



Catholic  
Schools Office  
DIOCESE OF MAITLAND-NEWCASTLE

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## Rosary Park Catholic School, BRANXTON

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## About the Annual School Report

Rosary Park Catholic School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

Once again we have been involved in the State Action Plan Program to improve Quality Teaching and Quality Learning. With a Leading Teacher driving the program, a cultural change in relation to pedagogy and staff working collaboratively with each other has been evident, leading to improvement in student learning from K to 6. At the beginning of the year, we moved towards developing Professional Learning Communities which extends from the SAP and SIP initiatives that were previously in operation within the school community. Each class uses the fluid and flexible groupings in numeracy. The Learning Support Teacher, Leading Teacher and Learning Support Assistants are utilised in these times to allow for adult guidance in each of the levelled groups. These groups are set using detailed pre-testing and continuum data. Staff in each stage continue to be given release time to discuss and refine the use of the fluid, flexible groups, ensuring they continue to be successful. 2016 will see the extension of these groups into the literacy time. It has been important in our school to allow the Professional Learning Teams to have some control over how the groupings are set up and how they run. While all Teams have a set of Norms to run by, these Teams are new to everyone so sharing ideas and resources is continually occurring as we develop Learning Communities that best suit the staff and students here at Rosary Park. Therefore, how the groups are set up and run in Stage 1 is different to the way they are run in Stage 2. Regular Staff Meeting time is allocated to reflect on where the Professional Learning Teams are at and setting goals for the future. As a teaching group we are open to innovation and encourage each other to take the lead when trialling investigating creative teaching practices. We learn off our colleagues with many professional development opportunities being provided by those presently working on staff. The dramatic growth in the results of each individual student is a credit to the practices presently in place at Rosary Park, with the staff always striving to achieve the best possible outcomes for each child's learning and their welfare.

All members of the school community have, in some way, enhanced the culture of this school to make it a hive of many diverse activities. From Literacy and Numeracy to Performing and Visual Arts, from Sport to Student Emotional and Social Learning, the children have moved forward. I firmly believe we have a true balance of activities that enables every child to experience a whole host of learning, not only educational, but also about themselves as people in their journey of life. It is part of the journey with learning that will carry them through to their adult years.

The P&F Association have been a tower of strength for our school. They not only continue to work hard to raise valuable funds for the students attending, but also give overwhelming assistance with any new initiatives or implementation.

### Parent Body

2015 was another eventful and successful year for the Parents and Friends Association at Rosary Park. There were fundraisers to assist in the purchase and construction of an LED sign to be placed in the front grounds of the school. The P&F also supported families by making contributions to students who reached Polding level and above in sporting events, and paid the fee for all students to represent our school at the Gifted & Talented Days organised by the ASC. The support from the school helps us to operate effectively and I would like to thank the staff for continuing to place faith in our organisation. A huge thanks to the wonderful P&F Committee. Our association has some wonderful members who dedicate their time to provide worthwhile activities and opportunities. Their desire and willingness to make a significant contribution is commendable. The P&F will be a little different in 2016 when long serving President, Lisa Peel, steps down from this position. Lisa has been a driving and inspirational force in the Association for 10 years. Her legacy will be longed remembered and we thank her for the massive contributions of time and effort during this time.

### Student Body

We have been very fortunate to have been elected leaders at this wonderful school. As leaders, we were given responsibilities to carry out throughout the year including; being a role model for all the students to follow, teaching new children the way things are done at their new school, giving up lunch to carry out jobs, putting other people's needs before our own, supporting the teachers, helping children when they are hurt, representing the school at external functions, wearing the uniform and badge with pride, organise, set up and run the weekly assembly and giving out playground awards. The senior leaders also helped and supported the junior leaders, encouraging them to challenge themselves and assisting them build their confidence.

Thinking about the year is easy as there were many highlights and everyone at Rosary Park will have special memories of the year. We thank the student body for electing us, the teachers for their encouragement and opportunity to build as people through the opportunity to be the leaders at a school that gives all children a chance to shine across a whole range of fields.

## SCHOOL FEATURES

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### History of the school

In response to the needs of the Catholic community of the Branxton, Greta and the surrounding districts, the Sisters of Mercy, Singleton Congregation, established the first Catholic school in 1886. The school was built upon the spirit and charity of The Mercy Nuns with assistance from the parishioners. We took this spirit with us at Rosary Park.

A new school was built on the St Brigid's site and it was decided that the Infants would be accommodated at St Mary's Greta. Today, St Brigid's is the Primary School (years 3 to 6) and St Mary's Greta, the Infant (Kindergarten to year 2). After 125 years a new school was been built at 36 Station Street, Branxton.

The New K to 6 school in Branxton begun construction in August, 2010, and was ready to be occupied on Monday 10 October, 2011. It was built on land kindly donated by the Parish. The community voted on the name of the new school, the new emblem, the new motto and the new uniform.

### Location/Drawing Area

Rosary Park Catholic School is located at 36 Station Street, Branxton. Turn left off the New England Highway on the Singleton side of town and the school is found around 100m on the right hand side of the road.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

We believe Rosary Park Catholic School is a truly Christian Community which strives to provide an environment based on the values of justice, happiness, security, respect, responsibility and creativity. Rosary Park values the relationship between home and school, and encourages teachers, children and parents to work, worship and socialise together. We model our daily lives on Rosary Park's motto of "Built on Faith, Knowledge and Respect."

### Family, Parish and Diocesan evangelising and catechesis

We have a close and productive relationship with the Parish Community, where we work together to promote the Parish/School partnership. We work with each other to engage the community in the core belief that the climate and culture of Rosary Park must reflect the mission of the church. As a school we attend Parish Celebrations and all Parishioners are most welcome at our community events. Parish events and news are published in our fortnightly newsletter while the Parish have their own page in the Annual School Magazine. We are part of the Diocese of Maitland-Newcastle and attend various Diocesan events during the course of the year.

### Christian Discipleship

In 2015 the staff attended a Spirituality Day run by Richard Leonard, a Snr Lecturer in RE at ACL. Opportunities for faith development of staff members were made available at various staff meetings when outside personnel were sourced to work with the staff regarding their own faith journey. Staff were also encouraged to attend Professional Development Days organised by outside organisations using their RFF allocated days.

### Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus. Each class has a structured lesson each day that develops the knowledge and understandings of the Catholic Faith. Professional Development has taken place with the Religious Education Co-ordinator introducing new teaching strategies, purchasing new resources, and assisting teachers to develop meaningful class, stage and whole school liturgical celebrations. Special celebrations related to the Church seasons, Sacramental programs and Liturgies involving parents and grandparents were again highlights of the year.

We also had wonderful opportunities to use the musical talents of our Pastoral Care Worker to enhance the teaching of religion in and out of the classroom.

### Initiatives Promoting Respect and Responsibility

The school raised money for various charities in 2015, most notably Catholic Missions and Caritas Australia. Rosary Park takes special pride in efforts to raise money for the following charities; Biggest Morning Tea, Shave for a Cure (Cancer Council) and natural disaster victims. Various donation incentives throughout the year raised money for St. Vincent De Paul. We stay involved with Nausoris Special School in Fiji after young members of the community spent a month volunteering at the school. Once again we sent stationery, teaching resources, reading books and monetary donations as part of this arrangement.

The community followed up from the workshops held in previous years by coming together once again to take part in various workshops on values. The Year 6 children led the day. They concentrated on the values outlined in our Catholic Identity – justice, happiness, respect, responsibility, security and creativity. All of our awards at the presentation night were based on the values of Faith, Knowledge and Respect.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
1	13	15

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

Rosary Park Catholic School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2015

Scholastic Year	Number of Students
K	30
Year 1	35
Year 2	39
Year 3	26
Year 4	26
Year 5	24
Year 6	28
Total	208

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	91	91	91	95	91	90	91

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

Copies of the Pastoral Care Policy are available from the school office and one is found in the School Booklet and is also available on the Gate21 site. There was a review of this policy in 2015. There were no major changes to the policy and the preventative behaviour management program and social skills program called 'Stop, Think, Do' continued to be taught in the classroom as part of our Personal Development syllabus. Also, incidents in regards to bus issues and classroom issues were recorded on Gate 21, which allowed the school to monitor negative behaviour and put in place strategies to assist these students take more responsibility for their behaviour. The school use the gold card playground reward for individuals and the classes to further encourage positive behaviour on the playground.

### Discipline Policy

The School's Behaviour Management Policy outlines the discipline procedures for both classroom and playground behaviour. A behaviour book is used on the playground and a detention book is used to address issues on the playground. The parents are given an outline of expectations at the beginning of the year and the children are asked to sign a contract regarding these expectations. There were changes to the procedure of giving children time-outs for unsocial behaviour. Rewards for positive behaviour are given on a daily basis. Policies are outlined in the parent handbook, are available from the school office and are also available on the school portal site. These policies have information regarding procedures that are fair and just to the individuals at our school. The policy was reviewed before we merged onto one site in 2011 and was reviewed 2014.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Rosary Park Catholic School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Parts of the policy are published in the fortnightly newsletters throughout the year. It is also posted on the Gate 21 portal used by the staff.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

Tiering of students into ability groups across two grades in Maths and English based on collaborative teaching model.

Teacher instruction in class situations and with ability groups across the grades to focus on higher order questions to Tier 1 students in English and Maths.

All Staff implement School Agreed Practices for English and Maths. These are found in the Class Procedure Folder in each room and on Gate 21 under Procedures.

Provide professional learning to consolidate English and Maths student progress targets. Focus on Reading for Primary, Mini-Lit for Infants. Substrand by Substrand analysis of the new maths syllabus.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The majority of students to grow in their learning with improved Naplan results and standardised testing results. Improvement in higher band rankings in Naplan.</p> <p>Assessment data from standardised testing schedule and classroom posted in Gate 21 and children plotted on the continuum at the end of each term to move clusters.</p> <p>Staff meetings allocated every term to promote collaborative discussion and ownership of all students progress as a school.</p> <p>Students highlighted in Teaching and Learning programs according to their level of achievement-High was blue text, Core was black and Lower was red text.</p>	<p>Improved student achievements in English and Mathematics. Monitor student results and keep an up-to-date data wall to plot student progress on the continuum. Leading teacher to work with PLT's as an extra teacher to provide specific teaching at required ability level for the students. Analyse school assessment data identifying trends and areas of need across the school - as a teaching group liase with executive to provide PD for staff in specific need areas.</p>
<p>Tier 1 students across the school improved greatly with evaluation at the end of each team teaching sessions of what had been achieved by these students, leading to improved standardised testing results and Naplan results. A question bank was established to compliment the teaching sessions with these students.</p>	<p>PLT framework extended to cover both Mathematics and English. The fluid flexible groupings model used to teach Mathematics throughout the school is to be expanded into the teaching of English. Collegial discussions on current PLT framework in Mathematics - What is working? Where/how could we improve? How can this extend to the teaching of English?</p>
<p>All classrooms implemented the agreed practices within their classrooms and teaching and learning opportunities. Implementation of educational change within the school structure by providing Professional development in Professional Learning Community (PLC) for all staff and opportunities for staff to work collaboratively with peers engaging in increased professional dialogue.</p>	<p>Preparation and Professional Development for COSI review of English and Mathematics in Term 3 and the introduction of the new History and Geography curriculums into the school. Meeting with Cath Murray to include the new History and Geography outcomes to the school scope and sequence. Locate quality texts to link to the new curriculums. Term 1 focus on English and Mathematics scope and sequence and have PD for the staff in preparation for the review in Term 3. term 2 have an in-service on programming, teaching and best practice for these two KLA's.</p>

## Academic Achievements

Rosary Park values and encourages Academic Achievement. All individual and group achievements are acknowledged with weekly merit and Principal Awards. Any achievements are published in the fortnightly newsletter and the Parish bulletin. Throughout 2015, some students completed several state-wide competitions.

Results are as follows:

- The University of NSW 2015 Australasian Schools English Competition – 1 Distinction, 4 Credits and 7 Certificates of Participation
- The University of NSW 2015 Australasian Schools Science Competition – 1 Distinction, 2 Credit and 10 Certificates of Participation

- Spelling Competition – 2 Distinctions, 5 Credits and 13 Certificates of Participation.
- Writing Competition –13 Distinctions, 5 Credits and 6 Certificates of Participation.
- Computer Competition – 3 Distinctions, 2 Credits and 6 Certificates of Participation.
- Mathematics Competition – 3 Distinctions, 5 Credits and 8 Certificates of Participation
- The Newcastle Permanent Maths Competition – 3 Distinctions and 12 Merits.

### Cultural achievements

Rosary Park children participated in the Anzac School Ceremony and Community March. A group of Primary children took part in the Cessnock Mayoral Challenge on photography held at Cessnock. The children competed in a school talent quest competition, art competition in Term 2. The whole school performed in the bi-annual concert - "Pirates of the Curry Bean." Various children took part in internal and external public speaking competitions, with one progressing to the Diocesan competition, with two students representing the school at Cluster level. Various children took part in gifted and enrichment workshops at different Cluster schools during Term 3. The Upper Hunter Conservatorium of Music provided many of our students tuition during the course of the year, with some performing for the whole school at our Presentation night. The children contribute to CWA events during the year. The weekly African Drumming Program was very successful.

### Sporting achievements

The range of sporting opportunities offered to the students at Rosary Park (and to the 8 year olds in the Infants section of the school in Swimming and Athletics) are many and varied. At school level we had 96% participation at the Athletics carnival in May and 80% participation at the Swimming Carnival in December.

Rosary Park had our Yrs 5 & 6 girls take part in the Singleton Gala Day with one of the teams progressing to the next level of competition at Maitland.

Our Rugby League team competed in The Steve Simpson Shield and Independent Schools Cup with the team making it through to the Grand Final of the Independent Cup.

As part of our Physical Development this year students participated in the dancing component of the PDHPE syllabus which was integrated into the concert performance.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.77%	71.10%	0.00%	12.90%
	Writing	92.31%	75.80%	0.00%	9.30%
	Spelling	61.54%	65.20%	7.69%	16.70%
	Grammar	69.23%	73.20%	3.85%	12.60%
	Numeracy	65.38%	60.80%	11.54%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63.64%	57.90%	9.09%	20.00%
	Writing	68.18%	52.40%	4.55%	19.50%
	Spelling	54.55%	60.80%	18.18%	14.60%
	Grammar	63.64%	60.90%	9.09%	18.60%
	Numeracy	68.18%	55.80%	0.00%	17.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	16
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	16

### Workforce Composition

Number of Staff	
Total teaching staff	16
Total non-teaching staff	8
Grand total	24
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

Due to transfers and movement to other states, the school had 5 new teachers begin at the start of 2015. Retention was 31.25%.

### Professional Learning Undertaken

Annual Plan with CSO personal, Diocesan – Numeracy, Balanced Literacy Program, Naplan Analysis: CPR/First Aid/Emergency Care - Anaphylaxis update, Maths Syllabus and Program writing, Maths Resourc Assessment Review, Spirituality Day, Sap presentations, Gate 21 training, PLC workshops, Focus on Reading Mini-Lit, Faith Journey,Covey.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

Rosary Park has a clear identity as the Catholic School in the community and an atmosphere of care is a feature of school life. The community acknowledges the teaching/learning that is implemented, that there are ample opportunities for parents to meet teachers, that they are encouraged to participate in school life and that the school is organised and administered in an effective manner. Members of the Parish and parent body have been heavily involved in the establishment of Rosary Park and take an active role in the daily operations of the school and the continued improvements that are happening.

The only constant comments from parents that show disappointment is the lack of toilet facilities for the children on the playground itself, that the school lacks shade as there is no Covered Outside Learning Area included in the original construction and the canteen area is a hall kitchenette not a proper school canteen. It has now been four years since moving to the new site. There was an indication the school community will be provided with these in at the beginning of 2016, which was exciting news for the school community.

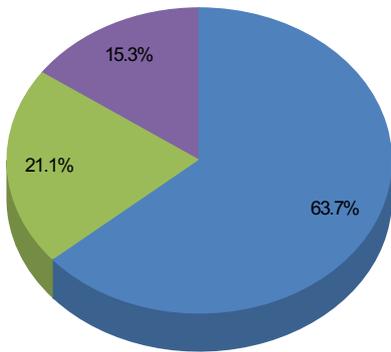
### Student Satisfaction

The students at Rosary Park enjoy the varied experiences the school offers and the learning structures that are in place. Things some students like about our school: I like doing my work in class, I enjoy using hands-on equipment to learn new maths' concepts, I have enjoyed coming to school and learning about new things each day, I have learnt a dance for the school performance and read about celebrations that happen in different countries, I love my teachers, I love this school and it is the best school, I play football with my friends, I like playing the drums and making music, I like to play with my friends, my classroom is full of colour, I learn in lots of cool ways, our class is great at working together, I enjoyed learning about other religions and looking up stories in the Bible to teach us how to follow in Jesus' footsteps. All these comments came directly from quotes in the end of year magazine.

### Staff Satisfaction

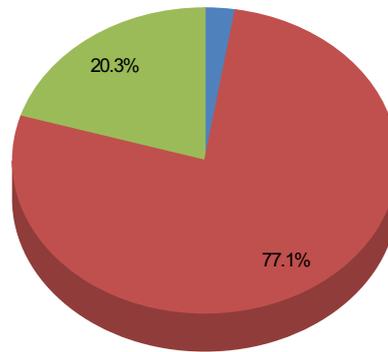
Rosary Park is blessed to have a staff dedicated to achieving the best possible outcomes for each child's learning and their welfare. They are highly respected by the parent body and the students. They are a talented team who work with each other and for each other in a very collaborative manner. The learning opportunities and outcomes for the students are pivotal in all that they do as a team. They work very hard on all aspects of schooling but also take the time to enjoy each other's company in and out of the school environment. I thank them for their continued support to me, as principal, and for the friendships that have been forged in 2015. The school is very lucky to have these people looking after the children attending.

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.1%)
- Fees and Private Income (15.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.5%)
- Salaries and Related Expenses (77.1%)
- Non-Salary Expenses (20.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,437,777
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$475,209
Fees and Private Income <sup>4</sup>	\$344,337
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,257,323</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$56,307
Salaries and Related Expenses <sup>7</sup>	\$1,708,904
Non-Salary Expenses <sup>8</sup>	\$450,244
<b>Total Expenditure</b>	<b>\$2,215,455</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Will Callinan**

**Rosary Park Catholic School**

**BRANXTON**

**Phone: 4938 1541**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>