



# STRATEGIC DIRECTIONS 2023-2025



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## Identity Statement

Holy Rosary School is a Catholic learning community where all are valued and welcomed with respect, educated with love and inspired to be their best.

Holy Rosary School provides a caring, enjoyable and safe environment with a strong emphasis on meeting individual students' needs both pastorally and educationally.

Learning at Holy Rosary supports the children in their growth and development – preparing them with lifelong skills that will assist them to believe in themselves and their abilities and enable them to contribute positively to their world.

We promote the development and education of all children by working in partnership with their parents.

We want our students to be aspirational, to have a life-long love of learning and to be compassionate human beings who have empathy, especially to those most in need.

## Vision Statement

**Holy Rosary School strives to grow together by:**

- Developing a safe and happy learning environment where every person is accepted and valued.
- Nurturing and developing the whole person - spiritually, socially, emotionally and academically.
- Recognising the successful growth of each individual.
- Celebrating the joy of discovery and the excitement and achievement of learning.

**Holy Rosary School strives to:**

- Be a place where parents, staff, parish and local community work together to provide quality learning experiences.
- Promote and demonstrate fundamental values of honesty, respect and service in the light of Jesus' teaching and the spirit of the Presentation Sisters.



# Graduate Outcomes

At Holy Rosary School we endeavour to educate students to be people who:

- are generous in service, gracious givers and grateful recipients
- are happy and believe in themselves
- are resilient, effective problem solvers and enquirers
- are literate, numerate and technologically competent
- are enthusiastic life-long learners
- are safe and respectful of self, others and the environment
- develop social competencies and life skills
- are advocates for justice and peace
- are open to spirituality
- are community minded.

*“I have come that they may have life,  
and have it to the full.”*

John 10:10



## CATHOLIC CULTURE

*To cultivate a contemporary understanding of the story and tradition of our Catholic culture.*

- Explicitly link social justice and outreach with Catholic social teaching.
- Enhance and celebrate Gospel-inspired behaviours and Christian values of Honesty, Respect and Service.
- Cultivate and embed tangible and respectful reconciliation strategies, linked to the Gospel, with our First Nations peoples.
- Revitalise and re-imagine our Catholic culture, to ensure that we walk with our students and staff to nurture every individual's spiritual journey eg liturgies – leadership, sacraments and rituals.
- Re-engage and strengthen partnership opportunities between school, Parish and families towards a contemporary Catholic faith.
- Build broader opportunities and strategies for learners to engage with Scripture.

## LEARNING AND TEACHING

*To optimise learning growth and achievement for all students.  
To strengthen and deepen teacher confidence and capacity.*

- Cultivate and embed teacher capacity, with professional discoveries and time to consolidate experiences (evidence-based practices and contemporary best practice).
- Sharpen focus on student-needs and interests, to achieve improved educational outcomes, as measured by higher growth and achievement.
- Streamline consistency of learning adjustments and interventions (eg LLI, NCCD)
- Enhance a clear and explicit Foundation to Year 6 Whole of School Approach to Learning and Teaching, providing more consistency and higher standards of learning and teaching.
- Enhance student growth and attainment through prioritised and purposeful learning via offering of a range of learning experiences that are relational, relevant, rigorous and reflective.
- Develop systems and processes for the collection and analysis of relevant data to evaluate effectiveness and enhanced learning trajectories.
- Foster data inspired and inspired practices – ensure effective strategies and processes for data analysis from both internal and external measures and reflection are used for responsive curriculum delivery and teaching practices that directly relate to improved student outcomes.

## PARTNERSHIP AND LEADERSHIP

*To boost and enrich partnerships between stakeholders.  
To enhance the model of servant leadership.*

- Re-build and re-invigorating parent and family engagement with the Holy Rosary, through actively fostering stronger relationships with students, families and staff and a collaborative and innovative approach to family involvement.
- Strengthen community engagement and beneficial partnerships with external associates, district organisations, Catholic Education Sandhurst and stakeholders in the community and across the Heathcote region.
- Improve home- to- school relationship and communication to encourage effective and appropriate parental and family engagement in student learning
- Promote avenues and practices for effective and regular communication and feedback to exist across all aspects of the school and between all stakeholders to foster a vibrant and engaged school community.
- Develop and implement a whole of school communication strategy informed by data and consultation with staff and the wider school community.
- Generate a school environment that fosters practices that promote collaboration, inclusion and connection, as a model of servant leadership
- Cultivate and bolster teachers as leaders – across cohorts, areas of expertise, curriculum
- avenues and practices for effective and regular communication and feedback to exist across all aspects of the school and between all stakeholders, including Educational Support Groups
- Review and improve induction processes for new staff, succession plans and models of leadership



## WELLBEING AND ENGAGEMENT

To boost student engagement, voice and agency in learning.  
To consolidate respectful relationships and wellbeing in our community.

- Strengthen and enact strategies and processes that foster genuine student engagement, voice and agency in learning.
- Review and improve staff wellness and inclusiveness practices.
- Enhance sense of connectedness and belonging to Holy Rosary for learners, families and staff.
- Continue to embed and sharpen the implementation of School-Wide Positive Behavioural Interventions and Supports (SWPBIS).
- Foster and enhance respectful relationships between staff and students through the implementation and embedding Holy Rosary's values to ensure that each individual is affirmed in their dignity and worth as a person –really “know” each other.

## KINSHIP AND STEWARDSHIP

To deepen sustainable and regenerative stewardship practices.  
To imbue kinship with landscape, country and nature.

- Encourage sustainable and regenerative stewardship practices that are environmentally, financially and socially responsible.
- Celebrate kinship with country and nature, through cultivation of eco-spirituality practices.
- Demonstrate responsible financial stewardship and effective use of resources that is committed to affordability and long-term viability, based on the needs of the learners, including accessing grants and funding sources.
- Develop and implement an outdoor masterplan which includes outdoor interactive learning spaces, sensory garden.
- Demonstrate adherence and responsiveness to governance structures and financial management that promote fiscal sustainability that allows for the changing needs and expectations of students and staff alignment of governance values, policies and practices.

*“Life isn’t fair, but good teaching and good schools are the best means we have of overcoming disadvantage and opening doors of opportunity for young people.”*

Prof. Stephen Dinham











# Honesty Respect Service



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