

ANNUAL REPORT TO THE SCHOOL COMMUNITY



2018

Our Lady of the Pines Catholic Primary

Donvale

REGISTERED SCHOOL
NUMBER: 1759



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

Our School Vision

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

We are called to:

Act Justly

Love tenderly

Walk humbly with our God



Vision Challenging
Nurturing Pastoral Welcoming

Our School Mission

- ❖ At Our Lady of the Pines we encourage Catholic practices by sharing the knowledge, beliefs, values and ethos of the church. The staff bring with them a diverse range of faith experiences which provide students with models of adult Christian life.
- ❖ The school in collaboration with families provides the opportunity for students to make a personal commitment to God through prayer, sacraments and participation in the faith journey.
- ❖ Our Lady of the Pines is a place which fosters the development of positive self-esteem and strives to provide a safe and secure environment where every individual is treated with respect and justice.
- ❖ Our Lady of the Pines is a place which represents a challenging and stimulating curriculum that is comprehensive and allows and encourages individual students to develop at their potential. Effort as well as achievement is valued.
- ❖ Through a learner-centred curriculum students are encouraged to be active, independent learners who take increasing responsibility for their learning.
- ❖ Our Lady of the Pines is a place where a family atmosphere prevails and parents and the wider community are encouraged to participate in many programs and feel welcomed and appreciated.
- ❖ At Our Lady of the Pines we work in a democratic framework within the context of a Catholic setting.



School Overview

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

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

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



Our staff makes up a team of enthusiastic, talented, committed and highly professional teachers, specialist, support and administration staff. The current enrolment of students represents a diversity of cultures. Approximately 20% of our school population comes from a home background where a language other than English is regularly used. On census day 2018 there were 334 students enrolled at Our Lady of the Pines in 15 classes organised as follows:

2 x Foundation,
2 x Year 1's,
2 x Year 2's,
5 x Year 3/4's
4 x Year 5/6's

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



Principal's Report

The 2018 school year was a highly successful one, at Our Lady of the Pines, with many programs implemented over the year aimed at continually building on our strong foundations. The year also presented many opportunities to put in place the vision of the school that was established in the new School Improvement Plan following our review in 2015. It is in this spirit that I present to you the 2018 Annual Report to the Community. In line with the Australian Government Accountability requirement, this report has been compiled in relation to the 2018 school year.

The Religious Education Program at Our Lady of the Pines is the cornerstone of the work we undertake with our staff, students, parents and parish community. Our school works very closely with our Parish Priest, Father Jerald Mariadas, to develop a strong faith-filled community that supports the school's vision and mission statements. The students regularly participate in liturgical celebrations and we have a strong social justice focus in our school. The staff have worked with Father Jerald in their understanding and preparation of liturgical celebrations.

The curriculum at Our Lady of the Pines engages the students in a love of learning and fosters their potential through a range of specialist, support and extension programs. Maths continued to be a very strong focus throughout the school in 2018. We were extremely pleased with the growth and development in this area, as reflected in our results. Science also continued to be a strong focus area, as it is taught both as a subject in the curriculum in every class, as well as a specialist subject. We continued to work closely with our 'Learning Technologies Consultant', who continued to develop our use of Google Apps for Education, coding and designing apps programs for Italian. We are able to provide an excellent and appropriate level of access to technology for all students. This year we have been able to further upgrade our technology area by purchasing new laptops throughout the school whereby we have a 1:1 program in our Year 5/6's, 90 laptops in our Year 3/4's and a class set between two classrooms in our Junior and Foundation years. We also have class sets of iPads in our Junior and Foundation levels.

Our Lady of the Pines has continued its great work in the area of Student Wellbeing, providing a safe, happy and supportive learning environment through our work with students on Peer Mediation, Circle Time and Restorative Practices as well as the further extension of our work in implementing the Positive Behaviour for Learning framework across the school.

In 2018 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 2018 we continued to be very fortunate to have a school community and culture that was progressive and one that valued the whole person. Our volunteers and staff were excellent role models for our students. They provided living examples of the qualities that we seek to promote amongst all children – humility, generosity, compassion, service and gratitude. These qualities are the ones we will always need in any future society. In the words of Nelson Mandela, *‘What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others.’*

I would like to acknowledge and give thanks to all members of our school community for their enthusiasm, dedication and support of our wonderful school during the 2018 school year. I would like to say thanks to the following people who I cannot thank enough:

- Fr Jerald Cecil for his support and guidance of our school throughout the year.
- Our committed teachers, for the extra learning opportunities, care and effort they provide all of our students which goes far beyond what they are expected to do.
- Also to the staff who consolidated learning through camps and excursions, often when these occur outside of normal hours; Vanessa Campbell, Jane Jones, Cathy Moroney, Anna Chiera, Sue Ford, Juanita Monahan, Jacinta Mylonas, Jenny Rhoderick, Monica Poulton, Sarah Ciurleo, Clare Davis, Maria Teasdale, Mel Whittle, Giulia Costa, Denise Kolokotronis, Amalia De Fazio, Sally Jenkins, Steve Nugent, Sarah Pedersen, Matt Green, Julie Carrick, Anne Jenkins, Danielle Saulsman, Bree Walker, Danielle Cuthbertson, Michael Zerbi, Pauline King, Judy Paul, Kathy Stewart and Rochelle Buckley.
- The Executive Leadership Team for their continual leadership and support of student learning and upholding our Catholic ethos – Rochelle Buckley, Giulia Costa, Anne Jenkins, Judy Paul and Kathy Stewart.
- The Leadership Team for their continual leadership and support of student learning and upholding our Catholic ethos which includes our Executive Leadership team and – Clare Davis, Sue Ford, Mel Whittle and Danielle Saulsman.
- The Administration staff, Noreen Forsyth and Helen Johnson, for their dedication and support of the school.
- The Learning Support Officers, Trish Gurney, Fiona Murphy, Dom Rausa, Nadia Vovos, Megan Plowright and Noreen Forsyth for their support.
- Our Library Technician, Maryanne Walker, for her work in the library and also Nadia Vovos who has replaced Maryanne Walker.

- Our Physical Education specialist, Danielle Cuthbertson, and Bree Walker earlier in the year, for their organisation of our sporting carnivals and students representing our school at zone carnivals as well as interschool sports
- Anne Jenkins and Linda Barker for their dedication, support and guidance of our choir.
- Judy Paul for her support and guidance of the Green Thumbs group.
- Mel Whittle and helpers including Anna Chiera for their support and guidance of the Code Club.
- Kathy Stewart for her organisation of the Games group.
- Michael Zerbi and Juanita Monahan as well as all our staff in setting up and performances on Journey to Bethlehem.
- Michael Zerbi and all our staff in preparing performances at our recent Fair.
- Denise Kolokotronis for her work on the Art Show for the Fair, as well as our staff who assisted setting up the area.
- Clare Davis and staff involved in the preparation and guidance of the Sacramental programs and Masses.
- Catherine Fyfe and her very dedicated volunteers who prepared and implemented a highly successful and profitable Community Fair
- The Du Toit family who have helped out with sound and lighting during many performances.
- The Fabbris family who continually support and provide donations of smallgoods for school fundraising efforts.
- The Year Six graduation committee for the fantastic efforts in preparing the Year 6 graduation dinner and Year Book.
- The team of mothers who regularly organise our icy-pole and chips each Wednesday at lunchtime.
- Our loyal cleaning staff, Anesti and Xavier and Alex from Proviron, who keep our school neat and tidy.
- James Manche who is our accountant and continues to guide and monitor our finances throughout the year.
- Amanda Smith, from Catholic Education Melbourne, who is my Principal Consultant, as well as Marwin Austerberry, our Eastern Region Manager.
- Joe Salamone who continues to do lots of big and little jobs around the school when needed and his amazing work throughout the year around the whole school.

- Joe Salamone, Aneste Kotsakidis and Adrian Ferris for their huge efforts and support during our move at the end of third term in preparation for our building project. Also to our dedicated family volunteers who helped with the big move of our library to the meeting room at the end of the third term.
- Tser Lin Hetherton for her hard work and dedication as our Information Technology consultant.
- Vu Dinh who provides weekly support to our staff around IT maintenance and work with our administration system.
- Liza Jansz and the parish for their efforts throughout the 2018 year.
- Our Advisory Board, who has provided guidance as well as direction in many areas of the school: Matt Coviello, Fiona Bussutil, Ellen Pearson, Vanessa White, Nathan Condie, Sam Giandinoto and Rebecca Reginato.
- Vera Scala from PSW, who manages our uniform shop and assists our families throughout the year.
- ALL our dedicated parents who volunteer their time and help in our classrooms, library and around the school.
- The parents who take the time to write a note, make a phone call or come into the school to discuss a concern, provide their thoughts and give positive feedback to the school.
- The parents for the wonderful work they do with their children, they are a credit to you. Thank you parents for the partnership you have formed at our school.
- And finally, and most importantly, to our students for their continual love of learning, positive improvements as a whole in behaviour and willingness to become responsible members of society. They all contribute to make Our Lady of the Pines a rewarding experience.
- To all other helpers, who have supported our school, my most sincere thanks. The 2018 school year has been a very busy one full of challenges and I have been impressed with how our school community has embraced these challenges and worked for the common good of our students, particularly as we have had moves in Term Four during the start of our building project.

The 2018 year has been a very busy one full of challenges and I have been impressed with how our community has embraced these challenges and worked for the common good of our students. There are so many co-ordinators and groups organising fundraising events throughout the year and we thank them sincerely for their time and dedication to our school:

- OLOP Basketball Club
- Icy Pole Days
- Pop up Lunches
- Student Banking
- Mother's and Father's Day Stalls
- Mother's Day
- Father's Day
- Grandparents Day
- Father Child Weekend
- Walk-a-thon
- Easter Raffle
- Entertainment Book Sales
- Journey to Bethlehem helpers
- Second Hand Uniform Shop
- PSW Uniform Shop
- 2018 Fete Committee



Parish Priest's Report

What is it about Catholic Education that has brought our children and parent community to choose Our Lady of the Pines Catholic Primary School? In speaking with parents it is the belief that Our Lady of the Pines asks more of you and your child to be of service to others. As well as provide a pastoral care platform which provides a real and connected school community base.

Our Lady of the Pines Catholic Primary School is unequivocal in its commitment to helping build and providing insights into understanding about Catholic faith, thus enabling parents to pass onto their children at OLOP this wonderful insight.

Our Lady of the Pines Catholic Primary School has a team of amazing staff who work hard to inspire the children to fulfil their potential. It is an engaging place that welcomes everyone with a smile and values all the contribution of all stakeholders.

I would like to thank all staff, parents, leaders and students in making OLOP a true Christian community. Let us work together to continue this role of making our world a better place.

Fr Jerald Mariadas



School Education Board Report

The Our Lady of the Pines School Advisory Board is pleased to present its report for the 2018 school year. The meetings of 2018 proved to be of great assistance to the school, supporting robust discussions and solution seeking as appropriate. As always, the board thanks Father Jerald for his attendance and ongoing support.

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

The board members worked on the following areas and activities throughout 2018:

- The current swimming program and potential enhancement options for future years were reviewed and changes approved.
- The leaders also presented the school's NAPLAN results to the board and results were reviewed and discussed.
- The Advisory Board discussed with the Literacy and Maths Leaders enhancing the Prep Literacy and Numeracy night to introduce the school-wide literacy and numeracy evening.
- Review and discussion of the Before and After School Care program. In consultation with the Board we changed our supplier from Camp Australia to OSHClub.
- Continuation of review of school uniform which will run into 2019.
- Building program for 2018 beginning with an end date of 2019.
- Communication with parents.
- Social Media introduction at OLOP.
- Promotion of the School and our footprint in the Donvale community.
- Review of awards and processes here at OLOP.
- Parking issues around the school.

School Education Board 2018

Education in Faith

Goals Intended Outcomes

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

Intended Outcomes

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 endeavoured to apply them into our daily lives. The school environment reflects our Catholic identity, with sacred places in every classroom for children to gather in prayer and meditation. The whole school practises meditation on a daily basis.

Fr. Jerald Mariadas, our Parish Priest, has celebrated liturgies with students. Liturgies are celebrated on a regular basis, and include whole school masses, paraliturgies, meditation and prayer. 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.

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, meditation and reflection
- Masses and liturgies
- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Social Justice activities

The celebration of the Sacraments is a major part in our education in faith. Our Year 3s take part in the sacrament of Reconciliation for the first time. Year 4s receive their First Eucharist and Year 6s are confirmed by Dean John Salvano at St Patrick's Cathedral. The school choir plays a major role in our masses, liturgies and sacraments. While only three grades are directly related to the celebrations, all classes follow the curriculum and learn about the sacraments at the appropriate time. This enables the whole school to grow in knowledge and understanding of these important traditional areas of the Catholic Church. All classes then celebrate the sacraments through whole school masses and classroom visits.

We endeavour to provide students with opportunities and experiences so that they may become active, faith filled, responsible citizens contributing to their world in meaningful ways. Our Religious Education program is the core of teaching and learning. We focus on developing students' mind, body and spirit. We encourage students to reflect on their lives and those of others, and to support worthy causes such as Project Compassion and Socktober. We value and support partnerships with families, the parish and wider community in the day to day education of the students, and believe that this should be founded on a spirit of mutual respect, co-operation, communication, trust and support.

We introduced the school community to Mini Vinnies at a whole school assembly, with the intention of establishing a student group who get together to help those in need within our school and local community. Mini Vinnies introduces children to social justice issues, to the St Vincent de Paul Society and to living faith through action.

We continued to follow the liturgical calendar and celebrated all special occasions e.g. the 'Stations of the Cross' in Lent, Remembrance Day, and 'Journey to Bethlehem' held in the weeks before Christmas. We had a whole school mass and celebration around the time of our feast day 'The Feast of the Assumption' August 15th.

Staff meetings begin with a 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.

At Our Lady of the Pines Catholic School, we believe that one needs to love and be loved in order to live a happy and fulfilled life. We embrace opportunities as life-long learners and we strive to live by our vision statement; 'To act justly, to love tenderly and to walk humbly with our God'.

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



Our Value Added Achievements

- Parent and child evenings to prepare for the sacraments were conducted at the Parish Centre
- Aligned school theme with the themes in the parish
- Year Six leadership
- Commissioning Mass for OLOP staff was held at the beginning of the year
- Prep Welcome Mass was held at the beginning of the school year
- Whole School Masses were held for our Opening of the School Year Mass combined with Ash Wednesday, Feast of Assumption, Mothers' Day, Grandparents Day, Remembrance Day combined with Reconciliation, Confirmation Whole School Mass, End of Year Whole School Mass, Graduation Mass, End of Year Staff Mass.
- 'Stations of the Cross' installation in the Church, created by the whole school and used by students and parents as a prayer focus.
- Weekly prayer at staff meetings
- Whole school participation in daily Christian meditation sessions
- Parent and child nights to prepare for reception of each sacrament. These sessions included theology background, signs and symbols, and activities and were held in the Parish Centre, led by the school and Neal Murphy
- Growing In Faith parent child evenings for Foundation, Year 1 and Year 2, facilitated by Neal Murphy
- Eucharist and Reconciliation student workshops were held in the Parish Centre led by the classroom teachers and the Parish Pastoral worker
- Thanksgiving masses followed the Sacraments of Eucharist and Confirmation
- Sacramental displays highlighted these special events in students' faith journeys
- School based program for Sacramental preparation using Coming to Know, Worship and Love and other resources.
- Purchased Religious Education resources
- Provided Religious Education support to teaching teams on planning days
- Integration of Religious Education focuses within Inquiry and literacy planning where appropriate

Learning & Teaching

Goal

To develop each student through effective teaching

Intended Outcomes

That the learning growth of all students improve

Achievements

The Learning and Teaching focus was to continue to familiarise staff with student data and to improve teacher efficacy through building a collaborative process from Foundation - Year 6. Data analysis was the key feature in the shared understanding of getting to know all students in the school, and to continue to develop a systematic process for identifying and addressing the needs of learners, as well as it being the starting point for planning, teaching, learning and reporting.

Teachers make adjustments to their planning and teaching to cater for all students. We continue to develop a systematic and whole school approach to documenting and collecting data. Personalising learning directly impacts student engagement. This ensures that students are engaged, challenged and supported in their learning journey.

The online assessment process was delivered under more stringent conditions so that data becomes more consistent across all levels. Leadership supervised all testing. On Demand Testing was also introduced from Year 3-6.

During 2018, we have continued the practice of students writing their own learning goals and reflecting on their progress. Student goals and progress is discussed amongst parents, teacher/s and student at least biennially through formal interviews.

The school continues to be involved in the research project, 'Faces On The Data', headed by Lyn Sharratt. Our Professional Development Day focused on this project. It provided the opportunity to analyse, discuss and reflect on shared belief, understanding, responsibility and accountability.

Collaborative planning time is across all levels. There is a set time for whole team and individual planning. Level planning is more structured, and includes student needs and outcomes. All meetings have an agenda and are minuted.

There is minimal disruption to the learning block in the morning session. The intention is to maximise effective learning and teaching time. This block is dedicated to literacy and numeracy.

A Literacy and Maths Information Evening was introduced in 2018. The purpose was to inform parents and the community of what Literacy and Maths looks like at Our Lady of the Pines, to participate in class activities, and to observe learning and teaching in the classrooms.

Collective data from all learning areas is shared amongst leadership. The analysis of student data is used to get to know all students and to improve learning, and social and emotional wellbeing. Each student is the responsibility of all the staff and not only the class teacher.

In addition to adjustments within the classroom, interventions such as Reading Recovery and Levelled Literacy Intervention is used as support throughout the school.

The Literacy CAFE and CRAFT program are used throughout the school. It supports teachers in maximising students' understanding of the key components of successful reading such as comprehension, accuracy, fluency, and expanding vocabulary.

'Seven Steps to Writing Success' was introduced to continue our writing journey, particularly the middle and senior levels. In order to support and improve student vocabulary and spelling, teachers were upskilled through Professional Development and workshops.

'THRASS' which is based on phonological awareness, was introduced as a programme in the Junior Levels, and 'Words Their Way' which is based on a student-centred approach to vocabulary growth and spelling development, was implemented in the Middle and Senior Levels.

Foundation and Year One students have been involved in a Maths project. It is part of the Catholic Education Melbourne (CEM) Learning Framework in Number (LFIN) Pilot Project. These students and any new students to the school were screened using the Number Intervention Framework to identify point of need, where data is used to inform teaching.

Sprints is a regular, short and targeted session which identifies and focuses on one area of student learning for rapid improvement. It is scheduled 3 times a week for a duration on 5 weeks, and then the student is reassessed. Any students with challenges in any area of Number are flagged and intervention is organised through the use of Sprints. Through the project teachers will continue to increase their knowledge of pedagogy and content in early number, develop capabilities in administering and analysing Assessment Schedules to target individual student growth and develop capabilities in designing curriculum to improve student learning outcomes.

LFIN was also extended to students in other year levels, It was used to identify students who needed additional scaffolding in their Number knowledge and understanding.

Maths clinics timetabled weekly for Grade 1 to 6 students, supported topics and concepts across the year levels, and focused on personalised learning.

Selected students were entered into the Maths Talent Quest (MTQ). MTQ is an annual activity aimed at promoting interest in mathematics and fostering positive attitudes amongst students, teachers and parents. The focus of the MTQ is on the process of mathematical investigations and relating mathematics to everyday life.

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

In conjunction with the Digital Technologies leader, the consultant works with a group of senior students who excel in digital technologies. These students serve as mentors to their peers and are working on projects to teach our local community about coding and how to use Google apps effectively. This year, in place of digital portfolios, we have commenced using the Seesaw App to communicate students work and achievements to parents.

For the second year running, our school was invited to field test curriculum resources developed by the Smithsonian Education Centre in Washington DC. Zika' is a global, inquiry - based community science module that hopes to address the challenges of mosquito-borne diseases, such as Zika, dengue and malaria etc. within local and global communities.

In this module students explored the socio-scientific problem of, 'How can we ensure health for our local community from mosquito-borne diseases?' To do this, students were part of an international research team where they investigated how mosquitoes transmit diseases. A sample of students' work was sent to the Smithsonian Education Centre in Washington D.C.

Science, as one of our Specialist areas, continues to have a high profile. The intention is to link it more closely to technology and engineering, thereby providing a rich STEM-based curriculum. In Term Three, the whole school was involved in an investigation, titled 'Build a Bridge'. Criteria was adapted for the various year levels, and parents were invited to school to observe, question and reflect on the inquiry-based activity.

Our Environmental Team, the 'Green Thumbs' has two representatives from each grade. They have continued to investigate sustainable practices, improve the school gardens and grow vegetables. The produce grown was taken home by the students and shared with staff.

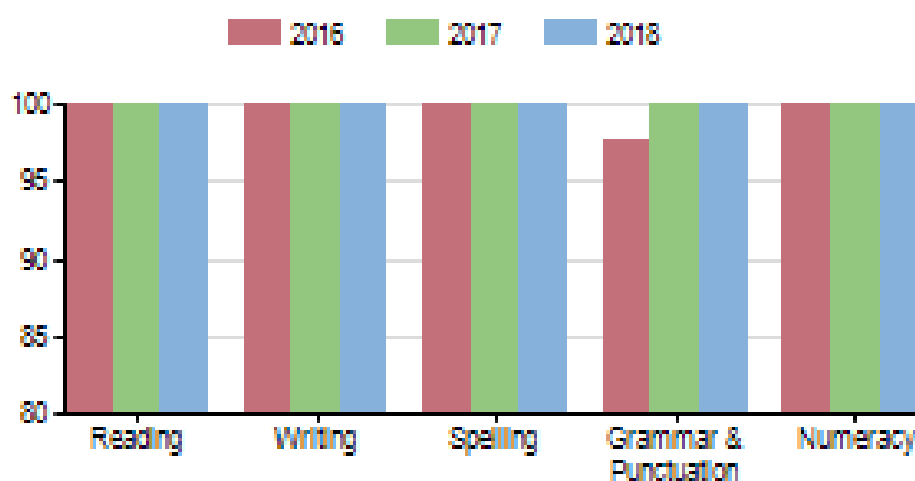
Extra-Curricular activities taking place at Our Lady of the Pines include: private music tuition, basketball, tennis, choir and percussion groups as well as Chess Club, Art Club, Disco Club, Code Club, 'Green Thumbs' Environmental Team, and Computer/Games Group at lunchtime.



Student Learning Outcomes - NAPLAN

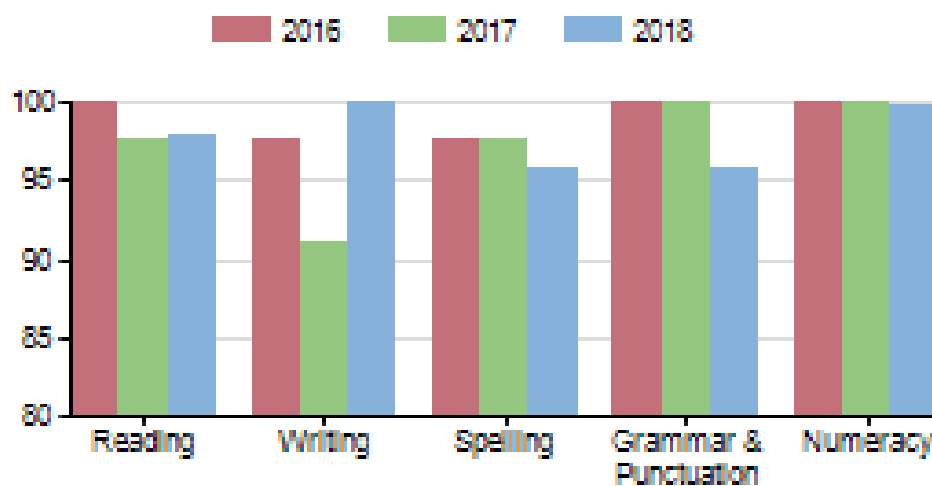
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	97.8	100.0	2.2	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	97.8	-2.2	97.9	0.1
YR 05 Spelling	97.7	97.8	0.1	95.8	-2.0
YR 05 Writing	97.7	91.1	-6.6	100.0	8.9

NAPLAN Year 3



Our Year 3 NAPLAN results show that all of our students met the standard for reading, writing, spelling, grammar and punctuation and numeracy.

NAPLAN Year 5



Our Year 5 NAPLAN results showed numeracy and with a significant increase in writing, students reached the standard. Reading, spelling and grammar and punctuation showed 95% or more of our students met standard.

Student Wellbeing

Goal

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

Intended Outcomes

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

Achievements – Including Value Added Achievements

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

The Student Wellbeing Leader liaises with the principal on both daily issues pertaining to the wellbeing of individual children and with the help of the Student Wellbeing Team works with staff, parents and students to oversee our wellbeing agenda and initiatives. A Child Safety Policy and Code of Conduct are in place.

We have implemented the Positive Behaviour for Learning framework to incorporate our behaviour management and positive relationships (anti-bullying) policies. Our four main behaviour expectations are 'Act Safely', 'Be Kind', 'Show Respect' and 'Act Responsibly'. Restorative Practices remains our accepted model of conflict resolution. This aims to use active and empathic listening to develop rapport among all participants and, when incidents occur, to empower them to find solutions which repair damage done to relationships. 'Circles' are used as a class meeting format.

During 'Positive Relationships Week', our students explore many different aspects of building and maintaining positive relationships and standing up against bullying including cyberbullying. We have continued our buddy program with Grade 6 with Prep, Grade 5 with Grade 1 and Grade 4 with Grade 2. We use the Alannah and Madeline Foundation Better Buddies program.

We have continued to provide some alternative programs and venues for social opportunities to enhance student self-esteem and connectedness e.g. a lunchtime, code club, chess club, garden club, choir and a library program for quiet recreation. To develop leadership capacity, students have been involved in many directed and managed roles and responsibilities. These include: school captains, sports captains, sustainability captains, religious education captains, peer mediation captains, library captains and choir captains as well as a SRC of class representatives. The 'Green Thumbs' team is responsible for the sustainability initiatives in our school. The SRC is involved in initiatives such as raising funds to support the missions as well as the Good Friday Appeal.

A positive peer support approach was again used to train a group of students as 'Peer Mediators' to identify and/or intervene in minor conflict situations with younger students. It helped them understand how best to intervene to resolve petty conflicts in an assertive and positive way. The Peer Mediation Program helps to maintain a safe and friendly environment for all students on the playground.

Social and Emotional Learning is an important part of our curriculum. At OLOP we have continued to use structured and embedded programs, to explicitly teach and develop personal and interpersonal learning, that include strategies to build resilience and promote tolerance of others, effective conflict resolution, optimism, anti-bullying, anger management, assertiveness and making friends. In 2018 these included:

- The Victorian Curriculum Personal and Social Capability
- Values education which includes the explicitly taught values of respect, caring and consideration, kindness, friendliness, courage, responsibility, determination, honesty, assertiveness and acceptance.
- Specific 'Positive Relationships' (anti-bullying) lessons taught in all grade levels
- Cooperative learning, which fosters cooperation through joint problem-solving, the sharing of ideas and working together
- Social Responsibility, taught in various integrated topics
- The MAPPEN program to help to engage students and stimulate learning
- Cybersafety
- Child Safety

Every student identified his or her individual learning goals.

Orientation and transition programs are in place for Prep and Year 6. Year 6 teachers liaise with two local secondary schools to plan and run a formal transition program to help our students to prepare for high school.

Four of our Year 5 students are initiated as Fire Carrier leaders at OLOP. The Fire Carriers are those students who help keep the indigenous focus and perspective of our school at the front of our minds.

Student Satisfaction

According to our 2018 *Student Experience Survey* the school performed in the top 25% compared to the range for Australian Schools in the following areas:

- Learning Confidence
- Student Motivation
- Connectedness to Peers

According to our 2018 *Student Experience Survey* the school performed in the middle 50% compared to the range for Australian Schools in the following areas:

- Student Morale
- Connectedness to Peers
- Teacher Empathy
- Purposeful Teaching
- Stimulating Learning
- Student Safety
- Classroom Behaviour

Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	96.9
Y02	96.0
Y03	94.4
Y04	94.0
Y05	96.7
Y06	94.7
Overall average attendance	95.4

Student Non-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 starts to slip again

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

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

- In compliance with Ministerial Order (870) which nominates seven Victorian Child Safe Standards, our school has documented strategies to embed a culture of safety. We have a Child Safety Code of Conduct and Child Safety Policy. These complement our other professional codes and policies that affirm the Gospel values of love, care for others, compassion and justice. The Code of conduct lists acceptable and unacceptable behaviours that all staff, volunteers, contractors and anyone who deals with our students, are required to observe, in order to maintain child-safe principles. The policy states and details the actions we take to demonstrate our commitment to child safety and to enable school staff, parents and children to understand, identify, discuss and report child safety matters. All staff, volunteers and community members that have contact with our children have to sign and adhere to this policy and Code of Conduct.
- Our staff members understand their individual responsibilities for the child safe standards and child abuse risks in our school environment. There is regular training and open and purposeful conversation with staff regarding student wellbeing, child safety and the prevention of harm. Our school has developed policies and procedures for responding or reporting allegations of suspected child abuse. Our recruitment practices aim to ensure that we engage the most suitable and appropriate people to work with children.
- We have strategies to develop appropriate education about standards of behaviour for students attending our school, including appropriate education about healthy and respectful relationships, resilience and personal safety.

Leadership & Management

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

The structure of our 2018 Leadership Team involved the following:

Leadership Team: Brendan Keeling

Principal

Rochelle Buckley

**Deputy Principal
Teaching and Learning Leader**

Giulia Costa
Claire Davis

**Religious Education Leader
Sacramental & Parish Leader**

Sue Ford
Anne Jenkins

**Junior Literacy Leader
Senior Literacy Leader**

Judy Paul
Danielle Saulsman

**Junior Numeracy Leader
Senior Numeracy Leader**

Kathy Stewart

**Student Wellbeing Leader
Learning Diversity Leader**

Mel Whittle

Digital Technologies Leader

Our Lady of the Pines has supported staff throughout 2018 to manage their professional learning and continue to build their capacity to lead. Staff self-evaluated and looked closely at their personal goals for 2018. Action Teams were in place as a means of having expert groups lead the rest of the staff in the areas of Religious Education, Positive Behaviour for Learning, Peer Mentoring and Digital Technologies. There has also been improved professional learning through the ongoing development of 'Professional Learning Teams', including the inclusion of our 'Learning Intention' on all agendas.

During 2018 we looked closely at our Data and used analysis of this data to evaluate our students and our school goals in aligning them to our Annual Action Plan. This is providing us with a platform for 2019 as we work with Dr Lyn Sharratt in putting faces to the data, working around teamwork and enabling us to challenge our pedagogical practices.

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



Expenditure and Teacher Participation in Professional Learning

In 2018 OLOP again had a strong focus on the professional development of staff with \$36 620 spent in this area. There were 31 staff members involved in the professional development activities throughout the year and this equates to \$1 181 per person. This amount includes teacher replacement costs, course administration and registration costs, planning days and release for literacy and numeracy assessment.

All staff participated in professional learning activities which included:

- Curriculum and administration staff meetings (one per week)
- Professional Learning Teams mainly focused on literacy and numeracy (one per week)
- Planning days for class teachers (one per term)
- Staff Professional Development days included; Data Analysis, planning, school structures, staff wellbeing and pedagogical practices
- Staff attended external professional development days that included; Spelling through THRASS and Words Their Way, Science, Positive Behaviour for Learning, Various Digital Technologies, Emergency Management, Maths, Student Wellbeing, Supporting Students with Disabilities, Learning Framework in Numeracy PD days and network days as well as significant professional development time and days with the Learning Collaborative
- APPA Principal Conference
- Deputy Principal's Conference
- E-Learning Networks
- Religious Education Network
- Principal Network
- Deputy Principal Network
- Learning and Teaching Network
- Student Wellbeing Network
- LFIN and sprints collaborative

Teacher Satisfaction

According to our 2018 *School Climate - School Survey* the school had significant results throughout the entire survey. When comparing the range to other Australian Schools we reached the top 25% in

- Individual Morale
- School Morale
- Supportive Leadership
- Role Clarity
- Teamwork
- Empowerment
- Ownership
- Appraisal and Recognition
- Professional Growth
- Work Demands
- Student Behaviour
- Student Management
- Curriculum Processes
- Student Motivation
- Respect for Students
- Parent Partnerships
- Teacher Confidence
- Engaging Policies
- Quality Teaching

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.3%

STAFF RETENTION RATE	
Staff Retention Rate	83.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.4%
Graduate	23.1%
Graduate Certificate	7.7%
Bachelor Degree	69.2%
Advanced Diploma	30.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0



School Community

Goal

To continue to build a school culture that encourages supportive partnerships with parents and the wider community conscious of our Catholic context.

Intended Outcomes

That participation of and involvement with parents and the wider community continue to grow to benefit student learning outcomes.

Achievements Intended Outcomes

Our Lady of the Pines Catholic School involves parents, carers and the wider community into our school through a variety of activities. We welcome and encourage the community to participate in school and class activities, which include; working on the circulation desk in our library, school banking, excursions, incursions, the literacy program, sports program and fundraisers. Parents are part of our School Advisory Board, Fete Committee and Parents and Friends Committee.

Parents are informed about school curriculum and administration details through letters, FlexiBuzz app updates, class pages and information evenings. Some of our parent information sessions included: Prep night, Human Development nights, Sacramental nights and Parent/Child workshop nights. Relevant training is provided for parents who participate in class programs. Our newsletter, which is online via email and through our Flexibuzz app, regularly includes a variety of articles highlighting relevant educational issues. The OLOP Observer was introduced to give parents further updates on curriculum and includes information from Prep- 6 classes, as well as Specialist areas.

The school revamped our school website, creating a modern platform for information for parents and the wider community. The introduction of our social media arm whereby parents can access Facebook and twitter feeds from our school which is in coordination with Julie Merrett our Social Media Officer

School news is included in the parish newsletter to maintain the link between school and parish. Our school masses are held in the morning to accommodate the local community who are also invited to celebrate the masses with us. The staff is involved in a blessing and commissioning mass at a Sunday mass early in the year. The students involved in making a sacrament attend a commitment mass at a weekend parish mass.

The catechetics program was run by a staff member with ties to the parish. Father Jerald visited the homes of a number of the families with students making their First Eucharist.

'Open Days' are conducted to promote the school. We also continued our 'Storytime' sessions to help the transition of our new preps for the following year. Each week our Literacy Leader read a book and sang a number of songs to a number of our future prep students. Workshops for parents have included sacramental parent/child workshops and Religious Education parent/child workshops for Prep to Year 6. Parents and the wider community were invited to attend the 'Soiree' and 'Journey to Bethlehem' and other performing arts opportunities throughout the year. Our school choir visited our local old age homes to spread the Christmas spirit.

Hampers donated by the school community are given to families who need extra support at Christmas.

Parent Satisfaction

According to our 2018 *Parent Opinion - School Survey* the school had significant results throughout the entire survey. When comparing the range to other Australian Schools we reached the middle 50% in:

- Approachability
- Student Safety
- Classroom Behaviour



Future Directions

In 2019 Our Lady of the Pines will continue the implementation of the School Improvement Plan 2016 – 2019 school years. The School Improvement Plan is the catalyst for the Annual Action Plan which outlines in detail, the programs and goals to be undertaken throughout 2019. Our major goals for 2019 are set out below.

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

The school will continue its work with the 'MAPPEN' program that drives our Inquiry learning throughout the school. This program has resulted in increased student engagement and also ensures that all areas in the curriculum are thoroughly covered. The CEM Learning Framework in Numeracy program will be continued and further developed as it has achieved outstanding results in the area of Mathematics. We will be introducing the 'Sprint' method into various levels in the school.

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

In 2019 will continue to be involved in '***Creating a Culture of Innovation***'. A number of major initiatives are being implemented at a staff level aimed at improving student outcomes through improved teacher pedagogy, teamwork and data analysis. Simply put, we will be reflecting on our current teaching practices to see how effective we are in the classroom. Running alongside this will be the implementation of the structures and processes needed to support teachers in their learning. We are creating collaborative experiences, whereby, the role of the teacher shifts to activator and evaluator of learning (Hattie, 2012) and the agent of change' (Lyn Sharratt).

Our school has been fortunate to be invited to join eighteen other schools in our region to form a learning collaborative which will work closely with Lyn Sharratt, a professor at the Ontario Institute for Studies in Education, Toronto in 2019 for our second year of our cohort. Lyn has been engaged by the Catholic Education Office to work with principals and school leaders in leading change and innovation in teaching practices which make a difference to learning. Lyn's work is based on the research evidence gathered from her work with many schools in Canada and across the globe. I am very excited that our school has been given this opportunity, as are the teachers. The project will span over two years during which we will learn to analyse current data, plan explicit learning cycles to target specific children's needs, track learning and adjust teaching practices to improve learning outcomes. This work is for all children, at all stages of their learning.

The professional learning of our staff is a vital key to the success of our school and to the improved student learning and engagement of our students. The teachers will continue to use data to inform their teaching. They will work on their professional learning goals through both external professional development and the development of best practice throughout the school.

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

Parents and the wider community play a vital role in the life and learning of the students at OLOP. We continue to offer training to our parent helpers in literacy. The School Advisory Board along with our Leadership Team will next year take a lead role in promoting our school as well as investigating ways to expand our communication with our families and the community.

We will continue to develop student voice throughout our school with the ongoing development and nurturing of our Student Representative Council (SRC) and student leaders.

We will continue with the use of '*Positive Behaviour for Learning*' which maintains our ongoing focus on improving both student safety and student behaviour. This project supports us in gathering relevant and accessible data to refine and further enhance our understanding of student safety and behaviour issues.

We are very excited to be in the middle of our building project for \$2.65 million that will be planned for completion in mid-2019. The building project involves the refurbishment of our school. It is a significant project for which we have received \$550 000 funding through a supplementary grant. We will be funding the remainder of the project with a loan.

I would like to take this opportunity to thank the Our Lady of the Pines community for their wonderful work throughout the 2018 school year. The staff, students, parents and wider community work together to provide the best education and environment for the children. We have made a number of significant developments throughout the year and they would not have been as successful without the generous support we receive from everyone.



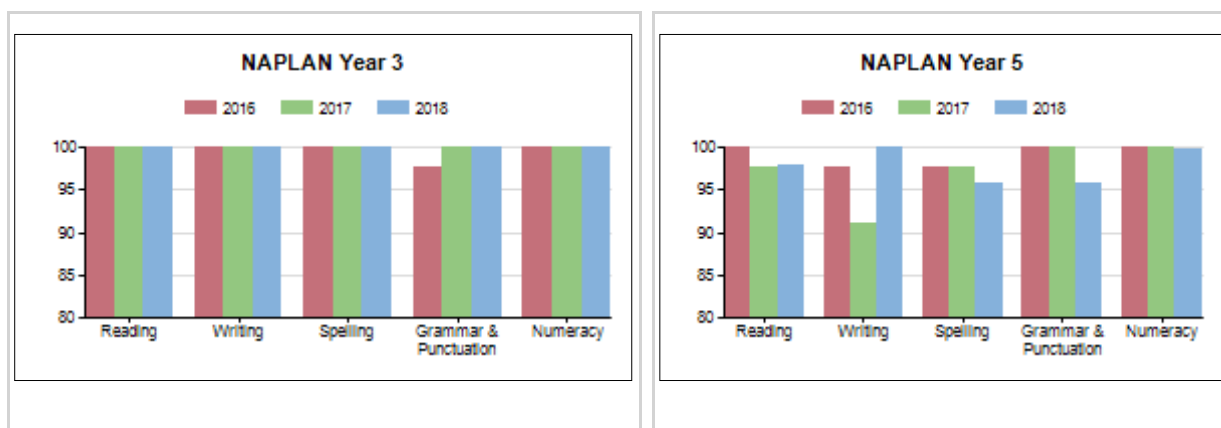
School Performance Data Summary

E1295

Our Lady of the Pines School, Donvale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	97.8	100.0	2.2	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	97.8	-2.2	97.9	0.1
YR 05 Spelling	97.7	97.8	0.1	95.8	-2.0
YR 05 Writing	97.7	91.1	-6.6	100.0	8.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
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Y03	94.4
Y04	94.0
Y05	96.7
Y06	94.7
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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.3%

STAFF RETENTION RATE	
Staff Retention Rate	83.9%

TEACHER QUALIFICATIONS	
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Masters	15.4%
Graduate	23.1%
Graduate Certificate	7.7%
Bachelor Degree	69.2%
Advanced Diploma	30.8%
No Qualifications Listed	0.0%

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