

Holy Saviour School

Unity in Diversity

<http://www.holysaviour.nsw.edu.au>

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Annual Report 2007

Message from Key School Bodies

Introduction

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 the school community with 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 the implementation of the school's Annual Plan.

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 is available on the school's website.

Further information about the school or this report may be obtained by contacting the school on 9740 4822 or by visiting the website at www.holysaviour.nsw.edu.au

Bishop Issam John Darwish BSO DD
Director

Dr Shukri Sanber
Chairman of the School Committee

A Message from the Parents and Friends Association

2007 has been another successful year for the P&F Association at Holy Saviour School.

Throughout the year we have organised many fundraising events for the school. To name a few: Easter raffle, Mother's day stall, School discos, St Barbara Day, Christmas fair as well as mufti days and special food days.

The money raised was used to purchase much needed resources for all classrooms and to support school camps and excursions.

I extend a big thank you to our wonderful parents who thrive to help us in every way possible and who supported the P&F association. We are really privileged to have generous and concerned parents.

May God bless you

Mrs Mirvat Zoughaib
P & F President

A Message from the School Captain

I am Ramona Zoughaib one of the school captains of Holy Saviour School in 2007.

As school captain, I had many responsibilities; these included organising morning assembly every Monday, hosting the morning tea every Friday for students who have worked well and received 10 merit cards and making sure that the CD player and laptop are ready for Friday Liturgy.

As school Captain, it was part of my role to ensure that I was setting a good example for the younger students and to show them that you can achieve something if you do your best.

Teachers would also rely on me for certain jobs because they could trust me. Throughout the year we organised Mufti days, discos and a talent Quest.

Being school captain was a wonderful experience. It taught me that it isn't all about wearing a fancy badge; it's about being proud that you are part of an extraordinary school community. Knowing that I gave something to the community I was part of for 7 years always puts a smile on my face.

Student Performance in State-wide Tests

Comparison of school performance to state-wide performance and trends in student performance

Year 3				
	2006		2007	
	State	School	State	School
Literacy	50.5	50.5	51.0	52.7
Numeracy	53.3	51.8	53.1	52.9

Year 5				
	2006		2007	
	State	School	State	School
Literacy	57.0	56.5	57.3	55.9
Numeracy	61.5	60.3	61.9	58.3

Percentage of students reaching benchmarks in Reading, Writing and Numeracy

	Year 3	Year 5
Reading	97%	93%
Writing	100%	100%
Numeracy	100%	96%

Teacher Standards and 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 recognised higher education institution or equivalent	12
2. 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

Professional Development in 2007

Staff engaged in a range of formal and informal professional development opportunities covering areas including Occupational Health and Safety, Microsoft Office Training as well as Workplace Discrimination and Sexual Harassment. Other less formal professional development occurred at regular staff meetings.

Teacher Attendance and Retention Rate

In 2007, the teacher attendance rate was 95.6%. One staff member did not continue at Holy Saviour School in 2007.

Student Attendance

In 2007, the student attendance rate was 94.8%

Enrolment Policies

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 190 students enrolled in February 2007 moving to 187 by the end of the year.

The expected enrolment in 2008 will be close to this figure.

100% of students are from language backgrounds other than English. The main language spoken other than English is Arabic, which forms part of the school's curriculum.

Introduction

The enrolment 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 which has a 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 enrolment.
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 enrolment 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 enrolment of children

Parent Procedures

1. All parents enrolling their child at Holy Saviour School must complete the official enrolment form and return it by the due date along with the following documents
 - Birth certificate
 - Baptism certificate
 - Immunisation Record
2. Parents must recognise and be prepared to meet the financial responsibilities for the ongoing enrolment 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 2007 and the policy is provided here in full.

STUDENT POPULATION FOR 2007							
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	11
Girls	10	14	12	9	13	19	16
Total	28	30	28	23	31	29	27

Students are placed in single grade classes totalling seven class groups. Our staff in 2007 consisted of seven Classroom Teachers, two Literacy and Numeracy Support Specialist Teachers, two Language other Than English Teachers, two teacher aids and a full time Secretary. Our Leadership Team comprised of the Principal and Assistant Principal.

Post Primary School Destinations

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

A Summary of Policies for Student Welfare, Discipline, Complaints and Grievances

Student Welfare

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.

The full text of school policies may be accessed at the 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 detailed below:

Student Discipline Rubric - Early Stage 1 & Stage 1

Teasing or Exclusion Incomplete homework Disrupting a lesson				Hitting Answering back Use of inappropriate language				Severe hitting Threats of violence Harassment			
First Time	Second Time	Third Time	Fourth Time	First Time	Second Time	Third Time	Fourth Time	First Time	Second Time	Third Time	Fourth Time
Verbal Warning	Written Warning Call Parent	1 inside lunch Call Parent	3 inside lunches Call Parent	Verbal Warning	1 inside lunch Call Parent	3 inside lunches Call Parent	5 inside lunches Call Parent	1 inside lunches Call Parent	3 inside lunches Call Parent	5 inside lunches Call Parent	In school suspension for 3days Call Parent

Student Discipline Rubric - Stage 2 & Stage 3

Teasing or Exclusion Incomplete homework Disrupting a lesson				Hitting Answering back Use of inappropriate language				Severe hitting Threats of violence Harassment			
First Time	Second Time	Third Time	Fourth Time	First Time	Second Time	Third Time	Fourth Time	First Time	Second Time	Third Time	Fourth Time
Written Warning Call Parent	1 inside lunch Call Parent	3 inside lunches Call Parent	Individual Contract	1 inside lunch Call Parent	3 inside lunches Call Parent	5 inside lunches Call Parent	Individual Contract	3 inside lunches Call Parent	5 inside lunches Call Parent	In school suspension for 3days Call Parent	Individual Contract

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.

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.

Failure on the part of the employee to address the concerns after the issuing of the second formal written warning will result in a third written warning.

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.

School Determined Improvement Targets

A specific focus in 2007 was the development of assessment strategies for learning across all KLAs

- Targeting of areas identified by the Basic Skills and ACER Tests
- Further development and training in the use 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.

Future Directions

Major areas to be addressed in 2007 include.

- Continued development of assessment strategies for learning across all KLAs
- Targeting of areas identified by the Basic Skills and Numeracy Tests
- Further development of the My Classes element of My Internet
- Implementation of the initial phase of whole school evaluation of policies and procedures

Initiatives Promoting Respect and Responsibility

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.

In 2007 our school implemented a set Values Education Program which was timetabled every Friday.

The emphasis of this program was to teach and promote the values of 21st century schooling and the building of mutual and school based respect.

Stage 3 Student leaders as part of the schools regular morning, prayer sessions highlighted through prayer and song the nine national values for schooling. The whole school community participates in these sessions.

Description of parent, Student and Teacher Satisfaction

Parents

Parents were generally satisfied with the communication between home and school. Teachers were accessible to parents and shared information about achievement and behaviour. The principal was always available, welcoming any discussion with parents. Parents indicated that bags were too heavy as children were taking too many books home which were not necessarily needed. Some parents expressed a concern regarding the excessive number of excursions. It was also indicated that the homework policy should be reviewed. Parents expressed that the school should have a computerised library with borrowing facilities and a librarian. Parents were happy that a new computer lab was to be installed. In general, parents were satisfied with the school's teachers, resources and management.

Teachers

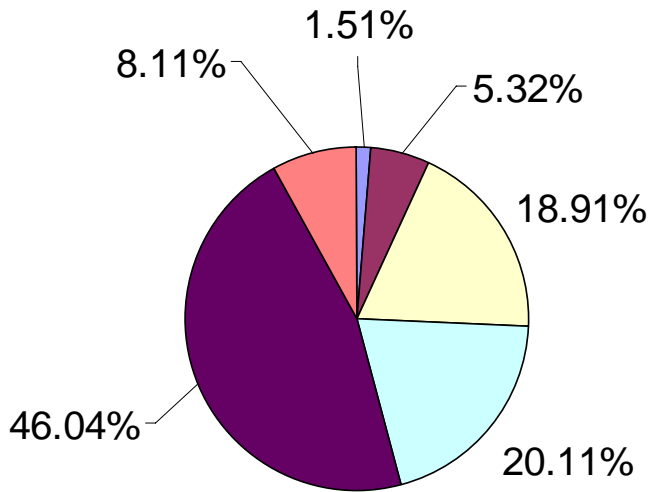
Teachers in our community-based school felt that they placed a great deal of effort and care in their teaching. Being a single stream school, each teacher is required to plan, program and prepare for every subject taught as well as cater for different levels of ability. Our teachers, in general, wish to see greater recognition, social activities, resourcing and professional development opportunities. Staff at Holy Saviour School appreciated an autonomous class budget, expanding facilities and interactions with clergy, especially where priests and sisters worked in the classroom with the children. Generally, teachers felt appreciated and enjoyed immensely being with the children in their care.

Students

Reflections on the 2007 academic year were sought by interviewing a focus group of 2008 senior students. Students at Holy Saviour School felt that they were treated fairly and given equal attention in class. Children enjoyed participating in football, cross country running and Oztag as well as all other school-based sports programs. Learning was described as being best when it was fun. Our learners described teachers as committed and caring. Children enjoyed teamwork and the opportunity to negotiate class rules and consequences. Calm working classrooms with opportunities to pray were preferred. Prayer was a source of comfort and guidance. Students expressed that they, at times, struggled with conflict but that teachers were willing to help students come to a harmonious resolution. As much as children enjoyed the level they were in, they were always excited by the prospect of the challenges posed by moving to the next grade.

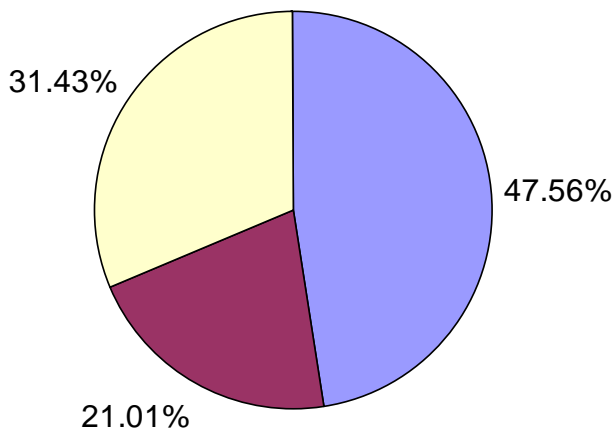
Financial Information Summary:

School Income



- Government Capital
- Other Capital
- State Recurrent
- Other Government Grants
- Commonwealth Recurrent
- Fees

School Expenditure



- Salaries, Allowances and Related
- Non-Salary
- Capital