



# 2019

## ANNUAL SCHOOL REPORT

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*Together in Christ*



**ROSARY PARK**  
CATHOLIC SCHOOL BRANXTON

### Rosary Park Primary School

Station Street, BRANXTON 2335

Principal: Sallyanne Stanbridge

Web: <http://www.branxton.catholic.edu.au>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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Rosary Park Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

Rosary Park Catholic School Branxton once again enjoyed a busy, productive and successful 2019 as we will outline further in this report.

We celebrated our performing arts talents with a whole school concert in Term 3 at the Cessnock Performing Arts Centre, held an art show organised by our P and F and in the final weeks of the 2019 school year, our stage 3 building works commenced with eight new classrooms expected to be finished by early term 2, 2020.

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

The P&F Association continue to be a wonderful support for our school. They not only continue to work hard to raise valuable funds for our children, but also give continual assistance with any new initiatives that the school has.

### Parent Body Message

We are privileged to have such a hard-working group of parents who form our Rosary Park Parents and Friends group. They are continually striving to raise funds to maximise outcomes for our students.

Fundraising efforts throughout 2019 enabled us to paint a mural on our external canteen wall and provide alternate furniture options in K-1 classrooms as well as contributions to furnishings for our new classrooms.

### Student Body Message

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.

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## School Features

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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. St Brigid's was the Primary School (years 3 to 6) and St Mary's Greta, the Infants (Kindergarten to year 2). After 125 years a new school has been built at 36 Station Street, Branxton.

The K to 6 school in Branxton began 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 school has now grown to 306 in numbers with significant number increases anticipated soon with the continued development of the Huntlee estate. With new housing developments being constructed, Rosary Park is now double stream K-4 and growing by a class each year. In October 2019 builing works began on eight new classrooms, epxected for completion in May 2020.

The school participates in extra curricular activities such as debating, Chess, camps and excursions.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
167	145	2	312

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 91.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.50	92.20	92.10	93.00	90.40	92.00	90.40

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	35
Number of full time teaching staff	12
Number of part time teaching staff	8
Number of non-teaching staff	15

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

### **Summary of professional learning at this school**

Release was given from School Improvement Plan (SIP) budget for staff to work together in Collaborative Planning meetings where student data in reading was analysed and appropriate decisions made in teaching and learning strategies. Professional Learning occurred for staff in the teaching of reading and how to analyse data and identify learners' needs based on this.

Building Creative and Critical Thinking skills will continue as a focus in 2020. Most staff received PD in this area in 2018, with several more to participate in 2019. Staff were allocated time (from SIP budget) to work together to integrate Creative and Critical Thinking Skills into their HSIE & Science programs, assessments and pedagogical practices. As part of this focus, our stage 3 students began a Bring Your Own Device (BYOD) program in early 2019.

In 2019 Rosary Park continued as a Gifted Education Lead School (GELS). A GE team was formed and a Gifted Education Mentor (GEM) appointed to work on a school initiative which centred on the integration of thinking skills into a stage 2 Science program. The team received Professional Development from the diocese and worked to raise the profile of Gifted Education in our school.

High quality teaching of Religion and the implementation of contemporary pedagogy in this KLA is another goal with staff receiving PD in this area from Catholic Schools Office Religious Education Officer.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

"Communities of living faith where the heart of all we do is Jesus Christ."

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;  
Be centres of the 'new evangelisation';  
Enable students to achieve high levels of 'Catholic religious literacy'; and  
Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **Catholic Identity and Mission**

### **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, care and worship 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 and school liturgical celebrations are published in the Parish bulletin. We are part of the Diocese of Maitland-Newcastle and attend various Diocesan events during the course of the year with our students.

### **Christian Discipleship**

The staff took part in a Spiritual retreat at the Mercy Centre in Toronto on the Mercy charism at Rosary Park, facilitated by the Principal, Sallyanne Stanbridge and the Religious Education Coordinator, Amie Ward. Three staff members completed their beginning Teachers' retreat organised by the diocese. Executive members also participated in Diocesan-run retreats and spiritual formation with their colleagues from other schools. Staff are encouraged to access retreats, both those organised by the diocese or external ones to further develop their faith.

#### Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus. Each class has a structured Religious Education lessons each week, totalling 150 minutes per week that develops the knowledge and understandings of the Catholic Faith and Religious Literacy. As part of the school's School Improvement Plan (SIP) a number of staff participated in diocesan led Professional Development in assessment and contemporary pedagogy in the teaching of Religion. This will be an ongoing goal in 2020.

#### Initiatives Promoting Respect and Responsibility

The school raised money for various charities in 2019. The 'Mini Vinnies' and 'Mercy Works' team worked hard to raise money for the less fortunate in our community. The generosity of our school community saw the following donations made:

- \$200 to Caritas Australia for Project Compassion.
- Food donations to Saint Vincent de Paul for their annual winter appeal, along with \$200.
- \$1500 towards the Jerome Brecard Appeal (Teacher at Branxton Public School with a terminal illness). Money going towards one of the teachers at Branxton Public who had cancer.
- \$1700 for our Mercy Works project in Year 4.
- \$700 to Catholic Mission.
- The Annual Christmas Appeal was run in Term 4 for St Vincent de Paul which saw \$477.45 raised and food and toy donations given to our local chapter.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

### School Improvement goals for 2019

In 2019 the School Improvement Plan (SIP) focused on the teaching of reading and spelling. Across grades 2-6, the Spelling Mastery program was implemented to develop a school wide, explicit approach to teaching in this area. This program was levelled across the grades and taught daily. In Grades K-1, the focus was on the teaching of reading and spelling through Initial Lit, a multi-disciplinary approach to teaching phonics. Children in year 2 will begin participation in Initial Lit in 2020. Spelling Mastery will continue in 2020 for grades 3-6.

Teaching and Learning in Reading and Spelling was the focus of our Professional Learning Teams (PLTs) meetings throughout 2019. Student data in these key areas were addressed in these meetings

The school focus on Creative and Critical Thinking and integrating play in the younger grades continued with time allocated for teacher collaboration in using these strategies in class programs. In addition, our students in years 5-6 began a Bring Your own Device (BYOD) program which offers a more flexible approach to learning and greater opportunity to integrate collaboration and problem solving into the learning environment.

In Religion developing teachers' pedagogy in teaching the new RE units was the focus, as well to continue to develop our staff in their own adult faith journey. We used Christian Meditation with a trial running across all grades for two terms. This will again occur in 2020.

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## Student Performance in Tests and Examinations

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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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	52%	57%	12%	11%
	Reading	60%	53%	14%	11%
	Writing	50%	51%	2%	6%
	Spelling	40%	48%	17%	13%
	Numeracy	39%	40%	6%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	24%	34%	18%	17%
	Reading	27%	37%	18%	12%
	Writing	9%	17%	27%	19%
	Spelling	27%	34%	18%	14%
	Numeracy	16%	29%	19%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at  
[www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## **Complaints Handling Policy**

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## **Initiatives promoting respect and responsibility**

Rosary Park follows a Positive Behaviour for Learning (PBL) framework, which promotes the formation of positive relationships and behaviours. As with any area of the curriculum, these need to be explicitly taught so we discuss and teach in class a weekly focus rule to actively highlight to the school community our expectations. These rules reinforce the importance of respect and responsibility.

'Gotcha' and 'Shout outs' as well as our weekly *Making Jesus Real* awards are presented to those children who consistently demonstrate these gospel values that are evident in our PBL framework.

Social justice and empathy play a large part of our Catholic ethos at Rosary Park. Each year we participate in fundraising for Catholic Mission and St Vincent de Paul as well as incidental fundraisers like drought and bushfire appeals.

Our Year 4 students began *Mercy Works* in 2019, following in the footsteps of our Mercy sisters who founded our school. The year 4 children fundraised to help young Indigenous Australians who are supported by this organisation.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Rosary Park values and encourages Academic Achievement. All individual and group achievements are acknowledged with weekly merit and Principal Awards. Any achievements and awards are published in the fortnightly newsletter.

We entered a team into the Tournament of The Minds competition and ran chess lessons for interested student though the Sydney Chess Academy.

All stage 3 (and some stage 1 & 2) students participated in the Newcastle Permanent Maths test, with one achieving a Distinction. We also had a student in stage 3 accepted into the Gifted Education Virtual Academy and another starting in 2020. The further expansion of Creative and Critical Thinking skills into grades 2-6 is ongoing.

- During 2019, Rosary Park achieved above state average growth in three areas of NAPLAN- Numeracy, Spelling and Reading  
We established a school agreed practice in the teaching and learning of spelling and reading
- Rosary Park continued as a Gifted Education Lead School (GELS). The gifted education initiative in 2019 focused on the integration of thinking skills in Science programs.
- We participated in the Diocesan Successful Foundations play based initiative in Kindergarten which helped foster children's curiosity and investigative skills.

## **Priority Key Improvements for Next Year**

- Implementation of the Initial Lit program into year 2, as it is already in K-1  
Further Implementation of agreed practices in the teaching of English and Maths
- Introduction of Pedagogical Mentors to support teachers in English and Maths teaching  
Focus on Gifted Education and opportunities for all learners to achieve their full potential

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Rosary Park enjoys the support of a hard working Parents and Friends group. They work to support the school through fundraising and with our Mercy caring group that reaches out to families in need in our school community.

Through anecdotal evidence and feedback at meetings, parents commended the school on the sense of community fostered through the school and P and F initiatives such as family nights etc. They commented on the school's proactive approach in encouraging parents to be a part of the school community.

The recent (2019) review of the school Positive Behaviour for Learning (PBL) and Student Welfare Policy was applauded and the efforts made by the school to educate parents through different information evenings about this as well as the demonstration of strategies used to help children to identify and regulate their emotions.

Parents commented on open and regular communication with the teachers and the school in general as well as the faith relationship fostered with our parish (the sacramental program, class masses and liturgies are examples of this).

Initiatitives such as the school's swim safe program in year 2 was identified as a good response to community needs and the open communication fostered with the Principal welcoming children to school each day on the morning duty as another face of our Rosary Park community.

## **Student satisfaction**

Students were asked to comment on their satisfaction with our school through general discussion, predominantly with the senior students.

Rosary Park students commented on the welcoming and sense of community they feel. Respect is a recurring theme that is used often with our students- they feel the sense of respect for self, for others and for property. They feel a connection with their teachers who they describe as dedicated and offer a listening ear when they need it.

The students enjoy varied learning experiences especially with 1 to 1 Technology in stage 3 and contemporary furniture, giving opportunities for collaboration and problem solving together.

## **Teacher satisfaction**

Teachers were asked to comment through general discussion at a meeting and anecdotally in informal discussions with colleagues.

We have a number of new staff who commented on how welcome they were made to feel and how the school has sound systems and structures in place to ensure its smooth running. They commented on the openness of staff to try new things as a group.

Teachers felt their work is valued at Rosary Park and they appreciate the opportunities for Professional Development and the allocation of school funds to collaborate together as grade colleagues to focus on student data and improve learning outcomes.

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## Financial Statement

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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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants <sup>1</sup>	\$2550305
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$792195
Fees and Private Income <sup>4</sup>	\$593299
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$154975
<b>Total Income</b>	<b>\$4090774</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$1066920
Salaries and Related Expenses <sup>7</sup>	\$2919214
Non-Salary Expenses <sup>8</sup>	\$966596
<b>Total Expenditure</b>	<b>\$4952730</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.

**END OF 2019 REPORT**