and emotional wellbeing.

The school continues to utilise 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.

As a school, we have continued our participation in the Mathematics Intensive Partnership with Melbourne Archdiocese of Catholic Schools (MACS) to enhance the learning and teaching of Mathematics within our school. Our efforts have focused on various aspects including improving teachers' comprehension of content and pedagogical methods, refining planning procedures, and enhancing student learning outcomes. Collaborating closely with MACS learning consultant Ross Kirwan, our Maths leaders have engaged in joint planning, implementation, and evaluation of initiatives targeting specific areas for improvement.

In order to foster community involvement and deepen understanding of contemporary approaches to mathematics education, we organised a Maths Family Day. This event featured an information session led by Ross Kirwan, providing insights into the latest developments in mathematical teaching. Subsequently, parents were invited to participate in classroom activities alongside their children, gaining first hand experience of mathematics learning in action.

Additionally, as active members of the Maths Association of Victoria, we took part in the Maths Talent Quest (MTQ), where students entered either individually or in groups. The MTQ serves as an annual initiative aimed at stimulating interest in mathematics and cultivating positive attitudes among students, educators, and families. Emphasising the process of mathematical inquiry and its relevance to everyday life, the MTQ encourages participants to explore mathematical concepts creatively.

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. All year levels have access to digital devices to utilise in their daily learning. In years 3-6, students have 1:1 access to Chromebooks. In the year 2's students have 1:2 access to both Chromebooks and iPads. Foundations and Year 1's also have 1:2 access to iPads only. This fleet of iPads is due to be upgraded in 2024. Students also have access to a range of other devices to practise coding, such as Sphero Indi's, Makey Makey's and Coding Mice. This allows teachers to implement the Digital Technology curriculum effectively in the classroom. Our ICT consultant and Digital Technology Leaders 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 on their devices in order to build upon their digital literacy and coding skills.

The TechOLOPy team and Digital Technology Leaders continued their partnership with BenQ inviting them to sponsor and attend they're project for 2023, along with Learning with Technologies (LWT) and Academy of Immaculate Conception. The TechOLOPy team created, trialled and co-ordinated multiple Amazing Races both at school and in the Melbourne CBD utilising an app for their tasks and locations. The students used our Senior students to test the race with parent volunteers before presenting their race to 10 other Catholic schools from the Eastern Region, working with Academy of Immaculate Conception in Fitzroy as our host for the final location.

Throughout the year, the school has prioritised cyber safety awareness. Every grade has engaged in regular online workshops conducted by Inform & Empower. In order to deepen comprehension and emphasise the significance of online safety, parents were welcomed to a workshop led by Marty McGauran, a Digital Safety Educator, and Carley McGauran, a Psychologist.

We maintain our use of the Seesaw App to share students' work and accomplishments with parents. Parents have expressed appreciation for being able to actively participate in their children's learning journey through real-time updates, strengthening our collaboration with them.

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 and Green Thumbs at lunchtime.

Student Learning Outcomes

Naplan Student Outcomes

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	424	68%
	Year 5	497	67%
Numeracy	Year 3	419	81%
	Year 5	491	75%
Reading	Year 3	438	81%
	Year 5	504	79%
Spelling	Year 3	414	68%
	Year 5	490	70%
Writing	Year 3	445	95%
	Year 5	502	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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:

- Consolidate our shared and consistent understanding of our behaviour management policies and practices within the Positive Behaviour for Learning framework
- Continue to enhance the Social and Emotional Learning components of the curriculum, 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 relationship 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, student wellbeing captains, sports captains, sustainability captains, religious education captains, library captains, arts captains and a Student Representative Council. Our student leaders are involved in initiatives such as raising funds to support the missions and 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. All Year 6 students are trained as 'Peer Mediators' to support younger peers with minor conflicts during playtime whilst developing personal leadership and management skills.

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

In 2023 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. We concluded with a highly successful morning 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 the Portsea Camp and the middle students attended camp at Ferngully Lodge in Healesville

Student Satisfaction

Our MACSSIS results according to our 2023 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 – 91% MACS Average Schools – 77%
- School Engagement – 70% MACS Average Schools – 52%
- School Climate – 89% MACS Average Schools – 73%
- Teacher-Student Relationship – 79% MACS Average Schools – 71%
- School Belonging – 69% MACS Average Schools – 57%
- Learning Disposition – 73% MACS Average Schools – 59%
- Student Safety – 85% MACS Average Schools – 70%
- Enabling Safety – 76% MACS Average Schools – 57%
- Student Voice – 66% MACS Average Schools – 58%
- Catholic Identity – 85% MACS Average Schools – 65%

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	93.5%
Y02	92.1%
Y03	92.7%
Y04	91.7%
Y05	90.5%
Y06	93.7%
Overall average attendance	92.4%

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

Strategic Intent at OLOP for 2023

Our core aspirations for developing the strategic intent for the forthcoming school year, has included the following elements:

- At Our Lady of the Pines we have strengthened informed pedagogical practices and enhanced school community partnerships, reflecting our Catholic Identity
- We have continued to strive for excellence around our vision for Academic, Social and Emotional learning and support for all our students
- We continued our significant involvement in Numeracy Partnerships and Religious Education Collectives with the Melbourne Archdiocese of Catholic Schools
- We fostered and challenged our staff and students through Literacy in writing, spelling and reading as well as professionally utilising Deb Larmer, Seven Steps Writing and partnerships with Literacy Leaders from Melbourne Archdiocese of Catholic Schools
- We continued to ensure the wellbeing of all students with this focus continuing to be at the forefront of all we do as a Catholic School
- Continuing to embed learning and teaching practices that are shared and challenged with the central goal of engagement and improved student outcomes

- Continued to empower students to take responsibility for, and ownership of, their learning and behaviour and understand how their actions impacted on others and their learning environment
- Continued to ensure that students had a strong sense of self-worth and wellbeing within a safe environment
- Continued to provide a rigorous, rich and relevant curriculum which caters for improved student achievement, ownership and engagement within a contemporary context
- Continued to build a highly professional staff culture encompassing a shared vision for school improvement
- Continued to establish high impact pedagogical practices across the school
- Continued to collect, analyse, discuss and use data to improve practice
- Continued to strategically build, communicate and monitor school community partnerships

Leadership - 2023

Parish Priest - Fr Jerald Cecil - Terms 1 and 2 and Fr Toan Nguyen - Terms 3 and 4

Principal - Brendan Keeling

Deputy Principal + Head of Teaching and Learning - Rochelle Buckley

Religious Education Curriculum Leader - Anna Holman

Religious Education Sacramental Leader - Clare Davis

Learning Diversity Leader - Jacinta Mylonas

Student Wellbeing Leader - Jacinta Mylonas

Head of Literacy and Numeracy - Literacy Leader + Assessment, Data and Reporting Leader - Danielle Saulsman

Numeracy Leader - Nicole Baker

Numeracy and Literacy Support Leader - Jessica Tibaldi

Digital Technology Leader - Anna Holman

Digital Technology Support Leader - Jessica Tibaldi

Transition and Senior Leader - Julie Carrick

Kinder Liaison Leader - Vanessa Tran

Level Coordinators 2023

Level Coordinator – Foundation Semester 1 & 2 - Nicole Baker

Level Coordinator – Junior Semester 1 & 2 - Anna Holman

Level Coordinator– Middle Semester 1 & 2 - Clare Davis

Level Coordinator– Senior Semester 1 & 2 - Julie Carrick

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

In 2023 OLOP again had a strong focus on the professional development of staff with \$36519 spent in this area. There were 37 staff members involved in the professional development activities throughout the year and this equates to \$987 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, intervention frameworks, 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, Intervention Framework, the Learning Collaborative and Seesaw
- 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 2023	37
Average expenditure per teacher for PL	\$987.00

Teacher Satisfaction

Our Staff continued to work hard in 2023 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 2023 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 significantly high.

- School Safety - 90% - MACS Average Schools - 70%
- School Climate - 96% - MACS Average Schools - 74%
- Staff - Leadership Relationships - 99% - MACS Average Schools - 79%
- Instructional Leadership - 85% - MACS Average Schools - 54%
- Feedback - 85% - MACS Average Schools - 39%
- School Leadership - 92% - MACS Average Schools - 57%
- Staff Safety - 91% - MACS Average Schools - 63%
- Psychological Safety - 95% - MACS Average Schools - 64%
- Professional Learning - 86% - MACS Average Schools - 60%
- Collaboration around an improved strategy - 92% - MACS Average Schools - 65%
- Collaboration in Teams - 99% - MACS Average Schools - 71%
- Support for Teams - 100% - MACS Average Schools - 65%
- Collective Efficacy - 96% - MACS Average Schools - 77%
- Catholic Identity - 96% - MACS Average Schools - 74%

Teacher Qualifications	
Doctorate	0.0%
Masters	10.3%
Graduate	13.8%
Graduate Certificate	6.9%
Bachelor Degree	51.7%
Advanced Diploma	10.3%
No Qualifications Listed	6.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	25.6
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	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 to develop trusting partnerships with teachers and parents

Intended Outcomes:

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

Achievements

- Our Kindergarten Liaison Leader - Vanessa Tran and Adrian Ferris, Community Partnerships, 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.
- Bambini & BusyBee kinders invited to OLOP and Vanessa Tran ran activities with the students throughout the year
- Kindergarten Liaison Leader - Vanessa Tran and school student leaders facilitated lessons at local kindergartens, sharing our digital resources such as iPads and coding mice for sessions
- Various kindergartens and co-ordinating/hosting their events at OLOP eg: Movie nights and Disco nights hosted at OLOP for local kinders
- Gumnut Gully Disco Night
- Gumnut Gully Movie Night
- Deep Creek Preschool Art Show

- Local Kinders, Giant Steps and extended community invited to Disney 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
- Parents and families were invited to attend and assist with sporting events such as Cross Country, Interschool Sports, Swimming and Athletics Carnivals
- Parents and families were invited to volunteer and assist in classrooms and for excursions
- Parent volunteers provide regular IcyPole/Chip days in Term 1 & 4. Throughout the year we have 'Eat a Treat' days for special occasions or as required, such as pizza days, hot dogs, hot chips etc.
- Our TechOLOPy team organised events both local and external. They organised an Amazing Race for our mums for the Mother's Day Celebration. They then organised an Amazing Race in the CBD for our Senior students with a record 20 parent volunteers, getting quite competitive!
- Our TechOLOPy team then repeated the Amazing Race in the CBD for 10 Catholic schools in the North Eastern Region and finished off the day showing them how to create a race
- 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 money 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. 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
- School Disco, with 75 parent helpers and adjustments made for children to attend a 'silent disco' using headphones
- Golf Day for parents and community to get involved in
- Father Child Weekend organised by the parents for all OLOP fathers to attend, with 60 dads and 90 children
- Slammin Tennis training offered weekly to students in the PEACE Centre during lunchtimes
- External achievements of students acknowledged at Assemblies and by community
- Before & Afterschool Care through Kelly Club now offers holiday programs onsite to our community
- Our Lady of the Pines community raised \$25,000, marking us in the top 3 fundraisers for Jump Rope for Heart

- Working Bee organised by Adrian Ferris with our school community, 60 parents attended to assist in the maintenance of the school
- Bambini Early Learning Centre - conduct Library sessions at OLOP (fortnightly)

Parent Satisfaction

Our Parents have the significant role of supporting their children and providing the platform for our amazing school. During 2023, the parents in working with staff and their children were able provide a in a positive nature and attitude towards school and our partnership. They have always supported the school and the ever-changing learning environment.

Our MACSSIS results according to our 2023 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

Top 50% of school areas:

- Catholic Identity
- Family Engagement
- Barriers to Engagemen

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.olopdonvale.catholic.edu.au