

Holy Saviour School



Annual Report

to the Community 2006

ABOUT THIS REPORT

Holy Saviour School is registered by the Board of Studies (NSW) and managed as an Independent Catholic School under the Melkite Catholic Eparchy Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from these initiatives.

Accordingly, the Report demonstrates accountability to regulatory bodies and the school community.

This Report complements and is supplementary to school newsletters, portfolios and other regular communications. This report has been checked by the school's Principal and School Board and meets the requirements of the Education Act 1990.

This report has been forwarded to the Board of Studies and copies are available to the wider community upon request.

All parents with children at the school have been forwarded a copy.

Further information about the school or this report may be obtained by contacting the school on 9740 4822.

PRINCIPAL



DATE
Friday 29th June 2007

A MESSAGE FROM THE PRINCIPAL

As Principal of the Holy Saviour School it gives me great pleasure to write to you in this years annual report.

Throughout 2006, we have, as a community been constantly amazed and always proud of the maturity, genuine care and honesty displayed by all the students at our school.

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. There are as always many highlights in a school year.

In 2006, our students participated in a myriad of activities and events. These included competitions such as: basketball, oz tag, Fun Run Day, Book Week, mufti days and much more.

Academically, our students reached for the stars!

The following are just a sample:

In Early Stage 1, Kindergarten, students were reading at wonderful levels and writing wonderful pieces!

In Stage 1a, Year 1, students excelled in Arabic and excelled in mathematical thinking!

In Stage 1b, Year 2 many students worked beyond their Stage expectations.

Academically, the use of multiple intelligence activities were used throughout the school as a tool for increasing spelling accuracy with Year 2 winning our school's inaugural spelling competition with an incredible average of 100%. Magnificent!

In Stage 2a, Year 3, students performed very well in the Basic Skills Test, averaging a Band 4. A wonderful effort!

Students in Year 3 also made their Solemn Communion in November and this event for our school marked a very special moment in the lives of our students as they entered into a closer relationship with Jesus through the sharing of His body and blood.

In Stage 2b, Year 4, art work and creativity came to the fore, as did achievement in literacy.

In Stage 3a, Year 5, students performed exceptionally well in the Basic Skills Test with our highest ever number of students in Bands 5 and 6!

In Stage 3b, Year 6 students trained as peer leaders and consolidated the skills required to lead and run peer support groups.

Our faith is paramount to our learning and one of the most memorable moments in 2006 was the school's Easter paraliturgy, where students from all stages re enacted the Stations of the Cross, it was truly inspiring and very moving.

Each member of our community is dedicated to ensuring that each student has the opportunity to reach their fullest potential.

To all members of our school, teachers, students and parents, I pray that the gifts of the Holy Spirit continue to shine upon all of you.

SCHOOL FEATURES

Holy Saviour School is a Melkite Catholic Primary School, the first Melkite school to be established in Australia. The school draws its student population from the local Melkite community as well as students from the Maronite and Orthodox Rite.

The school was established in 2000 and from an initial student population of 28 ended 2006 with a population of 187 students.

The school is on a shared campus which also accommodates the Melkite Eparchy Head Office, St John the Evangelist Church and the Riviera Function Centre and Hall.

While still in its infancy stages of growth the school has taken on a spirit and a character in keeping with the tradition of catholic schools while drawing upon the energy and resources of the parent body and local community.

The prospects for the continued and consolidated growth of Holy Saviour School is bound in the school's desire to achieve an academic excellence for all students whilst valuing each child as an image of God. The school internal environment is complimented by a large shade structure covering the main playground and both play areas have soft fall rubber.

Our school is single stream with seven general classroom areas which are modern, spacious and well equipped, the school has in addition to these a computer lab, a resource room as well as a tiered learning centre for special performances and visits.

In addition to classroom teachers the school employs specialist language, music, literacy and numeracy teachers as well as teacher's aides in some classrooms.

Again this year our Parents & Friends Association met each month to discuss school matters, to assist in classrooms or in the operation of the school canteen and to organize fundraising activities. Mathematics resource trolleys were purchased for each class as a result of their efforts.

Forums were held with parents to discuss the introduction of a new reporting system at the school and parents also participated in stage information and discussion evenings held in term 1.

Parents are provided with information of their child's progress through interim reports and portfolios issued in term 1 and term 3 and detailed written reports and portfolios issued in term 2 and term 4. Parent teacher interviews are conducted both informally and formally throughout the year.

Parents receive school information via a weekly newsletter and other regular notices.

Students in the school participated in both sporting and cultural events. Our school basketball and oz tag teams represented the school in tournaments and the school choir sang at a local community event.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

This school follows the Melkite Rite and uses the Religious Education Program titled, 'God With Us' As the first Melkite Catholic Primary School in Australia our faith binds all we strive to do as a community.

God With Us Series

The purpose of the God With Us Series is to present the message of Christ with its demands, consequences and goals, as a message. The message or call of Christ continually draws us into closer union with God. The message is presented as seen, understood, and lived in the Eastern Churches.

God Initiates and Fulfils

God Himself initiates and fulfills our search for meaning, growth, and transformation through communion with Himself. God initiates the desire for union, and God alone can fulfill the longing.

God's Plan

The whole of the Christian message is summed up in the Paschal Mystery: that God became man and experienced "the cross, the tomb, the resurrection, the sitting at the right hand, the second and glorious coming" that we might share in the divine nature.

A second purpose of the God With Us Series is to prepare the students to celebrate in life and worship the Paschal Mystery. We celebrate the Paschal Mystery every Sunday in the context of our faith community, the church. This series seeks to develop the students' readiness to accept and make their own the lifestyle and tradition of the community of believers.

Every class is to be an experience in which the ultimate purpose is to enable the students to totally celebrate the Divine Plan, both in liturgy and in the community life of the church.

We promote the Catholicity of the school through:

- The prominent positioning of religious icons and a sacred space incorporated into every classroom.
 - Friday afternoon Divine Liturgies, at which the Parish Priest, staff, students and parents, gather together to pray and celebrate mass as a community.
- These have been well attended and reflect the Liturgical Seasons of the Catholic Church as well as classroom programs of work.
- Students were provided with experiences to heighten their understanding and awareness of Mission and develop a sense of responsibility toward Social Justice issues.
 - Students participate in Project Compassion collection, used to support, Catholic Missions.
 - This year the Staff prepared the students of the school and parish for Reconciliation and Solemn Communion. Twenty five students participated in the program.

Initiatives Promoting Respect and Responsibility

In 2006 our Stage 3 Peer Support Leadership Program was conducted again. The Program structure includes an overnight camp at Galston Gorge where teachers led the students through a variety of activities to develop team work and leadership skills.

The Peer Support Program further developed these skills through a weekly program involving all students in the school in mixed groups led by their team leaders who each week worked through activities with their group focused on building values and mutual respect.

Student leaders became responsible for their groups, teachers take on a supervisory role in the sessions.

Student leaders as part of the schools regular morning prayer sessions highlight through prayer and song the nine national values for schooling. The whole school community participates in these sessions.

SCHOOL CURRICULUM

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990)

In addition to the Board of Studies requirements the school also offers religious education, and language learning (Arabic)

Staff, continually examine existing school structures and how they advance or inhibit learning. As a result of this examination structures are developed that promote student learning.

In 2006 the school joined the Active After School Sports Program as a means of promoting the involvement of normally inactive students.

Our curriculum is available upon request by contacting the school office.

SCHOOL PERFORMANCE IN STATEWIDE TESTS

Students in Year 3 and Year 5 participated in the Basic Skills Test. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the students' performance against established standards and against other students in the state. This gives an indication of areas of strength and areas for improvement. Each year the results are analysed by the school to inform teachers with a view to improving student performance.

The following tables report on the percentage of students in our school in the top four (4) skill bands.

2006 Targets:

Year 3	Literacy	Numeracy	Year 5	Literacy	Numeracy
Band 5	12%	15%	Band 6	4%	7%
Band 4 & 3	70%	65%	Band 5	27%	20%
			Band 4 & 3	55%	65%

Literacy 2006

% of Students in Bands	State	2006 Target	2006 Actual	Target 2007
Year 3 Band 5	14%	12%	0%	10%
Year 3 Bands 3,4,	60%	65%	61%	70%
Year 5 Band 6	22%	4%	11%	15%
Year 5 Bands 3,4,5	57%	82%	71%	75%

Numeracy 2006

% of Students in Bands	State	2006 Target	2006 Actual	Target 2007
Year 3 Band 5	22%	15%	0%	10%
Year 3 Bands 3,4,	50%	65%	78%	80%
Year 5 Band 6	30%	7%	19%	20%
Year 5 Bands 3,4,5	50%	85%	71%	80%

Band range: Year 3: 5 (highest) to 1 (lowest)

Band range: Year 5: 6 (highest) to 1 (lowest)

These results show a substantial difference in the number of students gaining Band 6 in Year 5 compared to 2006 school improvement targets.

There was a significant improvement by the students Year 5 who also sat for the Basic Skills Test when they were in Year 3 in 2004.

The expected growth rate is between 6 - 7 points (1 skill band level) and students' growth rates exceeded this by 77% in Numeracy and in Literacy 37%.

After reviewing the 2006 Basic Skills results, areas of strength at the school included:

Literacy

Writing: Writing and organizing information for a factual report, using paragraphs, writing an effective conclusion, use of pronouns and verbs as well as spelling

Language: Spelling, punctuation and the use of verbs

Reading: Identifying and locating information

Numeracy:

Numbers, Patterns and Algebra: Chance, whole numbers, patterns, decimals, subtraction

Measurement and Data: Area, volume and capacity, length, time

Space and Geometry: 2D, 3D

After reviewing the 2006 Basic Skills results, areas to be addressed include:

Language: Spelling, use of more complex forms of punctuation, use of correct tense, consolidation of parts of language namely use of adjectives and verbs

Reading: Pronoun referencing, making an inference and interpreting a visual diagram about a text, understanding literary texts, understanding the writer's point of view and explaining the purpose of a text.

Writing: Text structure, elaborating details in their writing, work on expanding vocabulary, and the inclusion of more complex sentences.

Numeracy:

Number Patterns & Algebra : Fractions/Decimals and multiplication

Measurement & Data: Length, time, area and mass

Space & Geometry: 2D and 3D shapes and position

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

A continued focus for the year was the development of literacy and numeracy strategies and resourcing for both these areas.

All teachers received professional development in

- My Internet encompassing Mydesktop – Through this learning teachers have strengthened and deepened their
 - knowledge and understandings of e-learning
 - pedagogical knowledge and skills in e-learning
 - confidence to integrate ICT in all primary curriculum areas
 - ability to use 'myinternet' effectively
- Multiple Intelligence activities applied in various curriculum area through spelling

FUTURE DIRECTIONS

Major areas to be addressed in 2007 include.

Development of assessment strategies for learning across all KLA's

Targeting of areas identified by the Basic Skills and ACER Tests

Further development of the My Classes element of My Internet

Staff professional development in the use of IT and subsequent use in classroom programs

Continued tracking of all students in literacy and numeracy and development of programs, to assist students.

Review of all school policies and procedures for an audit by the Board of Studies.

TEACHER STANDARDS & PROFESSIONAL LEARNING

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

TEACHER QUALIFICATION	NUMBER OF TEACHERS
1. Those having formal qualifications from a recognized higher education institution or equivalent	12
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	1
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	1

In 2006 staff were involved in the following areas of professional development and learning

- My Internet encompassing Mydesktop – Through this learning teachers have strengthened and deepened their
 - knowledge and understandings of e-learning
 - pedagogical knowledge and skills in e-learning
 - confidence to integrate ICT in all primary curriculum areas
 - ability to use 'myinternet' effectively
- Multiple Intelligence activities applied in various curriculum area through spelling

TEACHER ATTENDANCE & RETENTION RATES

In 2006 there were a total of 9 full time teachers and 3 part time teachers employed at the school. In addition to this there is a full time principal and administrative secretary.

In the school term dates which began on Monday 30th January through to Friday 29th September, there were a total of 149 teacher days.

Average percentage absence of staff during this period is 3.2%

Student Population

STUDENT POPULATION FOR 2006							
Stage/Year	Early Stage 1 Kindergarten	Stage1a Year 1	Stage1b Year 2	Stage2a Year 3	Stage2b Year 4	Stage3a Year 5	Stage3b Year 6
Boys	18	16	16	14	18	10	9
Girls	10	14	12	9	13	19	9
Total	28	30	28	23	31	29	18

Students are placed in single grade classes totaling seven class groups.

Our staff in 2006 consisted of seven Classroom Teachers, two Literacy and Numeracy Support Specialist Teachers, two Language other Than English Teachers, a music specialist teacher and a full time Secretary. Our Leadership Team comprised the Principal, Assistant Principal, and one pastoral care Coordinator.

Post Primary School Destinations

All students in Stage 3b, Year 6 made a transition from the school into one of 4 Sydney Archdiocese Catholic Secondary Schools.

ENROLMENT POLICIES AND PROFILES

Holy Saviour School is located in South Western Sydney and draws most of its students from the local Melkite community and the immediate local area.

There were 187 students enrolled in February 2006. The expected enrollment in 2007 will be close to this figure. 100% of students are from language backgrounds other than English. The main language spoken is Arabic, which forms part of the school's curriculum. Students come from diverse cultural backgrounds the main ones including Lebanese, Sudanese, Syrian, Palestinian and Egyptian.

ENROLMENT PROCEDURES

Introduction

The enrollment procedures developed at Holy Saviour School are done in conjunction with the Bishop of the Melkite Catholic Church, the School Board and the School Principal.

Principles

1. Holy Saviour School has been established by the Melkite Catholic Church and as a school strives to be faithful to the church and its teachings
2. Holy Saviour School is a community whose mission is to provide children with an education which serves to inspire, empower and motivate students to use their gifts and talents in loving service of God and others

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:

1. Children who are parishioners of Melkite Catholic Churches for which the school has been established
2. 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
3. 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
4. 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
5. 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
6. 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
7. Full fee paying overseas students will be considered for enrolment after the needs of local students who are eligible for enrolment have been met
8. 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

There were no changes made to this policy in 2006 and the policy is provided here in full.

STUDENT WELFARE POLICY

The school's Student Management policy incorporates student pastoral care and student discipline and is based on the principles of restorative justice and due process.

At Holy Saviour School our work with students encompasses everything that the school community does within a caring Christian environment to meet the personal, social and spiritual needs of students, staff and their families.

It involves recognising, nurturing and enriching each individual as a total and unique person within the context of a Catholic environment.

In 2006 the following changes were incorporated into this policy:

- A school discipline rubric was developed

The full text of school policies may be accessed via:

* School Administration Office

DISCIPLINE POLICY

The school bases its Discipline Policy on procedural fairness and is discussed with students on a regular basis. Information on the policy is also included in regular school newsletters.

Corporal punishment is expressly prohibited in this school.

Our Behaviour Management Plan is based on a Rubric of consequences for behaviour.

The rubric is included in the policy.

At all times the policy emphasises:

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 his or her 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.

The full text of school policies may be accessed via:

* School Administration Office

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school has developed a policy on resolving concerns and complaints. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment.

The following procedures are designed to assist staff employed at Holy Saviour School.

In the event of circumstances arising where an employee's professional performance comes into question either as a result of parent, community, teacher or general school concerns, or as a breach of the school's stated policies, the following procedures will be followed:

Upon notice of the concern/s

- Informal discussions will be held between the school and the teacher
- An informal oral warning will be issued
- Failure to remedy the situation, the employee will be put on notice and the first formal written warning will be issued.
- Subsequent to the above if the situation is still not remedied, a formal meeting will be held for a second time and a second written warning will be issued.
- All written warnings will detail the concerns, a time frame for improvement and suggested strategies for improvement.

Dismissal of an employee will be the final course of action taken by the school.

The school reserves the right to have in place a second nominated person who will act as witness to the events that are discussed in formal meetings with any teacher undergoing grievance procedures.

The school will keep confidential a record of any decisions, warnings and meetings held between the school and the employee.

It is expected that the employee will also exercise confidentiality.

Upon request the school will provide the employee with copies of any records.

The employee has the right to respond to any allegations made against them, records of which will be noted and kept by the school.

APPEALS:

Employees may appeal any grievance procedures.

Should the employee deem that they have been unjustly treated the employee has the right to have their case heard by a second neutral person agreed to by the school and the employee.

The school and the teacher concerned will duly follow up any courses of action arising from these meetings.

The above is a copy of the full text

There were no changes made to this policy during the year.

STAFF, STUDENT & PARENT SATISFACTION

Staff, parents and students were surveyed to gauge their opinions on aspects relating to the school.

Staff Survey

All staff were asked to complete the DECS Staff Opinion survey. This survey sought opinion on the following:

- Quality of the Teaching and Learning
- Support of Learning
- Relationships and Communication
- Leadership and Decision Making

From the staff surveys received the following were noted:

- teachers feel that teaching programs, assessment and learning strategies are responsive to student needs and abilities
- that a supportive and safe environment is present for all students to work in and that there are effective student management policies in place
- relationships between teachers, parents and school administration is positive and all teachers reported that they felt that they strongly belonged to the school
- the school is well organised and the school leadership is supportive of teaching staff

Parent Survey

Using the DECS Parent Opinion Survey, parents at the school were asked for their opinion on the following areas:

- Quality of the Teaching and Learning
- Relationships and Communication
- Support of Learning
- Leadership and Decision Making

Parents were asked to rate a number of elements in each category accordingly:

Strongly Disagree: Disagree: Neutral: Agree: Strongly Agree: Don't Know

From the surveys received by the school the following were noted:

- the teachers at the school had high expectations of the students and that the school provided quality teaching
- teachers are enthusiastic in their teaching, really demonstrated that they wanted to help all children learn and the school had an excellent learning environment
- parents felt comfortable in approaching their child's teacher
- the school provided opportunities to discuss their child's progress and that parents are encouraged by the school to become involved in their child's education
- parents agreed that students from all cultures were treated fairly at the school
- parents agreed that the school provided a safe and secure environment for children
- parents agreed that their child was generally happy at the school and that the school encouraged all students to have pride in their achievements
- parents have confidence in the school's leadership and are satisfied with the school's planning

Student Survey

Students in Stage 3 at the school were surveyed using the DECS Student Survey and were asked for their opinion on the following areas:

- Quality of the Teaching and Learning
- Support of Learning
- Relationships and Communication

From the student survey results the following is noted:

- the majority of students believed that teachers were easy to understand, supported their learning and the things they were learning were in general interesting.
- a majority of the students agreed that teachers here at the school expected them to do well, that they are taken care of and that there is always someone present whom they can talk to about their problems
- an area of concern highlighted by some of the students was the lack of activities at recess and lunch time
- student responses to elements in Relationships and Communication varied but in general, students were happy and enjoyed being at school, felt that all students were treated fairly, a small number of students reported that they found it difficult to get excited about their work

2006 FINANCIAL STATEMENT

Holy Saviour School is accountable for all monies received. Each year, the school submits documentation to the Catholic Education Commission acquitting Commonwealth Government Funds.

In addition to this the school's accounts are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2006 is as follows:

INCOME \$		EXPENDITURE \$	
Parents' Contributions ¹	\$230 955	Education & School Support	\$669 974
Commonwealth Government ²	\$843 370	Total Salary Costs	\$896 189
State Government ²	\$335 979		
Government Targeted Grants	\$ 89 641		
Interest and Other	\$ 66 876		
Total Income	\$1 566 821	Total Expenditure	\$1 566 163
		Operating Surplus 2006	\$ 88 503

Notes

1. Parents' Contributions include Tuition Fees, School Charges and Building Levy
2. Income from Commonwealth and State recurrent government grants is received by the school. Staff Salaries are paid from this income.