



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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 27 Mar 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 2024 there were 372 students enrolled at Our Lady of the Pines in 17 classes organised as follows:

- 3 x Prep classes (Foundations)
- 2 x Year 1 Classes (Juniors)
- 3 x Year 2 Classes (Juniors)
- 5 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

Our Vision

At OLOP, our vision is to provide a high-quality education that prepares students for lifelong learning and success. We are committed to fostering academic excellence, emotional resilience, and positive social interactions in a safe and supportive environment.

We are called to our Vision to:

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Vision – Academic

Our academic vision centres on building strong foundations in our core learning areas of Literacy, Numeracy, Religious Education, Inquiry, all our specialist areas of learning (STEM, Library, PE, Performing Arts, Visual Arts and our languages of Mandarin and Italian). Our goal is to inspire curiosity, foster a love of learning, and equip students with the critical thinking, creativity, and problem-solving skills they need to thrive in future educational pursuits.

Our curriculum is designed to be engaging and responsive to a range of learning styles and abilities. Teachers deliver interactive and differentiated learning experiences that develop each student's knowledge and skills, while also supporting their individual growth and achievement.

We also recognise that academic success is closely tied to social and emotional learning. Our programs support students in developing empathy, resilience, teamwork, and self-awareness. Skills essential for both school and life.

Vision – Social

At OLOP, we strive to create a positive, inclusive, and respectful learning environment where every child feels safe, supported, and valued. Social development is encouraged through intentional teaching of collaboration, communication, empathy, and conflict resolution.

Students have many opportunities to engage in group learning, peer mentoring, and restorative practices, whether in the classroom, on the playground, or during school-wide activities. Teachers foster a culture of cooperation and mutual respect, helping students build strong relationships and community connections.

We also prioritise cultural awareness and inclusivity. Our curriculum reflects diverse perspectives, and we celebrate multiculturalism through whole-school events and classroom learning. These experiences encourage students to appreciate and embrace the richness of diversity in our world.

Vision – Emotional

Supporting the emotional wellbeing of our students is a key pillar of our vision. At OLOP, we are committed to nurturing each child's sense of self-worth and emotional safety.

Our staff prioritise mental health and wellbeing through proactive supports, social-emotional learning programs, and responsive care. Students have access to a network of support that includes leaders, teachers, and wellbeing staff, all trained to identify and respond to emotional needs with sensitivity and professionalism.

By placing emotional wellbeing at the heart of our school culture, we empower students to develop resilience, confidence, and a strong sense of self.

Academic Performance

In 2024, our students demonstrated strong academic growth, particularly in Literacy and Numeracy. We continued to provide targeted support for those requiring additional assistance and challenged high-achieving students to reach their full potential.

Our broad and balanced curriculum ensured that students engaged meaningfully in all learning areas, including Literacy, Numeracy, Religious Education, Inquiry, Science, the Arts, and personal development. Teachers worked diligently to provide tailored support that addressed the unique learning needs of every child.

Extracurricular Activities

OLOP students participated in a rich variety of extracurricular activities that fostered creativity, teamwork, and school spirit. Highlights included:

- School carnivals and inter-school sports
- Sustainability programs
- Coding and TechOLOPy
- Choir and our major performance Journey to Bethlehem
- Book Week and Creativity Club
- Cultural celebrations and themed learning events
- These opportunities allowed students to explore their interests, showcase their talents, and build lasting memories.

Community Involvement

We are proud of our strong partnerships within the local and wider community. In 2024, our school engaged in numerous initiatives, including:

- Mini Vinnies
- The Good Friday Appeal
- Socktober and Project Compassion
- Fire Carrier events
- Collaboration with the local council
- We also enjoyed building our connections with families, strengthening the bonds between staff, students, and parents.

Staff Development

At OLOP, we value our staff as dedicated professionals and key contributors to our school's success. Throughout 2024, our teachers engaged in ongoing professional learning to ensure they remained up to date with best practice and educational innovation. These opportunities empowered staff to continuously refine their teaching and positively impact student outcomes.

Conclusion

In 2024, Our Lady of the Pines Catholic Primary School built on the strong foundations of previous years. We are blessed with a vibrant and forward-thinking school culture, one that truly values the whole person.

Our staff and volunteers have modelled the values we seek to instil in our students: humility, generosity, compassion, service, and gratitude. As Nelson Mandela once said, *"The essence*

of life isn't just existing; it's about the impact we've had on others." At OLOP, we aim to leave a lasting, positive impact on every child.

I am incredibly proud of what we have achieved together. As we look to the future, we remain committed to academic excellence, student wellbeing, and nurturing compassionate, responsible citizens.

Thank you for your continued support and contribution to the rich life of Our Lady of the Pines Catholic Primary School.

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 continues to underpin all aspects of the curriculum at Our Lady of the Pines Catholic Primary School. Guided by our Vision and Mission Statements, we integrate faith into the daily life of our school community, with a strong commitment to living out the Gospel values.

The Catholic identity of our school is visible and celebrated. Every classroom contains a sacred space where students can gather for prayer and reflection, fostering a culture of reverence and spiritual connection. Each morning, our entire school community participates in Christian meditation and prayer, establishing a calm and centred beginning to each day.

Our Parish Centre remains the spiritual heart of our faith community. It is here that we gather regularly with students, staff, families, and parishioners to celebrate liturgies, including whole school Masses, paraliturgies, weekday chapel Masses, and special liturgical events.

Nurturing Our Catholic Identity

Our Catholic identity is evident in a wide range of spiritual, liturgical, and community activities, including:

- Embedding our Vision and Mission Statements into daily practice
- Staff and student prayer
- Daily Christian meditation and reflection
- Regular Masses and liturgical celebrations
- Ongoing support from Religious Education (RE) teams for staff

- Sacramental Retreat Days at the Mary MacKillop Heritage Centre
- Whole School 'Stations of the Cross' Art Display
- We began the year with our traditional Welcome Mass, which welcomed our Foundation students and new families while also commissioning staff for the year ahead
- Throughout the year, the liturgical calendar continued to guide our celebrations, with special observances
- Burning of the Palms
- Ash Wednesday and Lent
- Remembrance Day
- Grandparents Day (Feast of St Anne and Joachim)
- Advent
- Paraliturgies for Father's Day and Mother's Day
- Celebration of the Sacraments: Reconciliation, Eucharist, and Confirmation

Social justice initiatives such as:

- Project Compassion (Term 1)
- Feast Day Fundraising for the Mary MacKillop Heritage Centre
- Socktober and St Vincent de Paul Hampers (Term 4)

Faith in Action

During Lent, our RE Captains and Student Representative Council promoted Project Compassion, encouraging students to raise funds by house colour. This initiative raised an impressive total of \$1,361.85, with Hally House contributing the highest amount.

In a deeply moving expression of faith, the whole school contributed to the creation of a Stations of the Cross art installation. This display served as a prayerful reflection for classes and was also compiled into a video shared with our wider community.

We commemorated The Feast of the Assumption on August 15 with Mass, school-wide celebratory activities, and a fundraising drive for the Mary MacKillop Heritage Centre, supporting families in need across Melbourne.

Mini Vinnies also ran a fundraising store, selling handmade crafts such as bookmarks, cards, and keychains to support the St Vincent de Paul Society.

Staff Faith Formation

Staff prayer and reflection begin all professional meetings, fostering a deeper personal connection to faith. Our dedicated and enthusiastic staff continually demonstrate a commitment to the spiritual, academic, and social development of each child.

This year has once again demonstrated the strength of our school's commitment to Catholic identity, lived Gospel values, and the integration of faith into every facet of school life. We look forward to continuing this important mission into the coming year.

Value Added

Value Added Highlights

- Alignment of school themes with Parish liturgical celebrations
- Year 6 student leadership roles including Religion Captains
- Commissioning Mass for staff at the beginning of the year
- Stations of the Cross installation used by parishioners for reflection
- Weekly staff prayer and liturgical reflection
- Feast Day Carnival and celebrations
- Sacramental Retreat Days at the Mary MacKillop Heritage Centre
- Orientation and historical exploration of the Cathedral precinct
- Whole school participation in daily Christian meditation
- Semester-based class Masses with parishioners
- Sacramental displays reflecting key milestones in students' faith journeys
- Regular inclusion of prayer in all school assemblies
- Sacramental learning books tracking individual faith journeys
- Updated Religious Education resources purchased
- Planning day RE support for staff teams
- Integration of RE within Inquiry and Literacy learning where appropriate
- Continued professional and faith formation for staff
- Ongoing operation of staff RE teams

Partnerships in Faith and Service

We are proud to continue meaningful partnerships with:

- Alannah and Madeline Foundation
- Caritas
- Fire Carriers
- Our Lady of the Pines Parish and wider community
- St Vincent de Paul Society (including Hampers and Mini Vinnies initiatives)

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

Curriculum and Pedagogy

At Our Lady of the Pines Catholic Primary School, we continue to focus on three key areas of student development: academic achievement, social connection, and emotional wellbeing. Our approach to teaching and learning is guided by current educational research, evidence-informed practice, and our commitment to equity and excellence.

Evidence-Based Practice and Professional Learning

In 2024, we continued to implement the Faces on the Data and Clarity frameworks by Lyn Sharratt, which promote shared understanding, accountability, and strategic reflection on teaching practices. These were complemented by Simon Breakspear's strategic planning models, allowing us to refine our goals and measure the impact of our teaching across the school.

Our curriculum delivery is increasingly informed by the Cognitive Science of Learning, which offers practical, evidence-based insights into how students learn. To align our teaching with this research, we engaged in an intensive professional development journey with Shane Pearson, lead author of the PhOrMeS literacy curriculum. PhOrMeS, Phonology, Orthography, Morphology, Etymology, and Semantics which supports teachers in providing explicit instruction to improve decoding, spelling, and vocabulary development.

MACS 2030 Vision for Instruction

As a MACS school, we are committed to the strategic direction outlined in Vision for Instruction (MACS 2030). This shared vision calls all schools to work collaboratively to maximise impact in classrooms, staffrooms, and school communities. It is grounded in evidence-based, high-impact teaching practices that promote excellence and equity, ensuring that all students can flourish.

Aligned with this, we continue to implement the Flourishing Learners strategic theme, which focuses on delivering high-quality education across all areas of the Victorian Curriculum. Our commitment to this theme ensures that every student receives the support they need to thrive academically and personally.

Literacy and Mathematics Initiatives

In Literacy, our staff have strengthened their practice through the PhOrMeS professional development and the continued leadership of our Literacy Leaders, Danielle Saulsman and Anna Holman. To further engage our school community, we hosted a Literacy Day that featured a parent presentation and classroom workshops. This event offered families practical strategies to support literacy learning at home and included a themed dress-up day, *"Imagine what I will be when I grow up,"* inspired by the book *Jorn's Magnificent Imagination* by Coral Vass.

In Numeracy, staff participated in the Teaching for Impact in Mathematics Series (TIMS). This initiative focused on improving instruction through explicit teaching and daily review strategies, with the goal of enhancing student understanding and retention. Teachers collaboratively planned and reflected on lessons, improving consistency and impact across the school.

Additionally, staff undertook training in the Learning Framework in Number (LFIN). This helped teachers identify and address individual student needs in mathematics, particularly in early number development and intervention programs. As a result, we delivered more targeted instruction that built student confidence and competence.

We proudly participated in the Maths Talent Quest (MTQ) through the Mathematical Association of Victoria. Students applied mathematical inquiry to real-world problems and presented creative, thoughtful projects. Several groups achieved High Distinctions, including

a Year Two and Year Six group, and were honoured at an award ceremony recognising their achievements.

Curriculum Implementation and Inquiry Learning

Our school continued to implement the MAPPEN Inquiry program, which provides a two-year scope and sequence that ensures consistency and avoids repetition. MAPPEN is an online tool that supports student reflection, engagement, and communication of their learning.

To support curriculum updates, school leaders facilitated Professional Learning Teams (PLTs) focused on the Victorian Curriculum 2.0. These PLTs supported teachers in aligning planning, assessment, and classroom practice, while also promoting data-informed decision-making. Leaders provided ongoing feedback and tailored support to ensure a consistent and student-centred approach.

Digital Technologies and Innovation

We continue to invest in digital learning and recognise its importance in developing 21st-century learners. This year:

- F–2 students gained access to newly upgraded iPads (1:2 ratio)
- Year 2 students accessed both Chromebooks and iPads (1:2 ratio)
- Years 3–6 students continued with a 1:1 Chromebook program

Students also engaged with a variety of coding tools including Sphero Indi, Makey Makey, and Coding Mice, allowing them to build essential digital literacy and problem-solving skills.

Our TechOLOPy Team, alongside our Digital Technology Leaders, partnered with BenQ, Learning With Technologies (LWT), and Plexus IT to run a Tech Olympics event, inspired by the Summer Olympics. Senior students trialled and refined the activities before hosting 20 Catholic schools from across Victoria for this STEM-based competition, an exciting celebration of creativity, collaboration, and digital innovation.

Cyber Safety and Digital Citizenship

Cyber safety remains a priority. All students participated in regular online workshops delivered by Inform & Empower, which were followed by parent information resources to

reinforce learning at home. These sessions equipped students with practical strategies for safe and respectful online engagement.

We continue to use the Seesaw App to share student learning with families in real time. Parents have expressed appreciation for this platform, which strengthens the partnership between home and school.

Assessment and Reporting

Formal assessments occur twice a year to provide data that informs instructional planning and ensures targeted support. Teachers also use ongoing formative assessments to identify individual learning needs and adapt teaching accordingly. These assessments help communicate student progress clearly to families and guide future planning.

PLTs play a key role in building teacher capacity, offering time and space for professional development, curriculum planning, and data analysis. Teachers use a range of adaptable resources to support high-impact teaching and ensure every student is known, valued, and supported.

Student Learning Outcomes

2024 NAPLAN Results Summary

The school utilised NAPLAN data in conjunction with internal assessment results to identify students requiring additional support. Targeted interventions were implemented through the Government's tutoring allowance, ensuring that resources were directed where they were most needed. Drawing on evidence-based research, the school established clear goals and outcome targets, particularly for students identified as at risk.

Student achievement data was analysed against norm-referenced benchmarks and expected achievement levels to guide planning and support. The school's visible data wall played a

central role in tracking student progress and growth, enabling ongoing, responsive monitoring for every learner.

Reading

In Reading, the Year 5 mean score has declined, despite the same cohort performing at standard in Year 3. However, it is important to note that a high percentage of students in both Year 3 and Year 5 achieved results in the Strong and Exceeding bands when combined, indicating a solid performance by a significant portion of students.

Writing

Writing results were more stable in Year 5 compared to Year 3. Across both year levels, over 80% of students performed in the Strong and Exceeding bands, suggesting consistent skill development and strong writing capabilities across cohorts.

Spelling

In Year 3 Spelling, 25% of students were placed in the Developing band, indicating a need for targeted support in early spelling strategies.

Grammar & Punctuation

Trend data in Year 5 Grammar and Punctuation shows a declining pattern, with over 30% of students performing in the Developing band. This area presents as a clear focus for instructional improvement.

Numeracy

Numeracy outcomes reflect a positive trend, with over 80% of students in both Year 3 and Year 5 achieving results in the Strong and Exceeding bands combined, demonstrating strong foundational understanding and growth in mathematical skills.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	63%
	Year 5	497	61%
Numeracy	Year 3	438	83%
	Year 5	502	87%
Reading	Year 3	444	83%
	Year 5	504	84%
Spelling	Year 3	425	72%
	Year 5	503	82%
Writing	Year 3	433	91%
	Year 5	505	90%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 Our Lady of the Pines Catholic Primary School, we remain deeply committed to providing a safe, supportive, and inclusive learning environment where every student feels valued, respected, and celebrated. In 2024, we enhanced our policies, procedures, and practices to further promote belonging, personal growth, and emotional wellbeing.

A comprehensive Child Safety Policy and Code of Conduct are in place, actively guiding our school culture and responsibilities. These continue to be reviewed and communicated to ensure the protection of all members of our community.

National Schools Wellbeing Initiative - Consultant

In 2024, we proudly implemented the first year of the National Schools Wellbeing Initiative. This has been initiated with the school having a consultant work on staff throughout the year for 2 days a week. This whole-school approach aims to promote mental health and wellbeing, enhance protective factors, and build the social and emotional skills of all students.

We have been incredibly fortunate to have Sue Cahill, a highly experienced and qualified educator, counsellor, and wellbeing leader, guiding this initiative. Sue's consultancy leadership has been instrumental in embedding consistent, evidence-based wellbeing

practices across the school and in strengthening staff capacity to support student mental health and resilience.

Positive Behaviour for Learning

Our commitment to the Positive Behaviour for Learning Framework remained strong in 2024. This framework underpins behaviour expectations, promotes positive relationships, and reinforces a safe and respectful school environment.

Our five key behaviour expectations are:

- Act Safely
- Be Kind
- Show Respect
- Act Responsibly
- Have a “You Can Do It” Attitude

Students earned ‘gotchas’ when demonstrating these behaviours, contributing to class and whole-school rewards each term, an initiative that continues to energise and motivate our learners.

Restorative Practices and Circle Time

We continued to embed Restorative Practices as our primary model for resolving conflict and building community. This approach fosters empathy, active listening, and student empowerment. ‘Circles’ were regularly used as a whole-class meeting strategy to support connection, dialogue, and understanding.

Better Buddies Program

The Better Buddies Program (Alannah and Madeline Foundation) was again implemented across all year levels to foster friendship, empathy, and responsibility. Buddies were paired as follows:

- Year 6 with Foundation (Prep)
- Year 5 with Year 1
- Year 4 with Year 3 and Year 2

These partnerships supported transition, peer connection, and the development of social confidence.

Student Leadership and Voice

Student agency and leadership were promoted through roles including:

- School Captains
- Wellbeing Captains
- Sports Captains
- Sustainability Captains
- Religious Education Captains
- Library and Arts Captains
- Student Representative Council (SRC)

Student leaders were involved in key initiatives such as assemblies, fundraising, and representing student voice in school decision-making. They played an important role in supporting school missions, including fundraising for St Vincent de Paul.

Peer Mediation Program

All Year 6 students were trained as Peer Mediators, assisting with minor playground concerns and modelling positive conflict resolution. This program helped younger students feel supported and contributed to a safer, friendlier play environment.

Social and Emotional Learning (SEL)

In 2024, Social and Emotional Learning continued to be explicitly taught through a range of structured programs, aligned with the Victorian Curriculum and wellbeing frameworks. These included:

- Resilience, Rights and Respectful Relationships
- Personal and Social Capability learning from the Victorian Curriculum
- Cooperative learning strategies
- Anti-bullying, emotional regulation, and assertiveness training
- Friendship skills, optimism, and anger management
- Cybersafety and personal safety education
- Student-led learning goal setting

We also celebrated Positive Relations Week, further promoting kindness, inclusion, and respectful communication.

Extra-Curricular Wellbeing Opportunities

Students accessed a range of enriching lunchtime clubs and wellbeing-focused programs, including:

- Creativity Club

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

These opportunities supported peer connection, student choice, and engagement beyond the classroom.

Through a combination of strategic leadership, inclusive programming, and embedded wellbeing practices, Our Lady of the Pines continued to nurture students who are not only academically capable but also emotionally resilient, socially aware, and confident contributors to their community.

Value Added

At Our Lady of the Pines Catholic Primary School, we recognise the importance of connection, celebration, and shared experience as part of a holistic education. Throughout 2024, we offered a wide range of value-added activities that brought our school community together in meaningful and engaging ways. These special events not only celebrated our values and traditions but also strengthened relationships, enhanced wellbeing, and supported the personal and social development of our students.

R U OK? Day

To acknowledge R U OK? Day, all parents received a tea bag and a special card encouraging them to check in with loved ones and each other. This small gesture served as a powerful reminder of the importance of connection and emotional wellbeing in our community.

Mother's Day

Our Mother's Day celebration began with a paraliturgy where we reflected on the importance of mothers and maternal figures in our lives. Following the paraliturgy, Mum's were invited to join students in classrooms for special activities. The morning concluded with a highly successful morning tea to honour and thank all the wonderful mothers in our community.

Father's Day

Father's Day began with a meaningful paraliturgy. Following the paraliturgy, Dad's were invited to join students in classrooms for special activities. The morning concluded with a highly successful morning tea to honour and thank all the wonderful Dad's in our community, creating a warm and celebratory atmosphere.

Grandparents' Day

We welcomed our cherished grandparents to celebrate with us, beginning with a Mass to honour their special role in our students' lives. Grandparents were then invited to participate in classroom activities and were treated to a delightful morning tea to conclude the event.

Book Week

Book Week remains one of the most exciting events on our school calendar. This annual celebration promotes the joy of reading and highlights the creativity of Australian authors and illustrators. Leading up to the week, teachers read and explored the shortlisted books with their classes during library sessions. During Book Week:

- Class activities were based on the featured books
- The Library and School Captains hosted lunchtime "Playground Pop-Up Reading" sessions around the school
- The week culminated in our much-loved Book Week Parade, where students and staff dressed up as their favourite book characters

Positive Relations Week & Harmony Day

To celebrate Positive Relations Week and Harmony Day, the Student Wellbeing Leader, supported by the Wellbeing Captains, organised a whole-school activity. Students participated in a QR code scavenger hunt across the school grounds, completing challenges that focused on resilience, positive relationships, and a growth mindset.

ANZAC Day

To commemorate ANZAC Day, our School Captains proudly represented Our Lady of the Pines by laying a wreath at the local ANZAC memorial ceremony, paying respects on behalf of the school community.

Senior and Middle School Camps

In 2024, both our Senior and Middle students experienced enriching camp opportunities:

- Senior students attended YMCA Lady Northcote, engaging in team-building and outdoor activities
- Middle school students experienced: Ferngully Lodge in Healesville (Year 3) and Sovereign Hill in Ballarat (Year 4)

These experiences were a valuable part of our wellbeing and engagement focus, helping students build confidence, independence, and strong peer relationships.

Student Satisfaction

Each year, schools across the Melbourne Archdiocese participate in the MACSSIS (Melbourne Archdiocese Catholic Schools – School Improvement Surveys), which gather valuable feedback from students, staff, and parents to inform strategic planning and continuous school improvement.

Our 2024 survey results reflect strong and positive feedback across a range of key areas. Compared to the average for other MACS schools, Our Lady of the Pines Catholic Primary School performed well above the average in all key indicators:

- Rigorous Expectations – 84% MACS Average Schools – 77%
- School Engagement – 64% MACS Average Schools – 51%
- School Climate – 71% MACS Average Schools – 59%
- Teacher-Student Relationship – 77% MACS Average Schools – 71%
- School Belonging – 81% MACS Average Schools – 69%
- Learning Disposition – 83% MACS Average Schools – 73%
- Student Safety – 76% MACS Average Schools – 57%
- Enabling Safety – 69% MACS Average Schools – 57%
- Student Voice – 70% MACS Average Schools – 56%
- Catholic Identity – 82% MACS Average Schools – 65%

These results are a testament to the strong relationships, clear expectations, and inclusive culture we continue to foster at OLOP. The feedback affirms our efforts to provide a safe, respectful, faith-filled learning environment where students feel supported, challenged, and empowered to thrive.

We will continue to use these results to guide our ongoing improvement strategies and ensure the voices of our students, staff, and families remain at the heart of our decision-making.

Student Attendance

Procedures for Students with Ongoing Non-Attendance

In accordance with our Student Attendance Policy, the following steps are taken when a student experiences significant ongoing non-attendance:

- **Initial Threshold:** If a student is absent for more than 50% of school days over a one-month period, school staff will initiate a process to address the concern
- **Parent Meeting:** A meeting will be arranged with the parents/carers to discuss the reasons for the non-attendance and identify any barriers to regular school participation

- **Attendance Plan:** A plan will be collaboratively developed to support improved attendance, outlining clear steps and expectations moving forward
- **Ongoing Monitoring:** Attendance will continue to be monitored. If attendance declines again, further follow-up with parents will occur to reassess and adjust the plan if needed
- **Referral (Severe Cases):** In cases of significant, continued absences over a six-month period, the school may make a referral to Child FIRST services or appropriate child welfare authorities for further support

Average Student Attendance Rate by Year Level	
Y01	94.1
Y02	94.5
Y03	92.0
Y04	91.0
Y05	93.4
Y06	91.1
Overall average attendance	92.7

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

As we reflect on the achievements of 2024, Our Lady of the Pines Catholic Primary School is proud to present the progress made toward our strategic goals. Throughout the year, our focus remained on academic excellence, student wellbeing, Catholic identity, and community partnership. The following highlights outline the core aspirations that guided our work and the outcomes we achieved:

Strengthened Pedagogical Practice and Catholic Identity:

- In 2024, we enhanced evidence-based teaching practices while deepening our Catholic identity. We strengthened school-community partnerships that reflected our shared values and faith

Pursued Excellence in Learning and Wellbeing:

- We remained committed to our vision for academic, social, and emotional development, ensuring all students were supported to achieve their personal best in a safe and nurturing environment

Engaged in MACS-Led Professional Learning:

- Our involvement in the Numeracy Partnerships and Religious Education Collectives led by the Melbourne Archdiocese of Catholic Schools (MACS) supported staff development and school improvement across key areas

Maintained a Strong Focus on Student Wellbeing:

- Student wellbeing remained at the forefront of all we did. Our programs and practices promoted self-worth, resilience, and social responsibility, providing a safe and supportive environment for all learners

Embedded High-Impact Teaching Strategies:

- We embedded evidence-informed teaching practices to increase student engagement and improve learning outcomes. Our shared commitment to collaboration and reflection continued to drive pedagogical growth

Empowered Student Agency:

- Students were encouraged to take responsibility for their learning and behaviour, with an emphasis on understanding the impact of their actions on others and the broader school environment

Delivered a Rigorous and Contemporary Curriculum:

- We continued to provide a rich, relevant, and engaging curriculum that promoted curiosity and deep learning, catering to a wide range of student interests and needs

Fostered a Collaborative Staff Culture:

- A strong, professional learning culture flourished in 2024, marked by a shared vision for continuous improvement, team collaboration, and a focus on collective efficacy

Implemented High-Impact Pedagogical Practices:

- High-impact strategies were applied consistently across the school, supported by ongoing coaching, feedback, and professional learning

Used Data to Inform Practice:

- Teachers and leaders collected, analysed, and acted upon student data to improve instructional practice
- Data discussions were embedded within PLT cycles to ensure a targeted approach to teaching and learning

Strengthened School-Community Partnerships:

- We continued to build meaningful connections with families, parish, and the broader community through clear communication, shared events, and collaborative initiatives—all contributing to a stronger, more connected school environment.

Leadership - 2024

Parish Priest Fr Toan Nguyen

Principal Brendan Keeling

Deputy Principal Rochelle Buckley

Head of Teaching and Learning Rochelle Buckley

Religious Education Curriculum Leader Anna Holman

Religious Education Sacramental Leader Clare Davis

Learning Diversity Leader Jacinta Hokke

Student Wellbeing Leader Jacinta Hokke

Teaching and Learning Leader Danielle Saulsman

Literacy Leader & Middle and Senior Literacy Leader Danielle Saulsman

Assessment, Data and Reporting Leader Danielle Saulsman

Foundation & Junior Literacy Leader Anna Holman

Numeracy Leader and Foundation & Junior Numeracy Leader Nicole Baker

Middle and Senior Numeracy Leader & MTQ Jessica Tibaldi

Digital Technology Leader Anna Holman

Digital Technology Leader Jessica Tibaldi

Transition and Senior Leader Julie Carrick

Kinder Liaison Leader -Term 1 and 2 Vanessa Tran

Kinder Liaison Leader -Term 3 and 4 Sarah Cosma and Lauren Jones

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
In 2024, Our Lady of the Pines Catholic Primary School maintained a strong commitment to the professional development of our staff. A total of \$40,530 was invested in professional learning, with 42 staff members participating in a variety of activities throughout the year. This equates to an average of \$965 per staff member, covering teacher replacement costs, course registration, planning days, and release time for literacy and numeracy assessment. All staff engaged in professional learning opportunities that supported both individual growth and school-wide improvement. <u>Key Professional Development Activities in 2024:</u> • Weekly Curriculum and Administration Staff Meetings • Focus on school operations, curriculum updates, and strategic priorities • Professional Learning Teams (PLTs) - held twice weekly, with a clear focus on TIMS implementation, Literacy, Religious Education, student wellbeing, Learning Diversity, NCCD and various curriculum and school wide needs • Planning Days for Class Teachers - conducted throughout the year to support collaboration, unit design, and differentiated instruction <u>Staff Professional Development Days focus areas included:</u> • Data analysis and school improvement planning • Intervention frameworks and future-focused structures • Staff wellbeing and cultural development • Integration of digital technologies • Pedagogical strategies to enhance student learning outcomes • School Improvement Learning Collaborative with Dr Simon Breakspear • Focused on data-informed practice, shared responsibility, and instructional improvement • Leadership Development • Engaged the leadership team in strategic planning, agile school leadership, and continuous improvement processes • Literacy, Numeracy and Religious Education • Positive Behaviour for Learning • Student wellbeing and inclusion • Emergency management procedures

Expenditure And Teacher Participation in Professional Learning	
• Intervention frameworks and curriculum design • MACS and Regional Network Participation <u>Staff were actively involved in professional networks, including:</u> • Religious Education Network • Principal Network • Deputy Principal Network • Learning and Teaching Network • Student Wellbeing Network • Numeracy-Focused Professional Learning • eLearning Network • Mandatory Training and Certification • Including First Aid and Diabetes Management to ensure student safety and compliance. This significant investment in professional development during 2024 highlights our commitment to providing high-impact, contemporary teaching across all classrooms. It has contributed to stronger instructional practice, improved student outcomes, and a collaborative, future-focused school culture.	
Number of teachers who participated in PL in 2024	42
Average expenditure per teacher for PL	\$965.00

Teacher Satisfaction

The results from the 2024 MACSSIS Staff Survey (Melbourne Archdiocese Catholic Schools – School Improvement Surveys) highlighted the exceptional culture and leadership at OLOP. Staff feedback positioned the school significantly above MACS averages across all key indicators.

- School Safety - 83% - MACS Average Schools - 61%
- School Climate - 86% - MACS Average Schools - 73%
- Staff - Leadership Relationships - 86% - MACS Average Schools - 81%
- Instructional Leadership - 81% - MACS Average Schools - 57%
- Feedback - 67% - MACS Average Schools - 341%
- School Leadership - 72% - MACS Average Schools - 59%
- Staff Safety - 84% - MACS Average Schools - 68%
- Psychological Safety - 78% - MACS Average Schools - 65%

- Professional Learning - 74% - MACS Average Schools - 63%
- Collaboration around an improved strategy - 83% - MACS Average Schools - 61%
- Collaboration in Teams - 81% - MACS Average Schools - 70%
- Support for Teams - 79% - MACS Average Schools - 68%
- Collective Efficacy - 85% - MACS Average Schools - 75%
- Catholic Identity - 80% - MACS Average Schools - 76%

These exceptional results are a testament to the commitment, collegiality, and shared purpose of our staff. The high scores reflect a school where professional trust, collaboration, strategic clarity, and faith-based mission are deeply embedded in our culture.

As we move forward, we will continue to honour and invest in this strong professional culture, recognising that staff wellbeing and leadership are vital to student success and the ongoing development of our vibrant school community.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	4
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	5
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	28.08
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	9.59
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

- To continue to build partnerships with educational organisations and companies (e.g Bambini, 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

At Our Lady of the Pines Catholic Primary School, we believe strong connections with families, local kindergartens, and community organisations enrich the learning experiences of our students and strengthen our school culture. In 2024, we continued to foster meaningful partnerships that supported student transition, family involvement, and broader community engagement.

Kindergarten and Early Years Partnerships

Our Kindergarten Liaison Leaders—Vanessa Tran (Semester 1), Sarah Cosma and Lauren Jones (Semester 2), alongside Adrian Ferris (Community Partnerships), worked closely with local kindergartens and childcare centres to build strong relationships and assist with student transition into primary school.

Key initiatives included:

- Visits to kindergartens for story time, craft, group activities, and information sessions
- Staff Leaders and student leaders facilitating digital literacy sessions using iPads and coding mice
- Kindergartens such as Bambini and BusyBee invited to OLOP throughout the year for activities and classroom engagement

Hosting events for kindergartens at OLOP, including:

- Gumnut Gully Disco Night
- Gumnut Gully Movie Night
- Deep Creek Preschool Art Show
- Bambini Early Learning Centre conducting fortnightly library sessions at OLOP
- Invitations to Journey to Bethlehem, adapted as a wellbeing initiative for early years and the broader community

Family Involvement and School Events

Our parent community plays a vital role in daily school life, and 2024 was marked by high levels of engagement across events, learning, and support roles:

- Families actively assisted with sporting events including Cross Country, Interschool Sports, Swimming, and Athletics Carnivals
- Parents volunteered regularly in classrooms and on excursions
- Icy Pole/Chip Days were run by parent volunteers in Terms 1 and 4
- Additional Eat a Treat Days included pizza, hot dogs, and special occasion snacks
- Open communication between staff and families was maintained via email, phone calls, and face-to-face interactions

Community celebrations extended invitations to all significant people in our students' lives, including:

- Mother's Day, Father's Day, and Grandparents' Day paratiturgies and classroom activities
- Graduation Mass and Celebration held at the Manningham Club
- Welcome Mass and BBQ for Foundation students and new families
- Feast Day fundraiser supporting the Mary MacKillop Heritage Centre
- Golf Day for parents and community members
- Father-Child Weekend, with 60 fathers and 90 children participating

Student Enrichment and External Connections

The TechOLOPy Team facilitated engaging experiences, including:

- Digital workshops for Foundation students using Sphero Indi coding robots
- An internal Tech Olympics for senior students
- An expanded Tech Olympics event hosting 20 Catholic schools from across Victoria, supported by parent volunteers and student alumni

Further connections were delivered through:

- Slammin Tennis delivered weekly lunchtime tennis training in the PEACE Centre
- OLOP Basketball teams achieved finals success, thanks to dedicated parent coaches

- Beverly Hills Football Club continued to use our school oval, with many players from the OLOP student body
- Student achievements outside of school were acknowledged at assemblies and celebrated by the community
- Kelly Club Before & After School Care expanded to offer holiday programs onsite, providing added support for OLOP families

These partnerships and initiatives reflect our commitment to nurturing a connected, inclusive, and vibrant school community where students thrive through shared learning, celebration, and service.

Parent Satisfaction

At Our Lady of the Pines Catholic Primary School, we deeply value the essential role our parents play in supporting their children's learning and contributing to the life of the school. Our parent community continues to provide a strong foundation for our success by fostering a positive, respectful, and collaborative partnership with staff.

Throughout 2024, parents have actively supported school initiatives, events, and learning opportunities. Their positive attitude and flexibility have been instrumental in adapting to the ever-changing educational landscape. This ongoing commitment enhances our sense of community and directly benefits student outcomes.

MACSSIS Parent Survey Results – 2024

As part of the Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS), parents provided valuable feedback on their experience and engagement with the school. Our 2024 results reflected highly positive perceptions of the school environment, culture, and communication practices.

Top 25% of Schools Nationwide:

- School Fit
- School Climate
- Student Safety
- Communication
- Barriers to Engagement

Top 50% of Schools Nationwide:

- Catholic Identity
- Family Engagement

These results demonstrate the strength of the relationship between home and school, and our shared commitment to nurturing a welcoming, inclusive, and safe environment. We are grateful to our families for their continued trust and support, and we remain committed to further strengthening our communication, engagement, and faith-based mission in partnership with parents.

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