

# ANNUAL SCHOOL REPORT

# 2017

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 NESA 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 2017 and gives information about 2018 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

As 2017 draws to a close I would like to focus on the development of the school since the two Parish schools became one on the new site at Branxton. We began as one in Term 4 on 10 October of the year 2011. I was most fortunate to be the Principal of the new school in the 125th year of Catholic Education in the Greta/Branxton Parish, carrying on the traditions of The Sisters of Mercy who established the first schools so many years ago.

As leader within this community I had to face the many new challenges that were involved in establishing a new culture at the new learning environment. In that first twelve months we worked hard to establish procedures, routines and roles to ensure the establishment of the new culture at Rosary Park. The combination of parents, students, staff, parishioners, clergy, CSO and the greater community of Branxton saw the formation of a cohesive working unit for the betterment of the community as a whole. In Term 3 of 2012 the school undertook a major review to gain full registration when a group of personnel from the CSO and The Board of Studies visited the school. We gained full registration from the visit and reinforced my belief we had many great things happening and we were heading in the right direction. We continue to forge forward six years on. We have grown from a population of 190 students to 252 students with the school's population to grow in the future.

Who and what we are today are the result of countless choices that have been made, or weren't made, in the past. Our school's future will be determined by what we do now. The foundations for the education of the students have been set and the school environment itself is beginning to take shape. This too has taken five years to come to fruition. I feel confident that the new permanent classrooms will be built next year and that the next five years will be as successful and fruitful as the first six.

I would like to thank the school's exceptional staff for their dedication, inspiration and sheer hard work. Every day they invest so much of themselves in the lives of the students.

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

2017 was another successful year for the Parents and Friends Association at Rosary Park. There were fundraisers to assist in the purchase of I-Pads for the students and the purchase of many new classrooms resources. The P&F also supported families by making contributions to students who reached Polding level and above in sporting events. 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.

### 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 Infants (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. The school has now grown to 252 in number with significant number increases anticipated in the near future. With new housing developments being constructed, Rosary Park will become double stream in the near future.

### 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

The staff took part in Spiritual retreat at Hunter Valley resort while two staff members were involved in a pilgrimage to the Holy Land. Mrs Kevin and Mrs Dixon undertook an amazing journey of discovery and renewal as they joined 30 other pilgrims from the Diocese. The pilgrimage saw the girls walk in the footsteps of the great man, his disciples and his many followers of that era. It also enabled them to be exposed to the many events that occurred in the history of the Church.

Staff and executives were also encouraged to attend Professional Development Days organised by outside organisations and take part in organised retreats outside of school.

## 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.

This year saw the implementation of the new Religious Education Curriculum provided by the Catholic School's Office. Students have enjoyed the fun and the practical hands-on approach to learning about their faith. The teachers have embraced the opportunity to provide meaningful learning experiences in Religious Education.

Congratulations to our Yr 6 students on the wonderful results achieved in the Religious Literacy Assessment. A number of students received High Distinctions, Distinctions and Credits. Well done, you should be very proud.

## Initiatives Promoting Respect and Responsibility

The school raised money for various charities in 2017. The Mini Vinnie's team worked hard to raise money for the less fortunate in our community. The generosity of our school community saw the following donations made:

- \$700 to Caritas Australia for Project Compassion
- Food, blanket and clothing donations to Saint Vincent de Paul
- \$45 000 towards Buck\$4Ben appeal. Money going towards one of the teachers who has brain cancer

and requires assistance for medical treatment overseas.

- The Annual Christmas Appeal was run in Term 4 for St Vincent de Paul.

The school introduced a peer support program in Term 2 which was led by the Year 6 children. It covered a module on Friendship, which went for 10 weeks. 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
0	18	11

\*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 2017

Scholastic Year	Number of Students
K	43
Year 1	44
Year 2	27
Year 3	36
Year 4	42
Year 5	27
Year 6	27
Total	246

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	92	92	94	92	92	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 School Portal. There was a review of this policy in 2016 due to the introduction of the Positive Behaviour Scheme model across the school. One teacher was trained about the model and mentored the staff with its introduction across the school. This was the major change to the policy. Incidents in regards to bus issues and classroom issues were recorded on the PBS data base, 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 'gotcha' tokens as playground rewards for individuals encouraged positive behaviour on the playground. The same reward system is being used in class.

### Discipline Policy

The School's Behaviour Management Policy outlines the discipline procedures for both classroom and playground behaviour. 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 in 2016. This needed reviewing in line with the introduction of the PBS model being implemented across the school. A new review will be undertaken as part of the school improvement plan in 2018.

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 school portal used by the staff. Copies are available on request from families.

### 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

Monitor student results in English and Maths and keep an up-to-date wall to monitor student progress on the continua.

Analyse school assessment data identifying trends and areas of need across the school.

Leading Teacher to be employed to work collaboratively with class teachers to use set criteria to identify higher achievers in specific areas of numeracy (Terms 1-4) and Literacy (Terms 3-4). Use the system's gifted approach to identify these students. Develop extension work for targeted children in numeracy and literacy. Implement learning strategies to improve the performances of the higher achievers and evaluate programs.

Identify and purchase quality texts with the new PEHPD and Science Syllabi.

Collegial discussions on current PLT framework. Stage meetings to plan, monitor, reflect and evaluate teaching programs and practices. To identify priorities and goals to support professional growth.

Use CSO education officer to assist with reviewing current curriculum maps for PEHPD and Science.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The majority of students to grew 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 children plotted on the continuum at the end of each term to move clusters.</p> <p>Higher achievers in numeracy from Yr 2 to Yr 6 were challenged with higher order thinking activities and developed themselves individually as well as becoming mentors to other students in their respective classes. I</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>Leading Teacher to work collaboratively with class teachers to use set criteria to identify high achievers in specific areas of Numeracy (Terms 1 - 4) and Literacy (Terms 2 - 4). Use the system's Gifted approach to identify students.</p> <p>Leading Teacher to work collaboratively with class teachers to develop extension work for targeted students in Numeracy and Literacy.</p> <p>Leading Teacher to work collaboratively with class teachers to improve the performances of the higher achievers and evaluate the programs. The school will aim for a 10% increase in Higher bands in Naplan.</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 to be incorporated with the PPD's. Stage meetings to plan, monitor, reflect and evaluate teaching programs and practices.</p> <p>Stage meetings to identify priorities and goals to support professional growth - PPD.</p> <p>Incorporate the Maquit reading program into the PLT class framework in the primary classes. Minilit to continue in the infants classes. Use the Initialit program within the Kinder rooms and mentoring by Kinder teachers with those teachers in Stage 1to improve their pedagogy in teaching literacy.</p>
<p>All classrooms consolidated 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 with an external review taking place within the school in Term 3.</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.

The school was taken off the State Action Plan this year, as the school has achieved results to a level where we are no longer on the program. As a group the staff have worked hard during the year to continue to develop a quality learning environment and have achieved substantial success in this area. The student outcomes from this environment have and continue to stimulate academic growth.

## Cultural achievements

Rosary Park children participated in the Anzac School Ceremony and Community March. The children competed in a school talent quest competition, art competition in Term 2. The whole school performed in various acts at the Annual Presentation night in September. 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 school organised a very successful performance at the end of Term 3 called "The Inspector Calls." It highlighted the many and varied talents of many students and was the culmination of a dance program taught during term 3.

## 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 97% participation at the Athletics carnival in May and 83% participation at the Swimming Carnival in December.

Rosary Park had our Yrs 5 & 6 girls take part in the Singleton Netball Gala Day again this year.

The school Rugby League teams competed in The Steve Simpson Shield and Independent Schools Cup with the team making it through to the Grand Final of the Independent Cup. The school cricket team and football team had friendly matches against a neighbouring school.

As part of our Physical Development this year students participated in the dance program in Term 3.

Students progressed through to Diocesan level for swimming and athletics. Some of our students were regular competitors at Horse Sports at different venues through the Valley.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	61.11%	73.90%	8.33%	10.00%
	Writing	72.22%	74.40%	5.56%	7.50%
	Spelling	58.33%	68.80%	19.44%	13.10%
	Grammar	69.44%	75.00%	19.44%	10.50%
	Numeracy	52.78%	67.10%	19.44%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	65.22%	63.00%	17.39%	14.60%
	Writing	33.33%	47.90%	12.50%	19.40%
	Spelling	41.67%	63.00%	25.00%	14.10%
	Grammar	66.67%	59.90%	25.00%	17.50%
	Numeracy	47.83%	57.60%	13.04%	14.60%

## 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).	4
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	12

### Workforce Composition

Number of Staff	
Total teaching staff	17
Total non-teaching staff	12
Grand total	29
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

2017 Retention: 100% One teacher took leave for twelve months. She was replaced by a temporary teacher for twelve months. Due to positions becoming available for executive relief, a job share position a permanent for the extra class we had three new teachers begin at the start of 2017. The other 14 positions were filled with teachers from 2016.

### Professional Learning Undertaken

Annual Plan with CSO personal, Diocesan – Numeracy, Balanced Literacy Program, Naplan Analysis, CPR/First Aid/Emergency Care - Anaphylaxis update, Creative Arts/Science content input and programming, Maths Leading Teacher professional development, Spirituality Day, Faith Story Witness, Focus on Reading, Mini-Lit, Accreditation workshops, 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 permanent classrooms on the school site. Presently there are 6 demountable buildings and only 4 permanent buildings. With the school population growing permanent buildings must be seen as a priority.

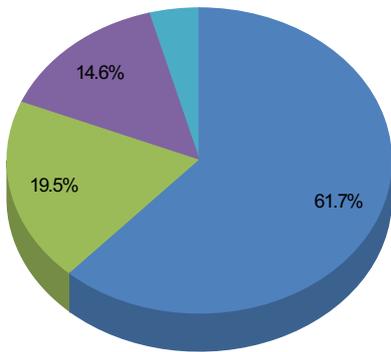
### Student Satisfaction

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: My favourite topic in maths is chance because it is easy and fun, in english we enjoyed learning about homophones, we also enjoyed creative story writing because we could use our imaginations with no limits, it was great doing motion picture making, science was great because we got to make slime and play with it outside, I liked making underwater reef in art because I had fun being creative, I love doing sport every week, I really likes learning about the Saints and creating a prezi on the computer, I liked learning about what life was like on The First Fleet, I liked learning about how convicts lived, I liked science because we got to do lots of experients, I enjoyed being a school leader and setting a good example in the classroom and playground, I made lots of friends this year and having lots of fun with my teachers.

### Staff Satisfaction

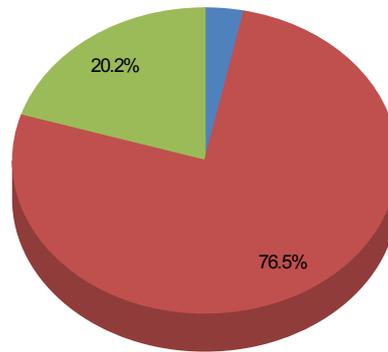
Rosary Park is blessed to have a staff dedicated to achieving the best possible outcomes for each child's learning and their welfare. They are highly respected by the parent body and the students. They are a talented team who work with each other and for each other in a very collaborative manner. The 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 2017. The school is very lucky to have these people looking after the children attending. Our retention rate is very high which translates into a satisfied group and a stable happy staff.

Income



- Commonwealth Recurrent Grants (61.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (14.6%)
- Other Capital Income (4.2%)

Expenditure



- Capital Expenditure (3.3%)
- Salaries and Related Expenses (76.5%)
- Non-Salary Expenses (20.2%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,901,254
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$600,084
Fees and Private Income <sup>4</sup>	\$448,375
Other Capital Income <sup>5</sup>	\$130,173
<b>Total Income</b>	<b>\$3,079,886</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$94,809
Salaries and Related Expenses <sup>7</sup>	\$2,217,434
Non-Salary Expenses <sup>8</sup>	\$585,362
<b>Total Expenditure</b>	<b>\$2,897,605</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, NESA, The Parents 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:

**Rosary Park Catholic School**

**BRANXTON**

**Phone: 4938 1541**

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