



# 2008 Annual Report

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### 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 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, school reports, and letters to parents, Holy Saviour School Website and other regular communications. This report has been checked by the School Principal 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](http://www.holysaviour.nsw.edu.au)

Bishop Issam John Darwish BSO DD  
**Director**

Mr Shukri Sanber  
**Chairman of the School Board**

### A MESSAGE FROM THE PRINCIPAL

At Holy Saviour School, we offer a welcoming environment which is characterised by care and concern for the dignity and uniqueness of each child and their family.

We believe our role is based on the principle of shared rights and responsibilities of all members within our school community.

Therefore we strive to provide:

- A Christian environment that draws from the rich Melkite tradition
- An academic environment that helps students to achieve their best
- A caring environment that nurtures the individual
- A stimulating environment that seeks to help students to be independent learners
- A technological environment that helps in preparing students for the future
- An active environment that seeks to help children to develop their physical skills

The purpose of this Annual report is to outline the achievements of the 2008 school year and to set strategic direction for 2009. It provides information about all aspects of school life.

I hope you enjoy reading about our achievements and welcome any feedback that you may wish to provide.

Mrs. Dianne Klumpp  
Principal

## A MESSAGE FROM THE PARENTS AND FRIENDS ASSOCIATION

In 2008, the P & F committee comprised of some very supportive parents who strived to help us in every possible way. Several meetings took place whereby opportunity was provided for discussing matters arising at the school level and deciding on new fundraising events.

Some of the fundraising events conducted in 2008 included:

- Finger Food Day
- Easter Raffle
- Mother's & Father's Day Stalls
- Parents retreats
- Mufti Days
- Hot dog Day

Our tasks would not have been successful without the help of our beautiful parents. Their devotion has been wonderful. I extend a big thank you to everyone who has supported the school throughout the 2008 year.

God bless you all

Mrs. Mirvat Zoughaib

## A MESSAGE FROM THE SCHOOL CAPTAIN

As School Captain, I had many responsibilities. Part of my role was to ensure that I was setting a good example for the younger students.

Teachers would also rely on me for certain jobs because they could trust me. Throughout the year, we helped with Mufti days, discos and other school events.

Being School Captain was a good experience. I was proud to belong to Holy Saviour School.

Michelle. B

## SCHOOL FEATURES

Holy Saviour School is a single stream Melkite Catholic Primary co educational School that caters to meet the educational needs of boys and girls from Kindergarten to Year 6.

Holy Saviour School is the first Melkite Catholic School to be opened in Australia. In the 1990's, Bishop Issam John Darwish set about the task of establishing the school which officially opened in 2000.

In keeping with the school Motto "**Unity in Diversity**" students from any faith tradition are welcomed to our school based on their acceptance of and willingness to embrace the Catholic Melkite religious ethos and the fundamental principles of the school.

Holy Saviour School primarily draws its student population from the local Melkite community as well as other rites such as: Maronite, Orthodox and Roman Catholic.

Holy Saviour School is unique in offering additional tuition in the Arabic Language, a strong profile in the teaching of the Catholic faith, a diversified staff and a Priest and Religious on staff. Access to the Church is always available to the students and their families.

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

While still in its infancy stage, the prospects for the continued and consolidated growth is bound in the school's desire to achieve academic excellence to all students whilst valuing each child in the image of God.

## SCHOOL CURRICULUM

This school follows the Board of Studies syllabus for each of the subjects offered. In addition to the six key learning areas, Holy Saviour School offers Religious Education and the Arabic Language.

We accept that students learn at different rates and ways and therefore strive to offer provisions to allow all students equal opportunity for personal growth. Such provisions include: specialist staff in the areas of Literacy/Numeracy, Creative & Practical Arts as well as Religious Education.

Further to this, support personnel are provided to assist staff in catering for the diversities. Such personnel include: sports coaches for specific skills development in the areas of: Gymnastics, Athletics, Dance and Swimming and teacher aides for cross curricular support.

## STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY

### NAPLAN RESULTS

Students at Holy Saviour School in Years 3 and 5 participate in NAPLAN (previously known as the Basic Skills Test). The purpose of NAPLAN is to assess the literacy and numeracy learning of students in all Australian schools. The test provides a measure of the students' performance against established standards in skill bands. The results indicate areas of strength and weakness, and are analysed closely by the school each year to inform our teaching, address the students' needs and improve students' performance.

### STUDENT PERFORMANCE: YEAR 3

Below are the results of the Year 3 students in 2008. They are shown in percentages in bands as compared to the State. It is encouraging to note that students did not rate in Band 1 at all, and only 1 student rated in Band 2 for some aspects of numeracy.

#### Year 3 2008: Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY	NUMBER, PATTERNS & ALGEBRA	MEASUREMENT, DATA, SPACE & GEOMETRY	NUMERACY
Band 6	State	20	26	22	26	20	22	22	18
	School	14	32	68	23	18	9	27	9
Band 5	State	27	28	24	17	29	21	21	22
	School	36	45	18	23	64	36	23	36
Band 4	State	20	26	27	23	27	21	20	27
	School	27	18	14	50	18	36	32	36
Band 3	State	16	14	15	21	15	24	22	23
	School	23	5	0	5	0	14	14	18
Band 2	State	12	4	9	8	7	9	11	7
	School	0	0	0	0	0	5	5	0
Band 1	State	4	2	3	4	2	4	3	3
	School	0	0	0	0	0	0	0	0

Percentages for the components may not add to 100 because of rounding.

Following are comparative tables that show the results of our students in **Year 3 from 2006 to 2008** in overall Literacy, Numeracy, and the percentage of students that have achieved at, or above, the national benchmark at our school compared to the State. Figures are shown in percentages.

### OVERALL LITERACY

Band	1			2			3			4			5			6		
<b>School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>17</b>	<b>0</b>	<b>39</b>	<b>21</b>	<b>18</b>	<b>39</b>	<b>34</b>	<b>64</b>	<b>4</b>	<b>28</b>	<b>18</b>
State	2	3	2	6	6	7	17	14	15	28	24	27	27	30	29	20	23	20
Years	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

### OVERALL NUMERACY

Band	1			2			3			4			5			6		
<b>School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>26</b>	<b>38</b>	<b>18</b>	<b>43</b>	<b>21</b>	<b>36</b>	<b>26</b>	<b>24</b>	<b>36</b>	<b>0</b>	<b>10</b>	<b>9</b>
State	3	3	3	9	9	7	18	23	23	28	28	27	24	21	22	18	16	18
Years	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

### NATIONAL BENCHMARK: YEAR THREE STUDENTS 2006-2008

	2006		2007		2008	
	School	State	School	State	School	State
Literacy	<b>99%</b>	98%	<b>100%</b> (3-6)	97%	<b>100%</b> (4-6)	98%
Reading	<b>95%</b>	94%	<b>100%</b>	96%	<b>100%</b> (3-6)	95%
Writing	<b>100%</b> (3-6)	98%	<b>100%</b> (3-6)	98%	<b>100%</b> (3-6)	98%
Numeracy	<b>99%</b>	97%	<b>100%</b>	97%	<b>99%</b> (3-6)	97%

In Year 3, students need to score in Band 2 and above to achieve the national benchmark. Two results are very pleasing with the table above. The first is that the Year 3 students have consistently achieved the national benchmark over the past 3 years. The second result is there has been a significant decrease in the number of students that place in the lowest bands, such that in 2008 students did not rate in Band 2 at all (the minimum), and for Overall Literacy scored in Bands 4-6.

### STUDENT PERFORMANCE: YEAR 5

Below are the results of the Year 5 students in 2008. They are shown in percentages in bands as compared to the state.

#### Year 5 2008: Percentages in Bands

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY	NUMBER, PATTERNS & ALGEBRA	MEASUREMENT, DATA, SPACE & GEOMETRY	NUMERACY
Band 8	State 15 School 0	State 12 School 5	State 12 School 5	State 19 School 0	State 10 School 0	State 14 School 5	State 9 School 0	State 11 School 0
Band 7	State 18 School 5	State 18 School 21	State 25 School 32	State 17 School 0	State 22 School 11	State 11 School 5	State 19 School 0	State 15 School 5
Band 6	State 23 School 16	State 35 School 53	State 28 School 47	State 27 School 42	State 31 School 37	State 24 School 24	State 25 School 29	State 26 School 19
Band 5	State 25 School 47	State 20 School 16	State 19 School 11	State 20 School 32	State 24 School 42	State 28 School 43	State 24 School 33	State 27 School 43
Band 4	State 11 School 21	State 10 School 5	State 10 School 0	State 11 School 26	State 9 School 11	State 15 School 14	State 16 School 19	State 15 School 24
Band 3	State 8 School 11	State 5 School 0	State 6 School 5	State 6 School 0	State 4 School 0	State 8 School 10	State 7 School 19	State 5 School 10

Percentages for the components may not add to 100 because of rounding.

Below are the comparative results of our students in Year 5 from 2006 to 2008 in Overall Literacy, Numeracy, and the percentage of students that have achieved at or above the national benchmark at our school compared to the state. Figures are shown in percentages.

### OVERALL LITERACY

Band	3			4			5			6			7			8		
<b>School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>8</b>	<b>11</b>	<b>33</b>	<b>46</b>	<b>42</b>	<b>37</b>	<b>38</b>	<b>37</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>0</b>
State	4	3	4	11	9	9	22	23	24	31	31	31	21	22	22	11	11	10
Years	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

### NUMERACY

Band	3			4			5			6			7			8		
<b>School</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>11</b>	<b>38</b>	<b>24</b>	<b>44</b>	<b>31</b>	<b>43</b>	<b>33</b>	<b>19</b>	<b>19</b>	<b>11</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
State	5	5	5	13	16	15	27	24	27	27	24	26	17	18	15	10	13	11
Years	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

### NATIONAL BENCHMARKS: YEAR FIVE STUDENTS 2006-2008

	2006		2007		2008	
	<b>School</b>	State	<b>School</b>	State	<b>School</b>	State
Literacy	<b>99%</b>	96%	<b>100%</b>	96%	<b>100%</b>	96%
Reading	<b>100%</b>	93%	<b>99%</b>	94%	<b>89%</b>	92%
Writing	<b>100%</b>	97%	<b>100%</b>	94%	<b>89%</b>	92%
Numeracy	<b>99%</b>	94%	<b>100%</b>	95%	<b>91%</b>	94%

The table above, reports on the percentage of students in Year 5 in our school that have achieved or surpassed the national benchmark. In Year 5, students need to score in Band 4 and above to achieve the national benchmark. A shortfall can be noted in 2008 in Reading, Writing and Numeracy whereby a small percentage of students ranked in Band 3, below the benchmark.

To address these perceived weaknesses, in 2009, we will spearhead a Reading Comprehension program devised by Gail Brown PhD that involves the explicit teaching of effective reading comprehension strategies. Numeracy support will also been implemented whereby small group instruction for targeted students in numeracy will take place with a support teacher, in addition to regular classroom instruction.

### TEACHER STANDARDS

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 LEARNING

Professional development activities during the year are designed to develop the skills and understanding of staff to improve student outcomes and update staff knowledge in relation to legislative requirements.

Professional Development can take many forms including whole school staff days, subject/topic specific in-services, meetings and conferences and forums. The following formal professional development opportunities included topics such as:

- Occupational Health and Safety - First Aide Training\*,
- Microsoft Office Workshop,
- Behaviour Management: a whole school approach\*,
- Literacy Workshop with a focus on communicative approach to Literacy Development (AGQTP)\*
- Workplace Discrimination and Sexual Harassment
- Support for New Scheme Teachers
- Restorative justice workshops
- Target Programs Funding & Accountability forum
- Seven Steps: fun, fast paced writing PD
- NAPLAN reporting workshop

The school held three days in professional development. Two are marked with asterisks. The third day was used to review the school curriculum.

## TEACHER ATTENDANCE AND RETENTION RATE

In 2008, the teacher attendance rate was 93.6%. This does not include teachers on planned leave. Three members of staff will not continue in 2009.

## STUDENT ATTENDANCE

In 2008, the average student attendance rate was 92%. Prolonged periods of absence may occur from time to time where students travel overseas.

## STUDENT POPULATION FOR 2008

Stage/Year	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys	21	17	16	13	15	14	13
Girls	9	9	10	11	11	9	10
Total	30	26	26	24	26	23	23

## POST PRIMARY SCHOOL DESTINATIONS

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

## ENROLMENT POLICY AND PROFILE

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 178 students enrolled in February 2008. 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.

Our 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.

Children from all families who are prepared to support the Melkite Catholic ideals and principles may be considered for enrolment.

### **Who can enroll?**

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

- Children who are parishioners of Melkite Catholic parishes
- 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
- Children of other faiths

### **Starting Kindergarten**

To be eligible to start your child must turn 5 years of age before the 31<sup>st</sup> July in the year of commencement. Please note that the child's readiness for school will also be used to determine enrollment.

This policy has been reviewed in 2008. The full text of this school policy may be accessed by requesting an Enrolment Package at the School Administration Office.

## **STUDENT WELFARE POLICY STATEMENT**

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.

Holy Saviour School's expectations are viewed as the shared rights and responsibilities of all members within the school community. The expectations are as follows:

- Students are treated as unique individuals
- Students are challenged to develop their own potential in a stable and supportive environment
- Students feel safe within their school environment
- Students learn without interruptions
- Staff educates their students
- All property is respected

Student management is designed and implemented to guide students in fostering the school expectations. Therefore, with the guidance of the teacher, students are encouraged to develop and agree on a set of class rules. Positive and negative consequences are agreed upon. In doing so, we believe students will take ownership of their class rules and accept responsibility for their actions. When negative consequences are issued, opportunity is provided for students to reflect on their actions so as 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.

This policy has been reviewed in 2008. The full text of this school policy may be accessed at the School Administration Office.

## **COMPLAINTS AND GRIEVANCES RESOLUTION POLICY STATEMENT**

The school has policies and procedures on resolving concerns and complaints. These are based on procedural fairness and recognise that staff, parents and caregivers must have access to processes that allow them to resolve concerns in a supportive environment.

In applying these policies, all procedures followed are based on the principles of procedural fairness. These principles include:

- provision of relevant policies and procedures to involved parties;
- provision to these parties of the details of any allegations;
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision;
- Right to an impartial decision.

This policy has been reviewed in 2008. The full text of these school policies (Student Discipline, Suspension and Expulsion Policy as well as the Conflict Resolution Policy) may be accessed at the School Administration Office.

## SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Major areas addressed in 2008 included:

- 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

## 2009 TARGETS

For 2009, the major areas to be addressed include:

- Review and update all relevant policies and procedures required for 2009 Board Of Studies audit.
- Establish a strategic management plan and performance indicators for 2010-2015
- Continued curriculum development
- Review and update of school discipline policy and procedures
- Professional development training sessions in the following areas:
  - Of the My Classes element of My Internet
  - Reading Comprehension involving the explicit teaching of effective reading comprehension strategies

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Holy Saviour School promotes respect and responsibility in a variety of ways:

- Through our Religious Education program including weekly 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.
- Parents were provided with an information booklet which included a copy of the school expectations in terms of student management as well as classroom rules and consequences for each year group.
- Students were provided with experiences to heighten their understanding and awareness of Mission and develop a sense of responsibility toward Social Justice Issues through such activities as Project Compassion , Harmony Day and Charitable activities such as class hampers for a Christmas appeal, etc
- Student Leadership Opportunities

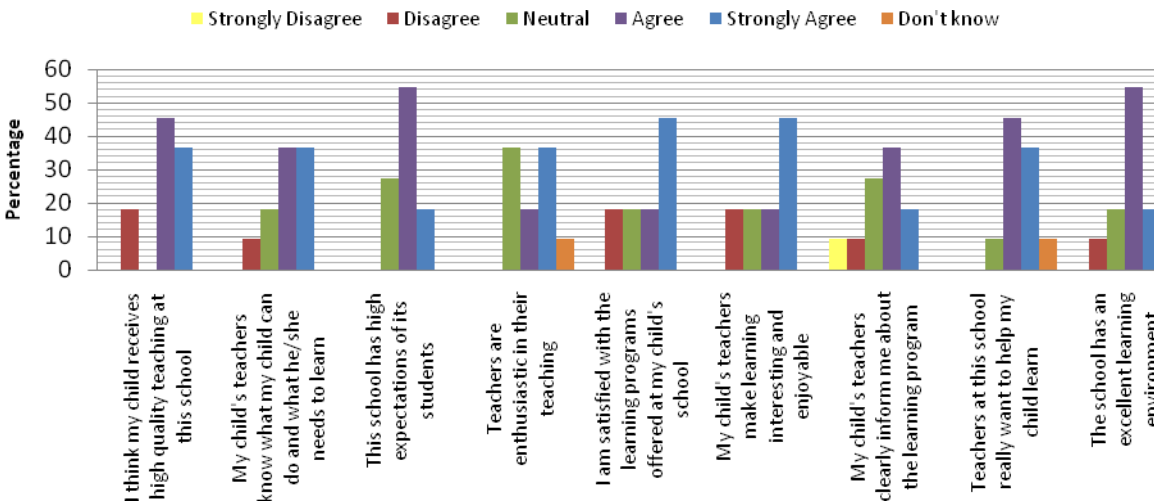
## DESCRIPTION OF PARENT SATISFACTION

### Parent Opinion Surveys

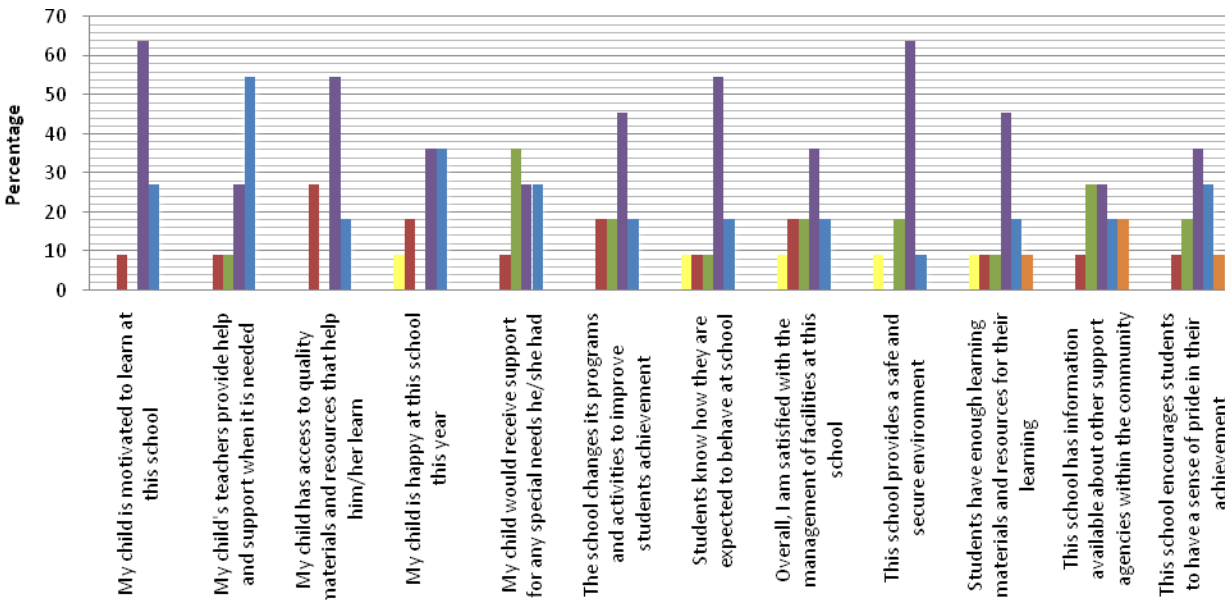
A survey of parents was taken in early 2009 as part of the review process of the previous year, to ascertain their opinions on different aspects of the teaching and learning at Holy Saviour School and gauge parents' satisfaction on the various issues. A questionnaire was administered to a random sample of parents representing each stage at our school.

Following are the results. Responses are reported in percentages.

#### Quality of Teaching and Learning



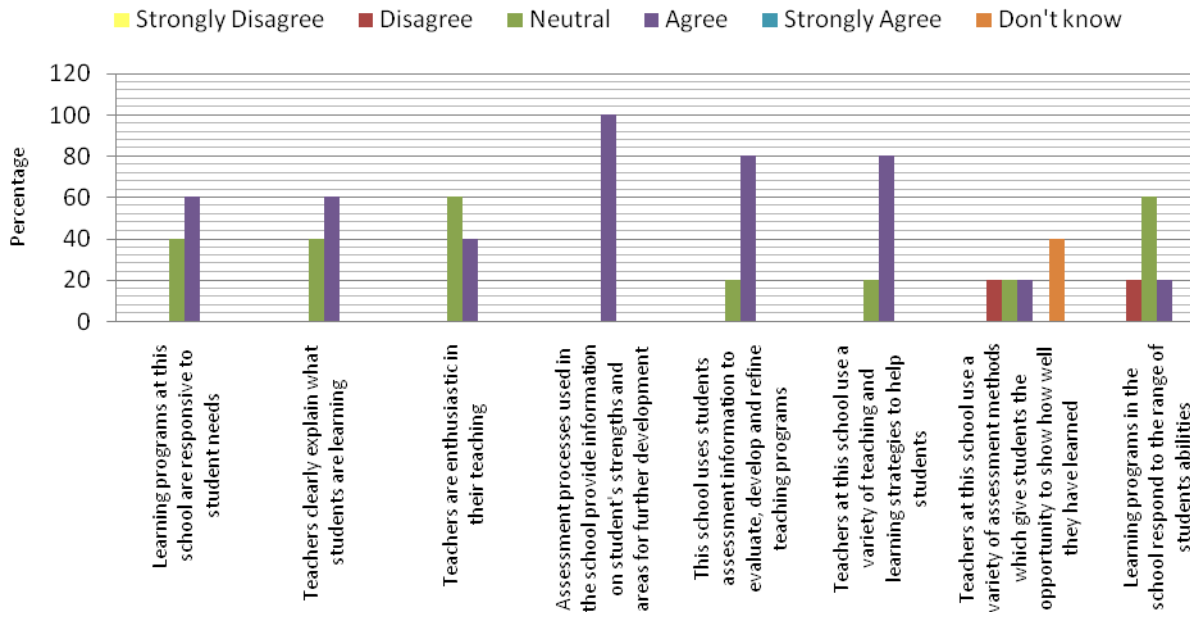
#### Support of Learning



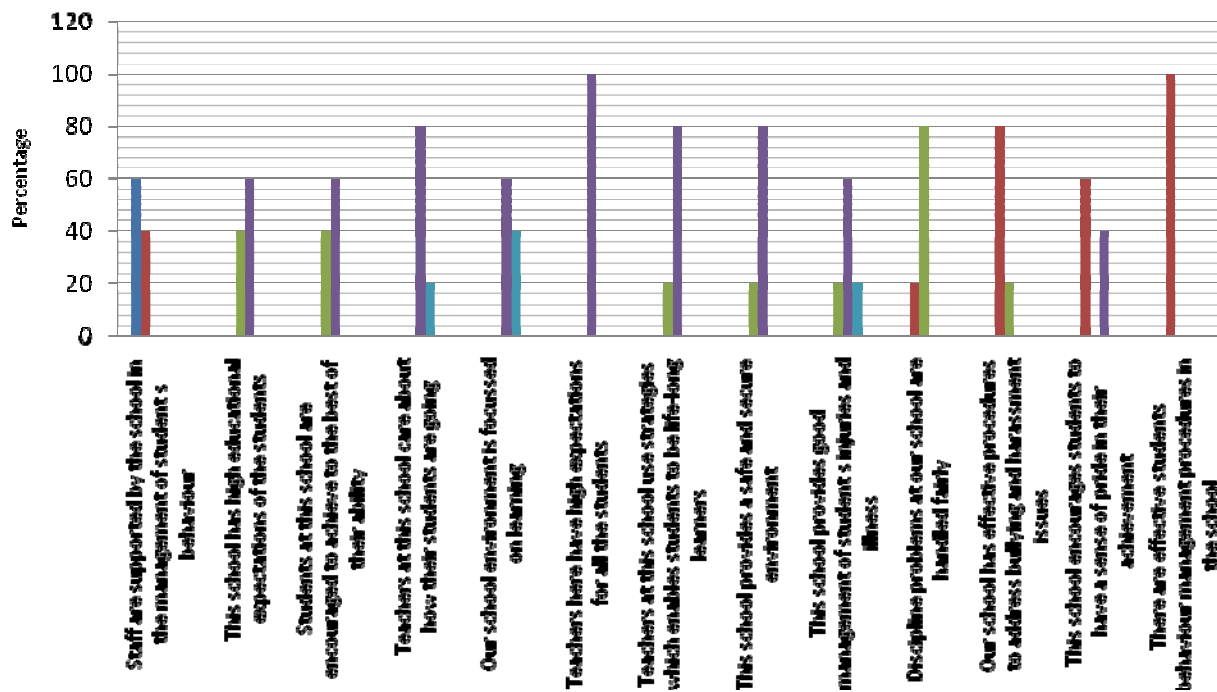
2008 Staff Opinion Survey

As part of the review process of 2008, a survey was taken of teaching staff with questions on various educational issues. Responses are shown in percentages.

**Quality of the Teaching and Learning**



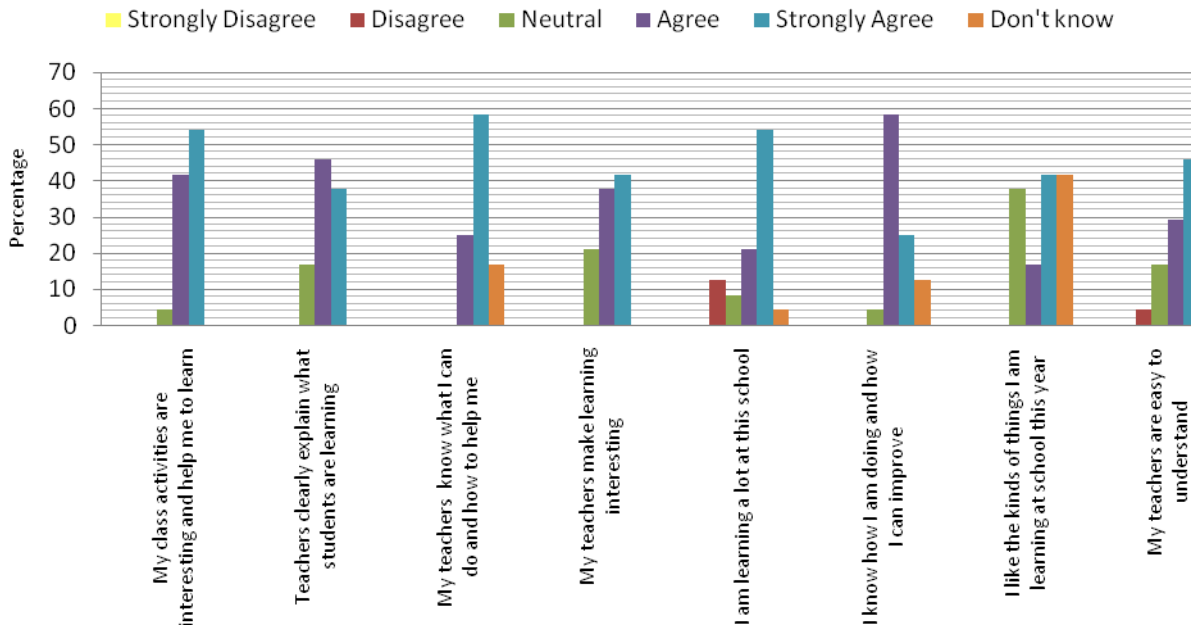
**Support of Learning**



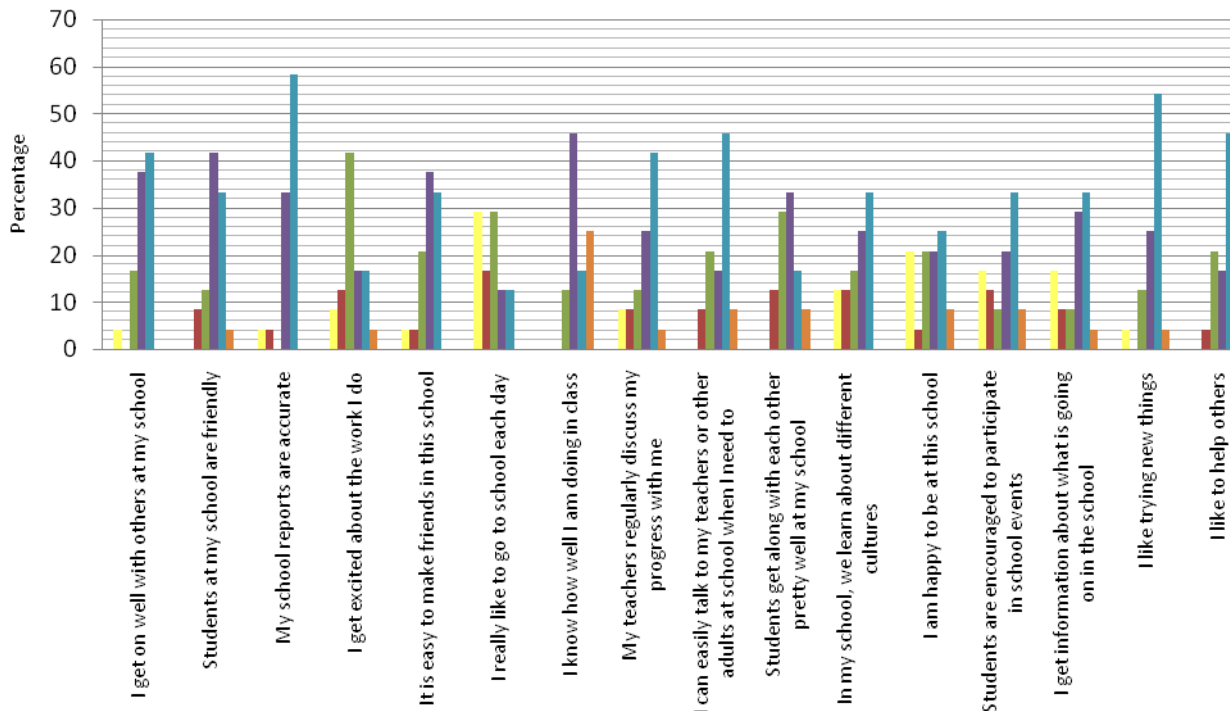
**Student Opinion Survey**

As part of the review process of 2008, a questionnaire was administered to a randomly chosen class in upper primary, in an effort to ascertain their opinions on various aspects of their school life at Holy Saviour School. Their responses are represented in the graphs below. Figures are shown in percentages.

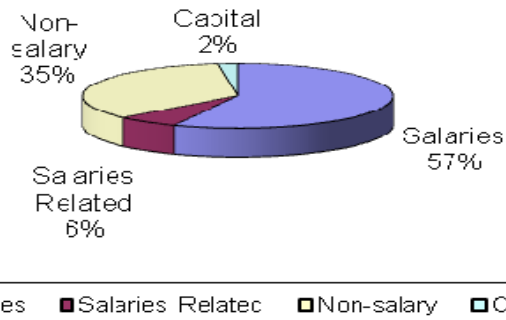
**Quality of Teaching and Learning**



**Relationships and Communication**



**Recurrent & Capital Expenditure - 2008**



**Recurrent & Capital Income - 2008**

