

MISSION

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.

VISION

Our Vision is to build an Educational Community in the Melkite and Eastern Traditions based on our school motto, ***Unity in Diversity***.

THE STRATEGIC PLAN

The strategic plan has embedded the goals stated in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008):

GOAL 1: Australian schooling promotes equity and excellence

GOAL 2: All young Australians become: successful learners; confident and creative individuals; active and informed citizens

As part of our review process, we have identified six key areas for continual development. The goals and recommended actions from the *Melbourne Declaration on Educational Goals for Young Australians* (2008) form the basis for our strategic intentions in each key area.

The Key Areas are as follows:

Key area one: STRENGTHENING SPIRITUAL IDENTITY

Key area two: SUPPORTING SUCCESSFUL LEARNERS

Key area three: SUPPORTING QUALITY TEACHING AND SCHOOL LEADERSHIP

Key area four: RESOURCES, FACILITIES AND FINANCE

Key area five: DEVELOPING STRONGER PARTNERSHIPS

Key area six: STRENGTHENING ACCOUNTABILITY AND TRANSPARENCY

Key Area One: STRENGTHENING SPIRITUAL IDENTITY

STRATEGIC INTENTIONS:

Our students:

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.
- have a sense of optimism about their lives and the future.
- are enterprising, show initiative and use their creative abilities.
- develop personal values and attributes such as honesty, resilience, empathy and respect for others.
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.
- relate well to others and form and maintain healthy relationships.
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.
- act with moral and ethical integrity.
- are responsible global and local citizens.

AIMS

1.1 RELIGIOUS EDUCATION

By the end of 2018, Holy Saviour School is an educational community where:

- 1.1.1 Students know, understand and celebrate their faith through the implementation of a school based religious education program based on the GOD WITH US program, which originates from Pittsburgh USA (a specific Melkite Catholic program), and is supplemented by a variety of resources such as “To Know Worship and Love”, “Towards Wholeness” and CCD Publication “Christ our Light and Life”
- 1.1.2 Staff nurtures students’ love of learning through a curriculum infused with Catholic values
- 1.1.3 Support for Religious Education accreditation
- 1.1.4 Professional learning of staff is provided in order to foster the ongoing quality of Religious Education teaching and learning

1.2 CATHOLIC LIFE AND CULTURE

By the end of 2018, Holy Saviour School is an educational community where:

- 1.2.1 The school community celebrates Divine Liturgy weekly
- 1.2.2 Opportunity is created to combine parishes with the school for religious celebrations such as Solemn Communion
- 1.2.3 Programs and activities are in place to support the Melkite Catholic traditions
- 1.2.4 There is quality involvement of the school Chaplain in school life
- 1.2.5 We promote and participate in initiatives that exercise compassion for the disadvantaged

1.3 PARENTS, PARISH AND THE BROADER CHURCH

By the end of 2018, Holy Saviour School is an educational community where:

- 1.3.1 A partnership exists with parents/ caregivers to encourage and support the spiritual development of the children
- 1.3.2 The school works in close partnership with Saint John the Beloved Parish
- 1.3.3 The school connects with the Australian Melkite parishes through publications

2.4 PASTORAL CARE FOR STUDENTS

By the end of 2018, Holy Saviour School is an educational community where:

- 2.4.1 Students are treated with dignity and respect through just and consistent approaches to pastoral care
- 2.4.2 Student Wellbeing approach is clearly documented communicated and regularly reviewed
- 2.4.3 Partnerships between family and school foster shared responsibility for student wellbeing
- 2.4.4 Support for parents experiencing difficulties is available through appropriate school-based arrangements and/or referral to specialist external agencies, as required

Key Area 2: SUPPORTING SUCCESSFUL LEARNERS

STRATEGIC INTENTIONS:

Our students:

- develop their capacity to learn and play an active role in their own learning.
- have essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines.
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.
- are able to plan activities independently, collaborate, work in teams and communicate ideas.
- are able to make sense of their world and think about how things have become the way they are.
- are on a pathway towards continued success in further education, training or employment and acquire the skills to make informed learning and employment decisions throughout their lives.
- are motivated to reach their full potential.

2.1 PEDAGOGY

By the end of 2018, Holy Saviour School is an educational community where:

- 2.1.1 Teachers demonstrate a comprehensive understanding of the learning abilities of each student within their class in order to challenge, extend and support their learning

- 2.1.2 Teachers use a contemporary research-based pedagogical framework to underpin structures, programs and practices with particular focus on Literacy, Numeracy, Inquiry and Technology
- 2.1.3 Students are motivated and actively engaged as independent learners, critical and creative thinkers and effective problem solvers
- 2.1.4 Teachers access student data to effectively track and reliably monitor student progress to inform educational programs and practices
- 2.1.5 Students self-reflect on, and negotiate, aspects of their ongoing learning

2.2 CURRICULUM

By the end of 2018, Holy Saviour School is an educational community where:

- 2.2.1 The teaching staff is committed and has the capacity to nurture a love of learning through a pedagogy infused with Catholic values
- 2.2.2 An innovated curriculum stimulates and challenges students
- 2.2.3 Develop and maintain a differentiated curriculum that meets the needs of all learners
- 2.2.5 Develop and implement an annual set of priorities for enhancing library services
- 2.2.6 Unpack the NSW Syllabus Documents for the Australian Curriculum in accordance to Board of Studies timeline

2.3 DIVERSITY OF LEARNERS

By the end of 2018, Holy Saviour School is an educational community where:

- 2.3.1 The diversity of learners is respected and supported through inclusive learning experiences, structures and processes
- 2.3.2 Teachers demonstrate knowledge of the diversity of the learner and exercise differentiation across the curriculum in order to support each student
- 2.3.3 Creative pedagogy and learning environments support students to reach full potential
- 2.3.3 Procedures and supports are in place to assist in the development of individual student learning profiles

2.4 INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

By the end of 2018, Holy Saviour School is an educational community where:

- 2.4.1 There is a shared understanding with parents, staff and students about the ethical use of Information Technology
- 2.4.2 Ongoing professional development is provided for teachers in the use of technologies in teaching, learning and administration

Key Area 3: SUPPORTING QUALITY TEACHING AND SCHOOL LEADERSHIP

STRATEGIC INTENTIONS:

Our school is committed to ongoing professional learning to ensure our teachers:

- have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens.
- provide an additional source of encouragement, advice and support for students outside the home, shaping teaching around the ways different students learn and nurturing the unique talents of every student.

Our school is committed to ongoing professional learning to ensure our school leaders:

- play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to find the best ways to facilitate learning, and by promoting a culture of high expectations in schools.
- are responsible for creating and sustaining the learning environment and the conditions under which quality teaching and learning take place.

3.1 TEACHING PRACTICES

By the end of 2018, Holy Saviour School is an educational community where:

- 3.1.1 Professional development addresses identified student learning needs and staff professional learning needs
- 3.1.2 Whole school pedagogy is enhanced through ongoing implementation of best teaching practices, contemporary research and training.
- 3.1.3 Staff professional development is coordinated at the whole school, stage or individual level in areas identified through reflective practice, appraisals and self-review processes
- 3.1.4 Processes are in place to support coaching, mentoring and evaluating staff using the Australian National Standards for Teachers Framework

3.2 PLANNING, PROGRAMMING, EVALUATING AND ASSESSMENT

By the end of 2018, Holy Saviour School is an educational community where:

- 3.2.1 Teachers integrate assessment for learning in the teaching and learning cycle
- 3.2.2 Teachers use and analyse data to engage in shared and timely feedback to students
- 3.2.3 Teachers provide students with a broad range of reliable, authentic and differentiated assessment tasks

3.3 PROFESSIONAL LEARNING

By the end of 2018, Holy Saviour School is an educational community where:

- 3.3.1 There is a commitment to an engagement with professional learning from all staff
- 3.3.2 All teaching staff has an understanding of the Professional Teaching Standards which guides professional learning at the school

3.3.3 The professional teaching standards are embedded in staff professional learning

3.3.5 There is a collaborative culture of shared learning with colleagues

3.3.6 Professional learning is aligned to the school strategic priorities

3.4 RECRUITMENT, SELECTION AND RETENTION OF STAFF

By the end of 2018, Holy Saviour School is an educational community where:

3.4.1 All selected candidates are provided clear information about the school's mission, vision and culture

3.4.2 All stages of staff selection processes are conducted in a systematic and well-planned manner and communication to applicants is timely and appropriate

3.4.3 The recruitment process promotes the school as a creative and supportive professional learning community

3.5 BUILDING LEADERSHIP CAPACITY

By the end of 2018, Holy Saviour School is an educational community where:

3.5.1 The induction and formation of staff is annually reviewed in consultation with participants

3.5.2 Middle managers are supported to develop their own capacity to lead their teams

3.5.3 Opportunity is given to nurture future leaders

Key Area 4 RESOURCES, FACILITIES AND FINANCE

STRATEGIC INTENTIONS:

Our school community members:

- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness.
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity.
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes.
- promote a culture of excellence in all schools by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

4.1 RESOURCING FOR LEARNING

By the end of 2018, Holy Saviour School is an educational community where:

4.1.1 Quality resources enable teachers to create stimulating and engaging learning environments

4.2 LEARNING ENVIRONMENT

By the end of 2018, Holy Saviour School is an educational community where:

4.2.1 Learning spaces are aesthetic, innovative and flexible, thus reflecting current research

4.2.2 A safe and secure school environment is maintained

4.3 ENVIRONMENTAL STEWARDSHIP

By the end of 2018, Holy Saviour School is an educational community where:

4.3.1 Environmental planning strategies improve recycling, paper usage, water reduction and energy conservation

4.3.2 Students understand the school community's active commitment to environmental stewardship in the context of social responsibility

4.4 FINANCIAL MANAGEMENT

By the end of 2018, Holy Saviour School is an educational community where:

4.4.1 The school builds a capital base to support future capital works

4.4.2 Budget development processes and accountability measures are in place, well documented and revised annually

4.4.3 A culture exists of continuous improvement in effective financial management

4.4.4 A variety of financial assistance options are provided to support families in need

KEY AREA 5 DEVELOPING STRONGER PARTNERSHIPS

STRATEGIC INTENTIONS:

In our school community, parents, carers and families are the first and most important influence in a child's life; instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities. Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement.

We provide opportunities for our students to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

5.1 PARENT ENGAGEMENT

By the end of 2018, Holy Saviour School is an educational community where:

5.1.1 The Parents and Friends are actively involved in the life of the school

5.1.2 Inclusive structures and practices that provide opportunity for shared insight and feedback about student learning and wellbeing are evident

5.1.3 Parent satisfaction regarding the quality and effectiveness of the school is monitored annually through a variety of data gathering procedures

5.2 COMMUNICATION AND CONSULTATION

By the end of 2018, Holy Saviour School is an educational community where:

5.2.1 Communication procedures are based on best practice

5.3 ENGAGEMENT WITH THE WIDER COMMUNITY

By the end of 2018, Holy Saviour School is an educational community where:

5.3.1 Educational partnerships with business, industry, universities and High Schools are continued, consolidated and enhanced

5.3.2 Processes exist for the promotion of the school's achievements to the Melkite Parishes and wider community

5.3.3 A marketing plan exists to support student population growth

5.3.4 The school website is used as a communication and marketing tool

5.3.5 A whole school approach to engage in the local and wider community through charitable initiatives which promote care, respect, cooperation and value diversity

KEY AREA 6 STRENGTHENING ACCOUNTABILITY AND TRANSPERANCY

STRATEGIC INTENTIONS:

In our school data supports us to improve outcomes for all of our students. It supports effective diagnosis of student progress and the design of high-quality learning programs. It also informs our school's approaches to provision of programs, school policies, pursuit and allocation of resources, relationships with parents and partnerships with community and business.

Parents, families and community have access to:

- data on student outcomes
- data that allows them to assess the school's performance overall and in improving student outcomes
- contextual information about the philosophy and educational approach of our school, facilities, programs and extracurricular activities
- information about a school's enrolment profile
- the public funding received
- access to information about the performance of our school compared to schools with similar characteristics

6.1 REPORTING STUDENT PROGRESS AND ACHIEVEMENTS

By the end of 2018, Holy Saviour School is an educational community where:

6.1.1 Teaching staff demonstrate a shared understanding of evidence-based reporting

6.1.2 Teaching staff engage students in dialogue about their learning

6.1.3 An effective software reporting package is operational and complies with relevant legislation

6.2 ETHICAL WORKPLACE CULTURE

By the end of 2018, Holy Saviour School is an educational community where:

6.2.1 Staff is informed of their rights and responsibilities, conditions of employment and employer expectations

6.2.2 Staff is aware of the procedures to identify, raise and address issues related to personal performance in the workplace

6.2.3 An ethical workplace culture is sustained through respectful and mutual professional relationships

6.3 ACCOUNTABILITIES

By the end of 2018, Holy Saviour School is an educational community where:

6.3.1 A schedule is in place to ensure all essential school policies and procedures are developed and reviewed

6.3.2 Strategic Improvement Plan is developed to guide the Annual Improvement Plan and School Review Process

6.3.3 Compliance responsibilities are understood and managed by all responsible

6.3.4 Facilities meet the requirements of the Board of Studies and other regulatory authorities

6.3.5 Management System is consistent with legislative requirements