

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Rosary Park Primary School

36 Station Street, BRANXTON 2335

Principal: Sallyanne Stanbridge

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

About this report

Rosary Park Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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.

Message from key groups in our community

Principal's Message

In this, my final year at Rosary Park, it is with immense pride that I commend this report to you—a review of our year at Rosary Park Catholic School, Braxton. At Rosary Park we invite children, parents and staff into a relationship with Jesus Christ. It is through our teaching of Religion, our engagement with the Sacraments and our witnessing of the Gospel story that our children will come to know Jesus within an authentic Catholic community. In 2024, our school has worked diligently to uphold our Mission Statement which espouses our Mercy pillars of compassion, justice, respect, hospitality, service and courage. Our children have worked hard to demonstrate these in their interactions with each other as well as the social justice initiatives which we undertake. We are also immensely excited that at the end of 2024, all of our building works have now been completed.

Parent Body Message

In 2024 Rosary Park adopted the Parent Engagement Group model (PEG) for parent consultation. Termly meetings were held with an educational component forming a part of these meetings. We undertook a number of fundraising initiatives that supported our children and our school goals. These included a highly successful Colour Run. The Parent body remain a close and welcome support to our school community. We wish to thank the staff of Rosary Park for their wonderful dedication, flexibility and support for children and families during this year.

Student Body Message

Thank you so much Rosary Park for all the support we've received from Miss Stanbridge, our teachers, and peers throughout our time here. The memories we've made, the opportunities for sports and learning, and the efforts to create a fun, loving environment have meant the world to us. We're especially grateful for events like the Sports Gala Days, new facilities, and the leadership opportunities that allowed us to grow, express our ideas, and gain confidence. Miss Stanbridge has always gone above and beyond, dedicating her time to us on the playground, and we deeply appreciate all she has done.

Our experience at Rosary Park has been unforgettable, and we will always carry these memories with us. Thank you, Miss Stanbridge, and to all our teachers and peers for making our time here so special.

School Features

In response to the needs of the Catholic community of the Braxton, 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 to 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 over 125 years a new school has now been built at 36 Station Street, Braxton. The Kinder to year 6 school in Braxton, known as Rosary Park, 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. With new housing developments being constructed, Rosary Park has grown considerably and is now double stream K-6. In April 2020, we moved in to eight new classrooms which offer our children modern, contemporary learning facilities. In December 2022, we finally celebrated the official opening of these new buildings. In 2024 the construction of the last 2 classrooms was completed. We have now completed all building works at our school for a double stream school (14 classrooms).

Student Profile

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
165	191	24	356

* 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 [Enrolment 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 2024 was 89.91%. 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
89.69	90.93	91.15	90.52	90.00	89.69	87.36

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 Professional Officer for School Enrolment 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	41
Number of full time teaching staff	16
Number of part time teaching staff	10
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 at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

Catholic Identity and Mission

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

In 2024, Rosary Park continued embedding the Mercy pillars into all aspects of school life. This initiative encouraged both staff and students to incorporate the Mercy pillars into everyday language and discussions. We explored the significance of Catherine McAuley and her connection to our school, which was founded by the Sisters of Mercy.

Students regularly presented the rule and corresponding pillar at Monday and Wednesday assemblies, fostering awareness among teachers, parents, and peers.

Faith formation of staff, students, and parents remains a vital focus, with staff actively working towards achieving and maintaining their Accreditation to Work, Teach, and Lead in Catholic education. In 2024, staff participated in an annual faith formation day titled "Begin with the Heart."

This formation day emphasized a sacramental imagination, encouraging participants to view God's presence in every moment, person, and thing. The day offered opportunities for reflection through small group discussions, individual quiet time, and moments of stillness and wonder.

Students were given the opportunity to participate in several liturgies throughout the year, based on the school Prayer and Liturgy Framework. These celebrated and remembered important events in the Church calendar and within our school. This year the whole school participated in the feast day for Our Lady of the Rosary, our Year 5 students organised mercy mission stalls for the whole school. Year 5 also participated in a Leadership Day, where they

gained a deeper understanding of Catherine McAuley, the Mercy sisters, and how they can show the values of the Mercy sisters in their lives.

Full implementation of the Religious Education Curriculum remains the focus for the teaching of Religious Education in classrooms. Our Year 2 and 3 staff have implemented the new RE syllabus using the Pedagogy of Encounter. All staff are encouraged to take advantage of opportunities offered by the Catholic Schools Office to maintain and improve Professional Development of Religious Education.

In accordance with our school Mission and Justice Framework, a variety of fundraising and social justice initiatives were organised and took place over 2024, including SVDP winter and Christmas appeals, Socktober, Catholic Mission, DIPG etc. These were advertised by staff with their class, as well as in the newsletter including an explanation in order to educate our community on how and why Rosary Park promotes social justice initiatives. Additionally, our school continued to run the Mercy caring group, which provides direct assistance to families within our community when they are in need.

Curriculum, Learning and Teaching

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In K-2 the focus was on the teaching of reading and spelling through Initial Lit, which is a multi-disciplinary approach to teaching phonics. Across grades 3-6 we continued with the Spelling Mastery program, which is a school wide, explicit approach to teaching Spelling.

Teaching and Learning in Mathematics was again part of our School Improvement Plan (SIP). This was the focus of our Professional Learning Teams (PLTs) meetings throughout 2024. Student data on Place Value was analysed in these meetings and using the numeracy progressions, teachers spent time determining the next steps for each individual child. This created our whole school data wall, which has allowed all children to be visible and their data tracked, which has shown significant growth for our children.

Learning Leading Collaborative (LLC) is the work of Dr Lyn Sharratt who is an educationalist engaged by our Diocese. The LLC involves two Pedagogical Mentors working with teachers to analyse data and improve student outcomes. We continued to ensure all aspects of Dr Sharratt's 'Assessment Waterfall' were practiced which allowed our children to clearly articulate what it is they are learning, enables them to know where to find help if they need it, and provides them feedback which allows them to become autonomous learners. Once again, a focus for us in 2024 has been preparing children for student led conferences. This involved working with children in giving them quality feedback to ensure they have individual goals that they can work towards and talk to with their parents.

The school continues to focus on Critical and Creative thinking and integrated play in the younger years, to promote innovation and growth and enhance children's problem-solving skills. Our students in Years 5 and 6 continue with the 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.

The school has also successfully implemented the MAT (Martial art training) Life skills program, into student learning for years 1-6. This program helps children to be able to recognise their emotions and express them appropriately. It supports them in becoming confident, resilient and adaptable and develops pathways for effective communication. It allows children to show positive ways in which to negotiate and manage conflict and enables them to set goals. This program has had a positive impact on the growth mind set of all children.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Rosary Park Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	62%	54%
	Reading	71%	66%
	Writing	81%	77%
	Spelling	71%	61%
	Numeracy	71%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	65%
	Reading	80%	71%
	Writing	73%	67%
	Spelling	73%	68%
	Numeracy	73%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students.

Tell Them From Me data of 2024 from parents showed mostly positive responses. Some parents noted the inconsistencies in staffing and the need to split classes impacting learning. This highlights the difficulties the school has faced over the past 2 years replacing staff throughout the year when teachers take leave for various reasons or take up alternative positions.

From the results, parents feel that overall, they are kept well informed of school activities and children's learning and have regular conversations with teachers, although many commented on the need for more community events to help parents feel more welcome at the school. Several parents did, once again, comment on the lack of playground space for children, however the survey was carried out before the current building works were completed, which has included the final two new classrooms and a large grass area for play.

Student satisfaction

2024 Tell Them From Me data from students in year 4-6 informs us that students feel positive about their teachers who provide support for them academically, socially and emotionally when they need it. They felt safe at school, had connections with both adults and peers, and felt as though they could learn successfully. 86% of students feel they have positive relationships with their friends at school. Although more than half have experienced challenging negative interactions with their peers, many children spoke of feeling comfortable in seeking out their teacher for help and how they felt supported in all aspects of their school life.

Students identified higher than average levels of positive behaviours at school, however many noted a lack of interest and motivation felt in engaging with work in the classroom. Whilst students identified sufficient access to sporting opportunities, some identified they would like other extra curricula activity options. Students will need to be questioned as to

what these extra curricula activities might look like, to accommodate this as a school community.

Teacher satisfaction

Teacher voice is encouraged at Rosary Park, with opportunities to discuss any ideas, suggestions or issues encouraged as they arise. Staff participation in the 2024 Tell Them From Me survey showed that there is agreement that we are on a continual and important journey of reflection and improvement and we work to constantly review and change our practice as needed. The improvement plan is clearly defined and communicated by the executive. Teacher responses also showed that they feel supported and as though there is a strong sense of leadership and of collaboration within the community.

Staff felt they were supported to confidently address student obstacles to learning and could create challenging and visible learning goals for students. Survey results showed a need to focus further on data analysis with staff and a need to increase access to technology within the classroom to support learning.

Financial Statement

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$3,793,123
Government Capital Grants ²	\$307,317
State Recurrent Grants ³	\$1,018,992
Fees and Private Income ⁴	\$1,005,683
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$305,126
Total Income	\$6,430,241

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$1,639,694
Salaries and Related Expenses ⁷	\$4,448,679
Non-Salary Expenses ⁸	\$2,013,693
Total Expenditure	\$8,102,066

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 2024 REPORT