

# HOLY ROSARY

PRIMARY SCHOOL  
LEADERS FOR TOMORROW



FUTURE DIRECTIONS  
2019 - 2022

# Future Directions 2019 - 2022

All members of Holy Rosary strive to live out our Identity Statement, “Leaders for Tomorrow”. There is a strong sense of community within the staff, parents and students, reflecting our commitment to providing a safe, welcoming, diverse and inclusive learning environment.

Our Future Directions plan has been developed out of wide consultation and engagement with the Holy Rosary School Community, reflecting contributions from students, staff and parents.

Our children will remain at the centre of all aspirations as we provide a rich faith filled, academic, social and community minded education.

## Identity Statement

Holy Rosary promotes our vision and achieves excellence in education within a caring, faith filled community.

## Vision Statement

- We are a Catholic school that honours a strong foundation of faith; reflecting the teachings of the Gospels and the Mercy charism.
- We are an inclusive and welcoming community which accommodates and celebrates diversity.
- We model the values of integrity, resilience and respect in all aspects of school life.
- We are educationally rigorous and engage positively in a complex global environment.

## Graduate Outcomes

**At Holy Rosary, we expect graduating students to be:**

- Committed to a relationship with God
- Excited about, and committed to, ongoing learning
- Motivated and skilled to take an active role in society
- Hope-filled, gracious and joyful
- Respectful of all life - self, others and the environment
- Confident and resilient
- Reflective and forgiving

| CATHOLIC<br>IDENTITY | “Students, families and staff inspired by the Catholic story. Living justly to make a difference in the world in the spirit of Jesus.” |  |
|----------------------|--|--|
|                      | Future Direction   | Key Actions  |
|                      | We articulate, lead and support the enhancement of the school’s Catholic Identity, charism and faith development.                      | <ul style="list-style-type: none"> <li>• Display prominent signs and symbols of our Catholic Identity throughout the school.</li> <li>• Further develop school rituals, celebrations and customs that recognise cultural diversity and our charism.</li> <li>• Revision, renewal and education surrounding our vision, mission and graduate outcomes for all community members.</li> <li>• Continuing to build and foster relationships and partnerships with families and the parish.</li> <li>• Provide opportunities for staff faith formation and professional learning in areas of prayer, liturgy, scripture, social justice and Religious Education.</li> </ul> |

| LEADERSHIP | “Leaders in a Catholic school co-create a vision for a community in which all may have life in abundance (Jn 10:10) and where student flourishing is the core purpose.” |  |
|------------|---|--|
|            | Future Direction  | Key Actions  |
|            | We are a purposeful, collaborative and reflective professional learning community that builds leadership capacity across the school.                                    | <ul style="list-style-type: none"> <li>• Increase opportunities for staff and students to engage in self-evaluation processes for improvement and ensure timely recognition and feedback.</li> <li>• Investigate leadership opportunities for students and staff across the whole school.</li> <li>• Increase knowledge, understanding and inclusion of Indigenous sensitivities.</li> <li>• Look for further opportunities to engage and form partnerships with parents and the parish.</li> <li>• Ensure clarity regarding roles (Leadership, Board and P&amp;F) and succession planning.</li> </ul> |

| PASTORAL<br>WELLBEING | “Our commitment is to the development of the whole person - spiritually, emotionally, socially, intellectually and physically.”  |  |
|-----------------------|--|--|
|                       | Future Direction   | Key Actions  |
|                       | We are committed to creating a safe and positive school environment. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other. | <ul style="list-style-type: none"> <li>• Promotion of child safe expectations and behaviour standards to all members of the school community.</li> <li>• Empowering parents to be actively involved in their children’s learning.</li> <li>• Effectively teach and evaluate the impact of Personal &amp; Social Capability curriculum and programs.</li> <li>• Continue to promote staff awareness of inclusive practices so that they are foremost in thinking/planning for all activities and school structures.</li> <li>• Engage positively and effectively with all community members.</li> </ul> |

| LEARNING &<br>TEACHING | “Learning and teaching are two parts of the same action designed to ignite the ‘spark of the divine’ in each child and assist every student in our care to flourish.” |  |
|------------------------|---|--|
|                        | Future Direction  | Key Actions  |
|                        | We demonstrate co-responsibility and co-accountability for both student learning and teacher learning.  | <ul style="list-style-type: none"> <li>• Close monitoring and promotion of school wide targets throughout the school community.</li> <li>• Engagement in coaching and mentoring to enhance professional learning and provide for effective dialogue and feedback.</li> <li>• To build capacity in staff for leadership formation and succession.</li> <li>• Develop a school wide shared philosophy of Learning and Teaching.</li> <li>• To foster and develop the health and wellbeing of our community.</li> </ul> |

| STEWARDSHIP<br>OF RESOURCES | “The vision for the stewardship of resources in Sandhurst schools flows from a sense of covenant with God, our creator, for care of the earth and its environment.” |  |
|-----------------------------|---|--|
|                             | Future Direction  | Key Actions  |
|                             | We plan effectively for future infrastructure and resource needs which support student learning and stewardship of the school.                                      | <ul style="list-style-type: none"> <li>• More effectively engage students with the Rural Block and other sustainability practises.</li> <li>• Resource allocation and distribution is informed by the priorities of the school.</li> <li>• Ensure transparent budget processes and analysis.</li> <li>• Improve the learning environment, resources and facilities of the school.</li> </ul> |



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