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|  | **St. Mary’s School – Swan Hill** |
|  **School’s Philosophy** |

**“…shine among them like stars lighting up the sky!” Phillippians 2:15**

**Statement Updated: 2019**

**Statement Review: 2022**

**Philosophy:**

At St Mary’s Primary School Swan Hill we are committed to improving the life and learning of the children for whom we are responsible. Our beliefs are lived out through our commitment to RtI framework which underpins all teaching and learning programs and practices in the school. We believe

That every child is unique and blessed with their own God given gifts. Our goal is to nurture and foster these gifts.

All teaching and learning exists in our Catholic Faith, tradition and beliefs very much centred around Josephite heritage.

We believe all children can learn and will learn because of our focus on the needs of each individual learner including their knowledge, skills, dispositions and learning style. We believe in inspiring optimism in the face of challenges and empowering children to find success.

We strive to create an educational environment that engages children in a purposeful, rigorous and relevant curriculum; where relationships are built on respect and trust and where communication is open and informing. We believe that highly engaged students are a critical factor in creating a high performing school and value collaborative home-school partnerships.

We believe in using a multi-tiered model of delivering the curriculum. We consistently monitor all students to ensure they are successful learners, collecting data which informs instruction so that all students’ unique learning profiles are supported.

At St. Mary’s we value highly skilled, informed and dedicated professionals who focus on learning through collaboration with colleagues. We constantly reflect on our practice and collected data in order to improve our teaching and ultimately deliver high quality instruction that supports all children to reach their potential.

 We enact our philosophy through our school Vision and Mission statement:

