

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



ROSARY PARK
CATHOLIC SCHOOL BRANXTON

Rosary Park Primary School

36 Station Street, BRANXTON 2335

Principal: Ashley Borg

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 first 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 2025, 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.

Parent Body Message

In 2025 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 principal, 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.

Our experience at Rosary Park has been unforgettable, and we will always carry these memories with us. Thank you, to the staff 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. Students and staff thoroughly enjoy the completed school and have relished in the more stable environment.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
170	205	19	375

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 90.11%. 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
92.49	89.46	90.38	91.51	89.14	91.08	86.72

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	47
Number of full time teaching staff	18
Number of part time teaching staff	13
Number of non-teaching staff	16

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Rosary Park Primary School in 2025:

Conditional Teachers	2
Provisional Teachers	1
Proficient Teachers	26

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 2025, 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 commenced a new tradition of presenting the Mercy Pillar of their class in a unique way, either via class presentation, video, dance or drama. This was very well received by parents at assemblies.

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 2025, staff participated in an annual faith formation day, relating to Aboriginal Spirituality.

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 4 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 2025, including St Vincent de Paul 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 embeds capabilities and priorities within curriculum content points in all KLAs. These include 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 2025. 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.

Once again, a focus for us in 2025 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 3-6. 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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	57%	54%
	Reading	57%	66%
	Writing	85%	76%
	Spelling	59%	62%
	Numeracy	74%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	49%	63%
	Reading	68%	73%
	Writing	51%	65%
	Spelling	59%	69%
	Numeracy	63%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

This year, parental satisfaction was high. Parents noted positive changes throughout the school, in particular, the expectations relating to behaviour and the standard of consistency throughout. Parents also reported a greater sense of community when referring to Rosary Park and they felt a greater balance of sporting and cultural options.

Staffing was commented on and has been an ongoing trend at the school. Many parents commented on the significant loss of the Assistant Principal, who completed 27 years of service.

Student satisfaction

Students reported a "happier" place to learn at Rosary Park. Children spoke to the ability to "play more sports" as one of the factors of the comment.

Some students continued to report aspects of "bullying behaviour", which the school continues to actively seek advice upon. Rosary Park currently works with the Catholic Schools Maitland Newcastle in the Positive Behaviours for Learning Action Plan.

Teacher satisfaction

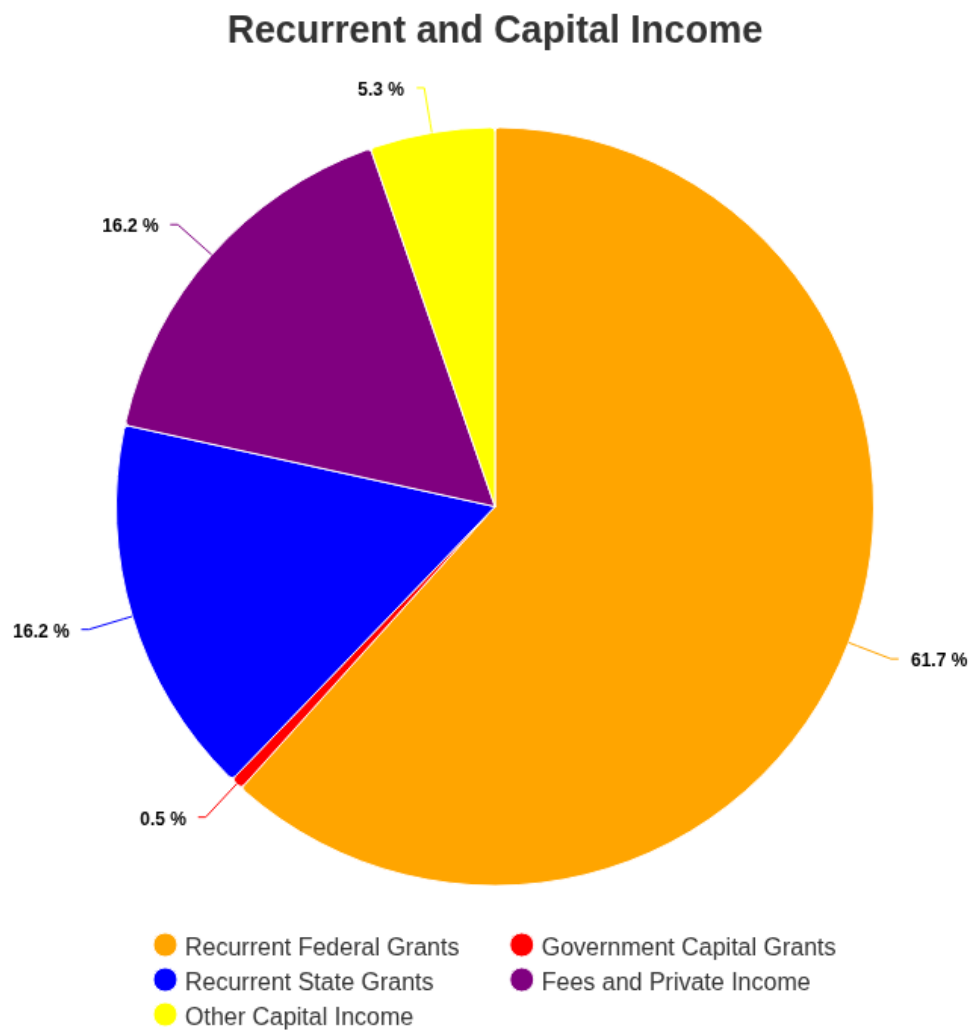
Staff reported great "work life balance" in 2025. They experienced greater satisfaction in consultation relating to matters involving pedagogy and behavioural expectations. Some staff, in particular, stated they felt "better supported by executive" in 2025.

Some concerns from staff involved the curriculum direction in which the school is heading, as well as wishing for the executive to be more "consistent" in behavioural management of Tier Two student behaviours.

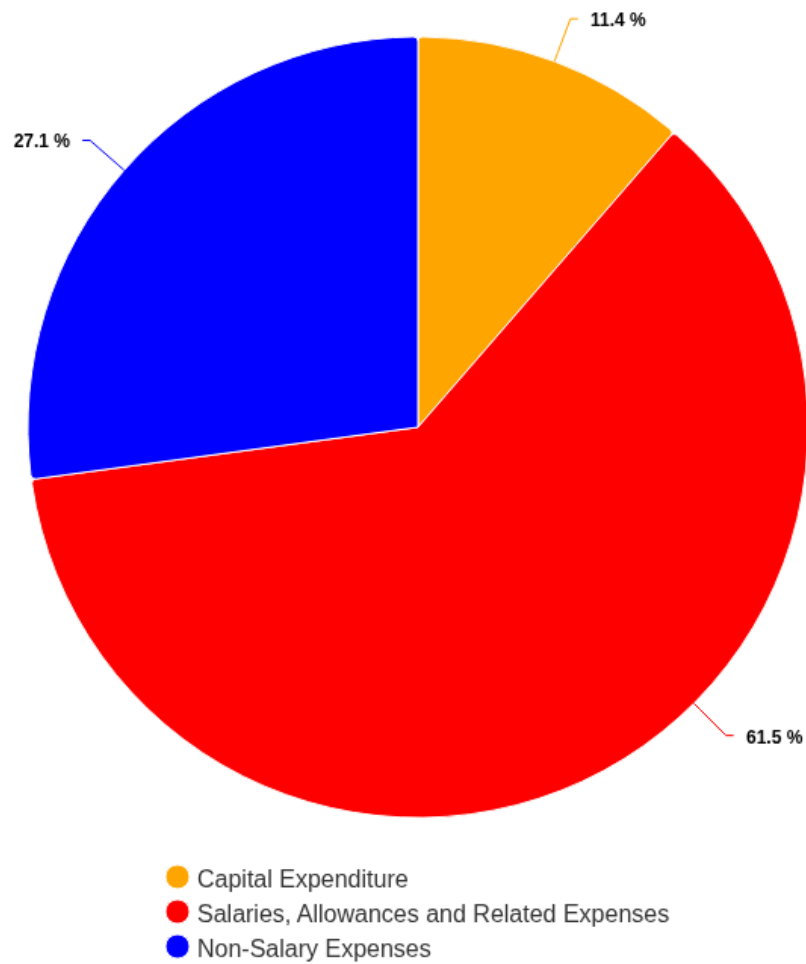
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT