



Annual Report 2005

Holy Saviour School

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SCHOOL SNAPSHOT

Students

At the end of 2005 our school had an enrollment of 176 students including 95 boys and 81 girls. Over 98% of children attended school on average each school day.

In 2005 we had 7 classes, one of each year of primary schooling.

Our class numbers were as below:

Early Stage 1:	Kindergarten: 29
Stage 1a:	(Year 1): 29
Stage 1b:	(Year 2): 22
Stage 2a:	(Year 3): 31
Stage 2b:	(Year 4): 29
Stage 3a:	(Year 5): 18
Stage 3b:	(Year 6): 18

Staff

We had 14 staff employed at the school. Of these 7 were primary classroom teachers, 4 were specialist teachers for the areas of Literacy, Numeracy and Languages Other than English, our school chaplain, a teacher's aide and the school principal.

Average attendance rate of staff is over 99%
All staff, with the exception of 1 has met the professional requirements for teaching in Primary Schools in NSW

Special Programs and Initiatives

The school coordinated a number of programs which allowed students extra support throughout 2005.

These Programs included:

- Student Welfare Program
 - Peer Support
- Student Leadership Program
- Program for Students with Disabilities
- Programs to assist with health
 - Life Education
 - Healthy Canteen Policy

In 2005, the school in its fifth year of operation was pleased with the developments made in special programs and initiatives are set to continue and be consolidated in 2006.

Student Achievements in the 2005 BST

In Year 3 Literacy, 7% of students scored Band 5, 73% of students scored in Bands 3 or 4 while 20% scored in the lower 2 bands.

In Year 5 Literacy 24% of students scored Band 5, 71% in Bands 3 or 4 while 6% scored in the lower 2 bands.

Numeracy

In Year 3 Numeracy, 7% of students scored Band 5, 57% of students scored in Bands 3 or 4 while 37% scored in the lower 2 bands.

In Year 5 Literacy 24% of students scored Band 5, 59% in Bands 3 or 4 while 12% scored in the lower 2 bands.

The growth of our Year 5 students since they were in Year 3 highlights an improvement of between 0.2% and 13% overall. Only 3 students recorded a slight negative difference.

Principal's Message

This year has well and truly been a wonderful year in the life of our very young school.

Throughout the year we had many occasions to give thanks and to celebrate.

Most notably was the official opening of Stages 2 & 3 of our building. Presided over by our School Captain, Amanda and Vice Captain Joanne, our distinguished guests including the Federal Parliamentary Secretary to the Education Minister, Hon. Pat Farmer, His Grace Bishop Issam John Darwish and many other government and Catholic representatives, were treated to a wonderful display of creativity, inspired by Mrs Vivian & Ms Emma and all guests enjoyed and felt our genuine school spirit. Our little school had come of age!

Throughout the year the children were also involved in both school and inter school activities. Students represented the school in the inaugural Greenacre Games, aimed at promoting harmony throughout schools in the Bankstown area, our basketball and oz tag teams did our school proud in their respective competitions and our choir served at the weekly school liturgies and was outstanding at the Solemn Communion Liturgy.

Fr Joseph and Fr Melhem brought a wonderful dimension to our school, they graced our school with their work and with their very presence. Our weekly liturgies have been inspiring and have continued to plant the seeds of Christian spirituality in each child. We love to sing! Every week our liturgies were filled with the sound of angels voices raised in worship.

Whole school rewards abounded this year and the children enjoyed crazy hair day, hat day, discos, lunch days and mufti days. Many children shared morning tea having collected 10 merit cards and there were more student recipients of the Principal's award than ever before.

Amazing efforts!

Stage 2 and Stage 3 students sat for their Basic Skills Test and their results were both encouraging of our policies and rewarding of the effort placed by all teachers at our school.

Throughout this year I have been constantly amazed and always proud of the maturity, genuine care and honesty displayed by all the students at our school. We are not just a catholic school by name but our Christianity permeates every aspect of the school, our work, our relationships with each other and our focus on developing each child's gifts and talents so that they too can grow to lovingly serve God.

I pray that the gifts of the Holy Spirit continue to grace our school and that each of you shares in the peace and harmony of Christmas.

I know you will join with me as we look forward to a phenomenal 2006.

God Bless you all.

Ms Julie Maakrun

Assistant Principal's Message

What a wonderful and eventful year! This year has brought about some memorable and rewarding moments. The official opening of our new school building was a wonderful event. Our School Captain Amanda Abboud and Vice Captain Joanne Nouseir did a wonderful job of leading the ceremony. Other highlights throughout the year include; The Greenacre Games, Bankstown Basketball Tournament, OZ Tag Tournament, Tabloid Sports Day and our own Holy Saviour School Christmas celebrations.

It was uplifting to be apart of this years Solemn Communion celebrations. The children were so excited and proud to show their love for Jesus. They all looked like little angels, I was very proud of each one of my year three students.

I have thoroughly enjoyed attending morning tea sessions every Friday with the star students at Holy Saviour School. We have had record numbers attending morning tea this year, which is very pleasing, proving that the students at our school are very clever and well-behaved. Throughout the year Holy Saviour School has raised much needed funds for charities such as Project Compassion, Caritas Australia and Westmead Hospital. Well done Holy Saviour!

I feel truly blessed to be apart of such a wonderful team of talented and dedicated teachers. I would like to wish all the children, parents and staff at Holy Saviour a wonderful Christmas and a safe and happy new year. I look forward to the journey 2006 will bring.

May God bless you and your family.
Mrs Tania Devlin

HIGHLIGHTS OF OUR SCHOOL YEAR

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Our new school entrance



The Hon Pat Farmer Bishop Issam John Darwish blessing the school plaque



Students performing at the opening ceremony

During 2005 Holy Saviour School participated in a variety of sports which sought to provide the students with a diverse range of sporting opportunities aimed at developing students' skills, confidence and fitness.

Highlights of the 2005 Sports Program included:

- A successful Learn to Swim Program
- School Sports Programs in Gymnastics, Basketball, Tabloid Sports, Aerobics & Athletics
- School teams entered the Schools Sports Association regional competitions in Oz Tag & Basketball

The school was proud of the sportsmanship demonstrated by the students throughout the year and recognizes the work of staff in coaching and supervising events.



Students participating in the Oz Tag Competition

A 40 minute per week period of specialist music instruction which encompassed the following areas:

- Music History
- Singing & Listening
- Performing – Percussion, Keyboard & Recorder

A school choir was established which performed at weekly Liturgies.



Our school choir performing at the Official Opening Ceremony for Stages 2 and 3.

Our school also participated in the Greenacre Games, with students from neighbouring schools to promote racial harmony and tolerance.

We also marked World Youth Environment Day on 8th June by sending student representatives to attend a one day practical experience of our local environment.

COMMUNITY PARTICIPATION

Our parent and community volunteers continue to provide valuable support and finances for individual and whole school programs.

Parent volunteers assisted in:

- Stage Literacy Group Support
- Canteen
- Sporting Events
- Excursions
- Fund raisers

Through parent participation the school was able to purchase:

- Guided reading materials for Stage 1
- Science resources

Our annual dinner dance raised \$8 000 in funds that allowed for general maintenance of the school building including

- Insulation of stage 3 classrooms and corridor areas
- Purchasing of resources for reading, including listening post sets for Early Stage 1 and Stage 1 classes

OTHER ACHIEVEMENTS:

Mindful of our role in the community the students participated in programs aimed at raising their awareness of the people around them.

Highlights included:

- Lenten Compassion
- Caritas Australia
- Westmead Hospital - Bandaged Bear Day

FINANCIAL SUMMARY

This summary covers a statement of the income and expenditure of the school in 2005.

A detailed statement is available by contacting the school.

INCOME	\$
School Fees	173 250
Australian Government Grants	815 468
State Government Grants	300 474
Other Income	106 895

TOTAL INCOME 1, 396 087

EXPENDITURE	\$
Salaries	870 602
Accounting/Auditing	7 000
Bank Charges	1 232
Books	14 640
Bus Expenses	12 823
Levies	4 080
Canteen	18 339
Cleaning	39 403
Groceries	469
Computer Expenses	9 349
Consulting	1 968
Copyright	2 568
Depreciation	50 707
Donations	546
Electricity	20 501
Entertainment	233
Excursions	14 021
Fundraising Expenses	2 923
Insurance – General	16 239
Insurance – Workers Compensation	10 957
Interest Paid – Loans	106 264
Motor Vehicle Expenses	2 038
Miscellaneous Tuition	51 616
Miscellaneous	36 400
Stationery	6 077
Rates & Repairs	31 031
Training	1 722
Superannuation	85 985
Subscriptions	839
Telephone	4 720
Water Rates	6 556

TOTAL EXPENDITURE 1 431 848

OPERATING LOSS 35 761

All school financial statements are audited by
Sothertons
Chartered Accountants

SIGNIFICANT PROGRAMS

Student Welfare

One of the highest priorities at the school is that of student welfare.

Each student is a valued and respected member of our school community.

Our Achievements Include:

Training and implementation of the following:

- Peer Support Program
A weekly group work led by Year 6 and Year 5 leaders, aimed at building the social skills of all children in the school.
- Continued evaluation of the schools welfare and management policy to better meet the needs of students
- Fair and consistent implementation of rules to reward success and unacceptable behaviour
- Continuation of the Merit Card System
- Implementation of a student behaviour contract system for unacceptable behaviour

Literacy & Numeracy Stage Groups

All children receive the assistance of a specialist literacy support teacher.

- In Early Stage 1, the classroom teacher and the literacy support specialist worked in a team teaching approach. Students with literacy needs were targeted for small group instruction.
- In Stages 1, 2 & Stage 3, children were grouped into three levels, according to their level of competency.

These groups were then instructed using programs developed to meet their academic needs for a total of 5 hours per week.

Religious Education

All children participate in a weekly divine liturgy, following the Melkite traditions, prepared by the students themselves and open to all members of the school community to attend.

Following our Melkite Rite, teachers and students use the God With Us Program, especially tailored for students to grow in the faith.

Languages Other Than English

Our school recognizes the importance and encourages the maintenance of each child's mother language.

As such all students at the school, being from an Arabic speaking background engaged in three, 45 minutes sessions of Arabic language instruction per week.

Students in Kindergarten and Year 1 had this instruction delivered through the content of their Human Society and its Environment program.

Numeracy Support

Children in Stage 2 and Stage 3 were grouped into 3 levels according to their level of competency in numeracy. These groups were then instructed using programs developed to meet their academic needs for total of 5 hours per week.

Special Needs Support Program

In 2005, there were a total of 3 children funded to receive specialist support.

Children worked using Individual Education Plans that had been developed to meet their specific education needs.

Time allocation on average for students with special education needs was 3 hours per week.

Music Specialist

All children at the school engage in a 50 minute per week period of specialist music instruction which encompass the following areas:

- Music History
- Singing & Listening
- Performing – Percussion and Keyboard

Assessment of children's performance in music was provided at the conclusion of each term and was included in each child's individual portfolios.

Sports & Fitness Program

Throughout 2005, Holy Saviour School utilized the services of sports instructors in various fields to provide a comprehensive sports program to the children.

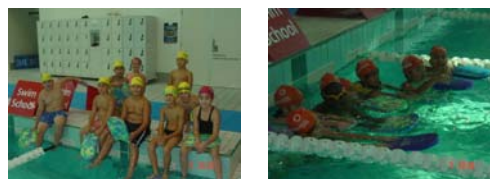
All programs were conducted on a weekly basis throughout each term for a period of 50 minutes.

Term 1 – Learn to Swim Program conducted at The Aquatic Centre at Homebush

Term 2 –Gymnastics

Term 3 - Aerobics

Term 4 - Athletics



Students enjoying the Learn to Swim Program

KEY EVALUATIONS

Education and Management Practices

Assessment and reporting have been the focus at the school again in 2005.

Assessment based on outcomes and indicators have become part of each students work portfolio.

All teachers maintain individual student outcome registers.

Reports to parents are computer generated and include an indication of student achievement in relation to stage outcomes.

Stage Parent Meetings were organized to discuss curriculum, assessment and reporting.

Parent feedback is provided each term by parent utilizing the Parent Response Sheet contained in each students work portfolio.

The school recognized the importance of having an administrative assistant to assist the general day to day operations of the school.

Findings and Conclusion

From information gained parents were generally happy with the reporting and assessing of children.

Parent Report response Sheets provided a valuable means of communication between home and school.

The supply of USB drives to all staff made the reporting process a much easier one to manage.

The school employed an administration assistant part time for 3 days per week.

Future Directions

In 2006, the school will continue to:

- Conduct stage based parent meetings to continue informing parents about outcomes and reporting
- Streamline the process for staff to complete reports on computer to ensure efficient administration of reporting
- Research the availability of commercial reporting programs
- Assist and train all new teachers in the reporting process
- Adopt the Governments new reporting format

In 2006 the school will implement:

- An annual plan for school development
- A staff appraisal policy

Staff and Professional Development

The importance of maintaining professional development opportunities was again placed in focus.

Throughout the year all teachers participated in whole school professional development as part of the Australian Governments Quality Teacher Program.

The focus in 2005 was a continuation in work done throughout 2004, namely in consolidating teachers understanding and pedagogy in mathematics.

Findings and Conclusions

From evaluation gained from teachers indicated that professional development was both practical and relevant. Teacher pedagogy improved in targeted areas.

Through staff meetings and discussions the need to be further skilled in technology and its applications in various key learning areas became a priority for staff.

Future Directions

In 2006, the school will:

- Consolidate teaching and learning in relevant curriculum areas
- Purchase numeracy resource trolleys for each classroom to be used to enhance the quality of instruction in mathematics
- Investigate the potential to implement the use of 'myinternet' for staff and students to address ICT in the curriculum

OTHER PROGRAMS

Programs to Support Learning

Literacy & Numeracy Support Program

Continuing in 2005 was the school's commitment to ensuring that all children experience success in the key areas of literacy and numeracy by appointing 2 specialist support teachers.

These teachers were employed to continue the school's organizational structure of having students grouped and working on programs tailored to address their current levels of functioning.

These groups were structured within individual stages at the school.

Findings and Conclusions

- Programming in both areas became targeted and relevant to the groups being taught.
- School monitoring of student success or student weakness became easier to identify

Future Directions

- Continue structuring stages into groups to target student needs
- Purchase of further resources in both literacy and numeracy to consolidate learning
- Utilising parents to support these 2 key learning areas in the different groups

Programs to Support Students

Special Needs Support Program

In 2005, there were a total of 3 children at the school who having been formally assessed were eligible for funding to receive additional specialist support.

One child was serviced through the Garfield Barwick Institute for Deaf and Blind Children. Time allocation was 3 hours per week.

The remaining children worked using Individual Education Plans that had been developed to meet their specific education needs under the guidance and support of the school's special education needs teacher. Time allocation on average was 3 hours per week.

Findings and Conclusions

- Students were more relaxed working with the specialist support teacher in a one to one environment
- The use of Individual Education Plans targeted identified areas of weakness and set about addressing these.

Future Directions

- The tabling and distribution of a set of outcomes that could be used by classroom teachers in an Individual Education Plan which targeted the areas of literacy and numeracy, for children who were not eligible for funding but still required additional assistance
- Establishing greater communication channels for classroom teachers with the learning support teacher.

STUDENT PERFORMANCE

Introduction

Since the schools inception in 2000, the students in Year 3 and Year 5 have sat for the Basic Skills Test and the Primary Writing Assessment. The tests assess skills in literacy, numeracy and writing and are reported in skill bands.

Skill Bands.

In the Basic Skills Test (BST) the performance of students is reported in skill bands ranging from skill band 1 (lowest) to skill band 5 (highest for Year 3) or skill band 6 (highest for Year 5) These skills bands indicate increasing levels of student ability in literacy and numeracy as measured by the test.

Literacy

Basic Skills Test – Year 3

Students performed at State Average. Of the children who sat for the test 7% achieved a Band 5, 73% scored in Band 4 or 3, while 20% scored Band 2. All students met the National Benchmark for Literacy.

Analysis showed that our school's results were better in reading than in language but there was little or no difference between reading and writing.

Areas of focus in 2006 will centre on greater ability to make inferences from written and visual texts.

Literacy

Basic Skills Test – Year 5

Students performed at State Average. Of the children who sat for the test 24% scored in Band 5, 71% scored in Band 4 or 3 and 5% of students scored in Band 2. Four children did not reach National Benchmark Levels in Literacy. Analysis showed little or no difference between reading, language and writing.

Progress Over Time – Basic Skills Test Literacy – Year 5

Literacy progress of students from 2003 to 2005 was very positive. The majority of students improved on previous scores ranging from 0.2 points to 12.7 points. (7 points is equivalent to 1 skill band) Two students received points below their previous score ranging from -0.3 to -0.8.

Numeracy

Basic Skills Test – Year 3

Student performance in 2005 was just below state average. 7% of students scored in Band 5, 57% scored in Band 4 or 3 while 36% of the students scored in the lower 2 bands.

The schools results showed little or no difference between the strands Measurements, Space and Number.

Focus in 2006 will centre on terms used in mathematics and this was a focus of concern for many students. Consolidation of number facts is also set to occur.

Numeracy

Basic Skills Test – Year 5

Student performance was just below state average. 24% of students scored in Band 5, 59% scored in Band 4 or 3, while 12% of students scored in the lower 2 bands.

The schools results showed little or no difference between the strands Measurements, Space and Number.

Progress Over Time – Basic Skills Test Numeracy –Year 5

Overall progress in numeracy from 2003 to 2005 was positive. 88 % of students recorded an increase in overall points ranging from 0.5 to 8.8 (7 points is equivalent to 1 skill band) 12% of students recorded a slight decrease in points ranging from 0.0 to -5.6

PLANNING FOR 2006

Our school has established target areas for 2006, with the continued aim of achieving for all students an excellence in education coupled with providing the skills and values needed for personal and social growth.

Priority 1 – Religious & Spiritual Dimension

To increase knowledge by staff and parents about the teachings, traditions and practices of the Melkite Catholic Church

To heighten student awareness of social justice issues

Strategies to achieve this priority include:

- Professional development training of staff in understanding the Melkite Rite
- Staff prayer mornings
- Whole school prayer mornings
- Classroom teachers to focus on scripture through explicit teaching and use of the God With Us Program
- Assist and support staff to confidently lead and participate actively in weekly liturgy and prayer

Our success will be measured by:

- Staff & parent feedback of the effectiveness of the strategies implemented
- Involvement of students and the school in responding to social justice issues

Priority 2 – Quality Teaching and Learning

Establish effective processes to identify, respond and monitor the educational needs of students

Strategies to achieve this priority include:

- Specialist teacher support in all stages of literacy and numeracy
- Stage group meetings to continually evaluate and monitor student progress
- Use of individual student profiles for targeted students to monitor progress

Measurable improvement in literacy and numeracy

Strategies to achieve this priority include:

- Articulating a high expectation of all students
- Explicit and challenging class programs focused on all aspects of literacy
- Analysis of BST results to set performance targets

- Target students failing to meet National Benchmark Levels through school support programs
- Strengthen and consolidate whole school home reading program
- Present parent information sessions on how to support children at home
- Explicit teaching of visual literacy in all class programs
- Purchase of numeracy resource trolleys for each classroom to consolidate learning
- Use of specialist support staff to assist each stage in literacy and numeracy learning

Our success will be measured by

- School and classroom structures reflect the needs of students
- Classroom programs and teaching practices meet students needs
- Improved results in the NSW Basic Skills Test
- Evidence of effective teaching and learning in visual literacy within the classroom
- Class programs reflect outcomes based teaching and learning

Effective Assessment and Reporting Procedures to Support Students Learning

Strategies to achieve this priority include:

- Consolidate use of ACER to track and monitor students
- Establish whole school plain English reporting to parents
- Develop individual student profiles for targeted students
- Establish assessment procedures for new students entering the school in stages 1-3
- Specialist support teacher to assess and report on reading level of all students in Early Stage 1 and Stage 1 at the end of each year to set reading targets

Effective use of Information and Communication Technology to Enhance Student Learning

Strategies to achieve this priority include:

- Professional development of all staff in the use of 'myinternet' through the catholic Education Office
- Collegial sharing and mentoring of ICT

PLANNING FOR 2006

Demonstrate a commitment to professional development

Strategies to achieve this priority include:

- Professional goal setting and appraisal of all staff in collaboration with the school principal
- Participation by all staff in the Australian Government Quality Teaching Program

Priority 3 – Pastoral Care

Effective life skills that enhance relationships and interactions of students with others

Strategies to achieve this priority include:

- Reviewing and evaluating the school's current Student Management Policy
- Continuation of the whole school Peer Support Program
- Implementation of a whole school Values Education Program
- Include a parenting section in weekly newsletters
- Monitor students who have experienced grief through loss, separation or divorce and provide specialist programs to support

Priority 4 – Parent Partnerships

Parents and Friends Association engaged in school initiatives to support students

Strategies to achieve this priority include:

- Presenting information sessions on relevant topics (eg bullying, curriculum changes, social skill development)
- Provide parent helper workshops to develop skills to increase parent participation in the classroom and in school activities

Increased participation of parents and families in religious events, programs and celebrations

Strategies to achieve this priority include:

- Present information sessions to parents about various Sacraments
- Encourage attendance at weekly Divine Liturgy through parent led masses

Increased and improved communication channels between home and school

Strategies to achieve this priority include:

- Development of school procedures for teachers to contact parents in relation to:
 - student absences
 - concerns about student progress
 - student behaviour
 - homework related issues
- Greater exposure of school web address for parents to access information

Priority 5 – School Facilities

A well managed and maintained educational environment in keeping with the school's mission statement

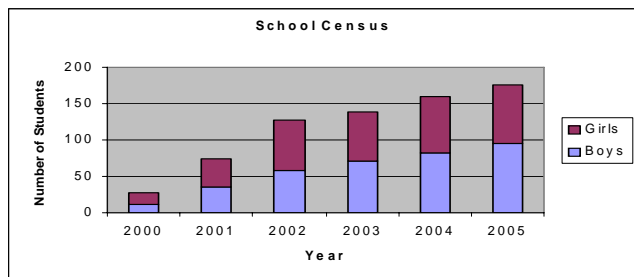
Strategies to achieve this priority include:

- Ensure communication is maintained between all school personnel about OH&S
- Regular school inspections to highlight areas of attention
- Professional development of all staff regarding OH&S systems

STUDENT INFORMATION

Student Enrollment Profile

In 2005, the school concluded its 6th year of operation with a student population of 176 students.



2005 STUDENT PROFILE

The table below outlines the student population in 2005, according to Stage and sex.

Students	Early Stage 1	Stage 1 A (Yr 1)	Stage 1B (Yr2)	Stage 2A (Yr3)	Stage 2B (Yr4)	Stage 3A (Yr5)	Stage 3B(Yr 6)	TOTAL
Boys	17	17	14	18	11	8	10	95
Girls	12	12	8	13	18	10	8	81
Totals	29	29	22	31	29	18	18	176

There is a slightly higher number of boys than girls in the school.

Student Attendance Rate

In 2005, student attendance was 95%.

School Student Improvement Targets in Literacy & Numeracy for Years 3 and 5

Year 3 Targets		
Literacy	2005 Actual	2006 Target
Band 5	7%	12%
Band 3 & 4	73%	70%
Numeracy	2005 Actual	2006 Target
Band 5	7%	15%
Band 3 & 4	57%	65%

Year 5 Targets		
Literacy	2005 Actual	2006 Target
Band 6	0%	4%
Band 3,4&5	94%	70%
Numeracy	2005 Actual	2006 Target
Band 6	0%	7%
Band 3,4&5	82%	85%

STAFF INFORMATION

Staff

The school had a total of 14 staff employed in 2005. Of these:

Position	Number
Principal	1
Assistant Principal	1 (PT)
Classroom Teachers	7
Teachers of LOTE (Arabic)	2 (PT)
Literacy & Special Needs Specialist	1 (PT) 1 (FT)
Teacher's Aide	1 (PT)
School Chaplain	1 (PT)

Staff Retention

At the end of 2005, one teacher took maternity leave for a period of 1 term.

Staff Attendance

In 2005, average daily attendance was over 97%

Staff Qualifications

Teaching Staff	Totals
Possess teaching qualifications from a recognized institution or as recognised by the National Office of Overseas Skills (NOOSR)	12
Possess formal qualifications from a recognized institution or as recognized by NOOSR but lack formal teaching qualifications	1
Do not have qualifications as above but have relevant teaching experience or appropriate knowledge relevant to the teaching content	1
Total Number of Teaching Staff	14

OUR POLICIES

ENROLLMENT POLICY

Enrolment Procedures

1. Children whose fifth birthday occurs on or before **June 30** will be eligible for enrolment for kindergarten that year. The child's readiness for school will also be used to determine enrollment.
2. The school will not refuse enrolment of any child on the grounds of inability to meet financial requirements.

In considering enrolment, priority is given to the following groups of students:

3. Children who are parishioners of Melkite Catholic Churches for which the school has been established
4. Children of other Catholic churches, who with their parents, respect and agree to support the Catholic Mission of the school, including all religious and sacramental programs
5. Children of other Christian churches, who with their parents, respect and agree to support the Catholic Mission of the school, including all religious and sacramental programs
6. Children of other faiths, who with their parents, respect and agree to support the Catholic Mission of the school, including all religious and sacramental programs
7. Siblings of children already enrolled at the school, a sibling of a child already enrolled will have preference over an applicant who does not have a sibling in the school
8. When the enrollment of a child is accepted by the school, continuity is provided for all levels of primary education, as provided by the school
9. Consultation between the school and parents will occur prior to the enrolment of students with special needs or disabilities to ensure that the individual needs of the student as well as the capacity to meet those needs is effectively met

1. Full fee paying overseas students will be considered for enrolment after the needs of local students who are eligible for enrolment have been met
2. The school cannot guarantee the enrollment of children

Parent Procedures

1. All parents enrolling their child at Holy Saviour School must complete the official enrollment form and return it by the due date along with the following documents
 - Birth certificate
 - Baptism certificate
 - Immunisation Record
2. Parents must recognize and be prepared to meet the financial responsibilities for the ongoing enrollment of their child
3. Parents must advise the Principal of any Court Orders that may exist in regard to the child and provide a copy of the Orders for the child's school file

STUDENT MANAGEMENT

The policy for the management of students at Holy Saviour School acknowledges that some students behave in ways that impede their own learning and distract others in the class from effective learning. The policy provides procedures to be followed by teachers in challenging those students who are disruptive in class. At all times emphasis is placed on the following:

1. That student behaviour in the classroom is the responsibility of each classroom teacher.
2. The steadfast belief in and respect for, each student as a unique person.
3. That students take responsibility for their own actions and decisions.
4. That certain consequences may follow from these actions and decisions.
5. That it is the behaviour not the person that is to be confronted.
6. That disciplinary action is consequences related, non-punitive, provides opportunity for students to reflect on their actions and allows for them to make a plan for better decisions in the future. In this way disciplinary action is growth promoting and based on authentic Christian love and reconciliation.
7. That parents are respected as the primary educators of their children.

Corporal Punishment

The Holy Saviour School's policy states that 'the development of self discipline is based on justice, self esteem and reconciliation and hence any punishment, including corporal punishment, which lowers the dignity of a person is inappropriate'.

The school policy puts into place discipline measures, which exclude its use.

Parent Procedures at Holy Saviour School

As a school community parent participation is vital for children to succeed at school.

To ensure that the children use their school time effectively, please observe the following procedures to assist both the parents and the children:

Q: I need to speak with my child's teacher

Your child's teacher will be available on the playground from 3pm-3:10pm each day.

You may also ring the school and make an appointment.

To make an appointment ring the school on **9740 4822**. Once an appointment has been made it will be confirmed with you via telephone.

Parents are kindly asked not to come into the classroom of a morning to see a teacher.

Grievance Procedures

Holy Saviour School puts into place grievance procedures to ensure that harmonious and positive relationships are maintained between all members of our school community.

The policy is underpinned by our belief that every person is valued being created in the image of God and as such deserves respect and honour

In the event of a grievance the following guidelines are used to attempt to restore positive relationships.

Parents:

4. arrange a time through the office to speak to the relevant teacher about the problem
5. discussions will take place in an area away from others
6. parent names are confidential, parents will have the option of remaining anonymous in providing written information

1. in discussing with the teacher, let the teacher know what you consider to be unfair or unjust, giving the teacher time to respond
2. in conjunction with the teacher discuss a plan of action suitable to you both
3. if you still believe the situation has not been addressed arrange a time to speak to the Principal

Q: I need to speak to the Principal

The Principal will also be available during the afternoon from 3:10pm-3:30pm.

You may also ring the school and make an appointment. To make an appointment ring the school on **MONDAY or TUESDAY on 9740 4822**. Once an appointment has been made it will be confirmed with you via telephone.

In the event of EMERGENCIES only you are asked to come directly into the school office.

An emergency is any situation that will have a serious impact on your child being at school.

When will supervision of my child start?

Morning supervision starts at 8:20am. Please have your child arrive at this time and before 8:40am when the school bell rings.

It is important that your **CHILD is ON TIME**

Afternoon supervision is from 3:10-3:30pm. Please collect your child at this time.

It is important that PARENTS are ON TIME

To enable collection of children to be supervised adequately by Holy Saviour School we have implemented a policy where children are required to line up in class groups on the playground to await their parents arrival. We ask parents that they collect their child from the class line on the playground. The school is then confident that the child has been collected by parent's and supervised in the car park area also.

What happens if my child arrives late to school or needs to leave early from school?

Parents must obtain a late slip or early leave slip from the school office.

Children are not allowed to go to class or leave their class without this slip being given to their teacher.

Can I wait for my child inside the school?

No, all parents **MUST** wait outside the school building.

What is the safest way for my child to arrive at school and be collected in the afternoon?

Enter the school via the Waterloo Road entrance.

Park your car in a car park space – **do not be tempted to double park!**

Walk your child onto the playground.

In the afternoon, do the same & collect your child from their class line on the playground.

My child has a medical appointment

Parents are encouraged to try and make any medical appointments outside of school hours.

If this is not possible, a late arrival slip or an early leave slip **MUST** be given to your child's teacher.

If the appointment is made in advance, please let the school office know the day before the appointment.

My child needs to take medicine at school

Medicine will **ONLY** be given at school by the Principal, First Aid Officer or the Occupational Health and Safety Coordinator.

Steps to follow:

1. Send the medicine with a note to your child's teacher.
2. The medicine & note will be sent to the school office.
3. **ONLY** medicine in the correct package with pharmacy label for administration will be given to your child
4. **NO MEDICINE** will be given if the procedures above are not followed

About This Report

In preparing this report, the executive committee has gathered information from evaluations gathered throughout the year and analysed other information about the school's practices and student learning outcomes.

The executive in consultation with staff has determined targets for the school's future development.

Members of the Executive included:

Ms Julie Maakrun
Holy Saviour School
Principal

Mrs Tania Devlin
Holy Saviour School
Assistant Principal

Mr Salim Baker
Holy Saviour School
Accounts Clerk