

2014 Annual School Report

Rosary Park Catholic Primary School, Branxton



36 Station Street,
Branxton NSW 2335
Branxton.catholic.edu.au

About the Annual School Report

Rosary Park Catholic Primary School is registered by the Board of Studies as a member of the Catholic system in the Dioceses 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 priorities in 2014 and gives information about 2014 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#).

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

Messages from Key School Bodies

Principal

One of the main aspects of the school, of which we should be very proud, is the way we promote and support the faith dimension within our learning environment. I believe we have a close and productive relationship with the Parish Community, where we work together to promote the Parish/School partnership. It is important to engage the community in the core belief that the climate and culture of Rosary Park must reflect the mission of the church. We provide creative and meaningful liturgies and Mass celebrations, special community events and articulate our vision for the school by placing it in the religious context. Professional dialogue has been enhanced with PD opportunities being extended to staff members. A mini-vinnies group of Snr students was formed to co-ordinate the social justice drive within the school community. A Brendan Hyde Spirituality Day enabled the staff to reflect and build on their own spirituality. Congratulations to our REC, Stacey Whiting, for the drive and energy she has provided is this most important component of school life.

Once again we have been involved in the State Application Plan to improve Quality Teaching and Quality Learning. With a Leading Teacher driving the program, a culture change in relation to pedagogy and staff working collaboratively with each other has been evident which has led to improvement in student learning from K to 6. Mid-way through the year a School Improvement Plan initiative allowed the school to extend the professional learning component of our SAP to further consolidate literacy and numeracy student targets. It has led to an internal mentoring/co-coaching for the staff within the school, to further develop their professional dialogue as a staff and learning from one another. At the back end of the year, we have moved towards becoming Professional Learning Communities which extends from the Sap and Sip initiatives that are presently in operation within the school community. As a teaching group we are open to innovation and encourage each other to take the lead when trialling investigating creative teaching practices. We learn off our colleagues with many professional development opportunities being provided by those presently working on staff. My staff has contributed much to 2014 and although things have not always gone to plan, we have worked to make Rosary Park so special. I appreciate all you do and know you all go beyond the calling to provide quality learning and a nurturing environment for all who attend our school. Special thanks to the support staff who often do many extra hours and often go unnoticed but continue to play an important role within our learning environment. The school, through our Aboriginal Education Officer Mrs Caroline Kennedy, continues to attract funds to promote indigenous education within the school. We work together to seek out relevant and contemporary cultural programs in relation to aboriginal education within the school curriculum. Cultural experiences are important to develop the whole child and this year our school was able to provide a specialised Music program called 'Songroom.' It is a program that helps improve the school grades and confidence of children, as well as providing a professional artist to teach music based on the teaching syllabus. It is a tailored, high-quality program delivered in partnership with the school. It has provided each class teacher with excellent professional development from a highly qualified teacher every lesson. The program also provided 30 selected children to participate in a two day workshop with various artists and our stage 2 children with the opportunity to perform in front of other schools.

Another of the great strengths of Rosary Park is the assistance and support we receive from our Parents and Friends Association. The parent input is most welcome and valued assisting with decisions that affect the school community. Thanks once again to Lisa and her hard working team for their funding of projects, which are too many to name, and taking the time to work through the many planning aspects for the school. The Tenth Annual Community Art Show was organised by the Association this year. It attracted many members of the wider community to our school. We continue to be blessed with the hard working canteen committee and volunteers, who provide the canteen service each Monday and Friday. We thank them for their generous contribution to various new resources for the students. Our uniform shop ladies have provided a service that is very much appreciated by the parents at the school. Like other volunteer positions, it takes a lot of time and effort for uniform shops and the likes to operate successfully.

Parent Body

2014 was another eventful, yet successful year for the Parents and Friends Association. The P&F made the decision to change the name of our association this year from Branxton/Greta P&F Association to Rosary Park Association. The time had come to recognise the change we had made as a school community, and to reflect this in our name.

The association held many fundraising activities, including the bi-annual Branxton Community Art Show which celebrated its 10 year anniversary, raising significant funds for our school. An association such as ours does not operate effectively unless we have support and encouragement from the school. I would like to acknowledge and thank our Principal, Will Callinan, for continuing to place faith in our organisation, and providing his ongoing support. Congratulations and thanks also to our new Assistant Principal, Louise Kevin, for her interest and cooperation with our many and varied activities. Our association would also like to farewell a number of staff who will be leaving our school community in 2014 and thank them for their contributions over many years of service. Special mention to Rhonda Wright, Chris Johns, Nicole Adler, Stacey Whiting and Basil Morrow who have been long-standing members of our three schools. We appreciate the care and concern they have shown our children throughout their time with us.

Our association has some wonderful committee members who dedicate their time to provide worthwhile activities and opportunities for our school community. Their desire and willingness to make a significant contribution is highly commendable.

Student Body

Rosary Park is a great school that has been running for almost 4 years and I have been lucky enough to be here from when it first started. It has been a great experience. The staff is so kind and very welcoming and helpful. We learn new things in a whole variety of subjects. The school offers many opportunities to experience and explore the life outside by going on excursions to Canberra and Aussie Bush Camp in Yrs 5 & 6, while Yrs 3 & 4 go to Sydney. At this school the activities are suitable for children from Kinder to Yr 6 with everyone treated with equal respect and courtesy. It also offers opportunities to express yourself through drama, dance, singing, public speaking and debating. We also do aboriginal art and learn about the history and back ground of the Aboriginal people. We do Aboriginal paintings, discussing their languages and the many symbols they use in telling stories.

It is a unique because it is different to other schools as not many schools have a BMX track and a veggie garden. This school is great as it is a tight knit community where everyone knows one another.

Who We Are

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 built at 36 Station Street, Branxton.

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

Location/Drawing Area

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

Characteristics of the Student Body

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

LBOTE*	SWD*	Indigenous
1	10	16

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

Religious Dimension and Culture of School Life

Catholic Identity

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."

The School as part of Parish and Diocesan Life

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.

Teaching of Religion

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

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

Retreats and Faith Development Programs

In 2014 the staff attended a Spirituality Day run by Brendan Hyde, a Snr Lecturer in RE at ACU. It was a workshop on children and spirituality, incorporating Godly Play as an approach to religious education for children and how this nurtures the spiritual dimension of children's lives. Opportunities for faith development of staff members were made available at various staff meetings when outside personnel were sourced to work with the staff regarding their own faith journey. Staff were also encouraged to attend Professional Development Days organised by outside organisations using their RFF allocated days.

Values and initiatives to promote respect and responsibility

The school raised money for various charities in 2014, most notably Catholic Missions and Caritas Australia. Rosary Park takes special pride in efforts to raise money for the following charities; Biggest Morning Tea, Shave for a Cure (Cancer Council) and natural disaster victims. Various donation incentives throughout the year raised money for St. Vincent De Paul. We stay involved with Nausoris Special School in Fiji after young members of the community spent a month volunteering at the school. Once again we sent stationery, teaching resources, reading books and monetary donations as part of this arrangement.

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

Policies

Enrolment Policy

Rosary Park 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.

Student Welfare

Copies of the Pastoral Care Policy are available from the school office and one is found in the School Booklet and is also available on the Gate21 site. There was a review of this policy in 2014. The major change to the policy was the introduction to a preventative behaviour management program and social skills program called 'Stop, Think, Do' into the classroom as part of our Personal Development syllabus. Also, incidents in regards to bus issues and classroom issues were recorded on Gate 21, which allows the school to monitor negative behaviour and put in place strategies to assist these students take more responsibility for their behaviour. The school use the gold card playground reward for individuals and the classes to further encourage positive behaviour on the playground.

Discipline

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

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 *Anti-Bullying Policy* is reviewed regularly and is available on the school website. Parts of the policy are published in the fortnightly newsletters throughout the year. It is also posted on the Gate 21 portal used by the staff.

Complaints and Grievances

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

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website. The policy and associated support material was updated in 2013 with a review due in 2014.

Student Achievements

Academic Achievements

Rosary Park values and encourages Academic Achievement. All individual and group achievements are acknowledged with weekly merit and Principal Awards. Any achievements are published in the fortnightly newsletter and the Parish bulletin. Throughout 2013, some students completed several state-wide competitions. Results are as follows:

- The University of NSW 2014 Australasian Schools English Competition – 1 Distinction, 4 Credits and 7 Certificates of Participation
- The University of NSW 2014 Australasian Schools Science Competition – 1 Distinction, 2 Credit and 10 Certificates of Participation
- Spelling Competition – 1 Distinction, 4 Credits and 11 Certificates of Participation.
- Writing Competition – 1 Distinctions, 3 Credits and 6 Certificates of Participation
- Computer Competition – 1 Distinction, 5 Credits and 8 Certificates of Participation
- Mathematics Competition – 1 Distinction, 6 Credits and 10 Certificates of Participation
- The Newcastle Permanent Maths Competition – 4 Distinctions and 10 Merits.

School Academic Priorities

Priority	Steps taken to achieve the priority
Improve the quality of teaching instruction and learning for the children.	Continue regular collaborative PD at Staff meetings including the sharing of programs and differentiation ideas across the grades.
Build on the mentoring professional development presently occurring at school to move towards collaborative/ team teaching environments.	Provide regular opportunities to meet with team teaching colleagues for planning and reflecting purposes.
Setting up collaborative/team teaching model with the emphasis on Numeracy.	Set a criteria for team meetings, discuss as a staff making the required changes, met across stages to follow criteria, setting up teaching structures, teach and evaluate the learning.

Performance in National Testing

National Assessment Program - Literacy and Numeracy (NAPLAN) 2014

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.

There has been significant growth of most of the children from Yr 3 to now Yr 5 in both Literacy and Numeracy. The number of children in the lower bands has declined quite significantly with students progressing to higher bands. One of the most noticeable achievements is the huge improvement with the writing across the school with a 92.3% growth. We will continue to implement our Balanced Literacy and Numeracy teaching strategies in all classrooms. We will continue to endeavour to have less children in the lower bands and more in the higher bands. There will be quality richer texts used from K to Yr 6 to continue to enrich the vocabulary of the children. We will link poorly answered questions to teaching strategies, especially in the area of grammar which we need to target.

NAPLAN Program 2014 - Year 3 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Band 6 and Above	Rosary Park Primary School	30.4%	8.7%	13.0%	13.0%	30.4%
	<i>National Performance</i>	24.5%	21.1%	27.4%	11.4%	14.6%
Band 5	Rosary Park Primary School	21.7%	34.8%	43.5%	60.9%	43.5%
	<i>National Performance</i>	21.7%	22.6%	22.5%	27.7%	21.6%
Band 4	Rosary Park Primary School	30.4%	39.1%	30.4%	21.7%	13.0%
	<i>National Performance</i>	22.5%	23.2%	21.6%	29.8%	27.2%
Band 3	Rosary Park Primary School	8.7%	17.4%	13.0%	4.3%	8.7%
	<i>National Performance</i>	16.2%	16.2%	14.6%	17.9%	21.2%
Band 2	Rosary Park Primary School	8.7%	0.0%	0.0%	0.0%	4.3%
	<i>National Performance</i>	8.6%	9.5%	7.5%	7.0%	10.0%
Band 1	Rosary Park Primary School	0.0%	0.0%	0.0%	0.0%	0.0%
	<i>National Performance</i>	4.5%	5.3%	4.4%	4.2%	3.4%

NAPLAN Program 2014 - Year 5 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Band 8 and Above	Rosary Park Primary School	7.7%	3.8%	3.8%	11.5%	3.8%
	<i>National Performance</i>	14.6%	12.0%	16.4%	3.6%	8.8%
Band 7	Rosary Park Primary School	11.5%	30.8%	7.7%	11.5%	19.2%
	<i>National Performance</i>	19.9%	21.6%	20.2%	11.9%	17.1%
Band 6	Rosary Park Primary School	26.9%	26.9%	26.9%	23.1%	34.6%
	<i>National Performance</i>	26.0%	27.2%	25.1%	30.0%	27.7%
Band 5	Rosary Park Primary School	42.3%	26.9%	34.6%	50.0%	23.1%
	<i>National Performance</i>	21.3%	20.8%	20.1%	31.1%	26.4%
Band 4	Rosary Park Primary School	7.7%	7.7%	26.9%	3.8%	19.2%
	<i>National Performance</i>	11.2%	11.1%	10.9%	13.7%	13.5%
Band 3	Rosary Park Primary School	3.8%	3.8%	0.0%	0.0%	0.0%
	<i>National Performance</i>	5.1%	5.3%	5.2%	7.7%	4.6%

Cultural Achievements

Rosary Park children participated in the Anzac School Ceremony and Community March. A group of Primary children took part in the Cessnock Mayoral Challenge on photography held at Cessnock. The children competed in a school talent quest competition, art competition in Term 3. All Primary children participated in weekly Aboriginal lessons. 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. Our school choir performed at the choir spectacular and various community gatherings, including an end of year visit to old people's homes in Singleton. Various children took part in gifted and enrichment workshops at different Cluster schools during Term 3. Guitar lessons were available for children in Years 4, 5 and 6 who want to learn the guitar. The Primary children took part in weekly art lessons by a local Aboriginal artist. Two of our students were selected to be part of the Diocesan Aspire dancing/dance programs. They joined other talented musicians, dancers, singers and dramatists from our Diocese. They participated in a number of workshops and then were part of a production to showcase the student's talents. Our four debaters performed against other local schools. 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. Our Learning Support Team provided various children with an organised Social Club within the school. The children interacted on the playground in a range of activities from bubbles, chalk drawing, marbles, planting, skipping and writing letters. The quarry provided a range of sensory experiences and a quiet shady place to rest. As has already been mentioned, the school was fortunate to take part in a music program called 'Songroom' which showcased the musical, drama and dance talent of the children at Rosary Park. At the Presentation Night, each class put on a small performance displaying the various skills they had learnt throughout the year. The children contribute to CWA events during the year. At the Annual Dinner in 2013 the children completed research projects and the captains represented the school at the dinner.

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 93% participation at the Athletics carnival in May and 88% participation at the Swimming Carnival in December. At Regional Level, a squad of 34 attended the ASC Athletics Carnival and a squad of 34 students attended the ASC swimming Carnival. At Diocesan level, 2 students attended the Athletics and 3 attended the Swimming. We had a team of 30 children attend the Diocesan Cross Country trials at Tarro. One girl made it

through to the Polding Athletics Team and Cross Country. She came first in her age event at Polding and then progressed to the State Cross Country Championships at Eastern Creek.

Summer Sport Trials:

Students attended cricket trials at the regional level.

Winter Sport Trials:

Students attended 11yrs Rugby League, Open Rugby League, Netball, football and Touch Football at the Regional level. One girl made it to the Polding team for soccer. At Diocesan level, we had representatives participating in 11yrs & Open Rugby League and Touch Football.

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

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

As part of our Physical Development this year students participated in a gymnastics program in Term 2. Jen was an excellent teacher and students learnt to tumble, cartwheel, use balance beams and trampolines. Students improved over the term in their balance and coordination being pushed out of their comfort zone while having a great time.

Other Highlights for 2014

This may include additional teaching and learning programs that have been implemented in the school.

- Opening School Mass & Closing School Mass
- Catholic Schools Week Liturgy
- Mother’s Day Breakfast & Father’s Day Breakfast
- Introduction of the ‘Skoolbag’ app for communication purposes
- Snake-Tale incursion
- Tabloid Sports Day
- Grandparents Day

Staff

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).	18	
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications		
III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context	(a)	(b)
III. (b) Of these which are New Scheme Teachers.		2

The school had retirements and a resignation during the year which required extra teachers put on during the year.

Workforce composition

Number of Staff	
Total teaching staff	16
Total non-teaching staff	9
Grand total	24

Percentage of teachers who are Indigenous	0
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Professional Learning Undertaken

Annual Plan with CSO personal, Diocesan – Numeracy, Balanced Literacy Program, Naplan Analysis, CPR/First Aid/Emergency Care - Anaphylaxis update, Maths Syllabus and Program writing, Maths Resource Assessment Review, Spirituality Day, Sap presentations, Gate 21 training, PLC workshops.

Teacher Attendance

The average teacher attendance rate for this school is 95%.

Teacher Retention

The teacher retention rate from 2013 to 2014 was 100%.

Enrolments

Actual Enrolments 2014

Scholastic Year	Number of Students
Kindergarten	34
Year 1	35
Year 2	28
Year 3	23
Year 4	23
Year 5	26
Year 6	25
TOTAL	194

Significant number loss due to the mining downturn and the completion of The Hunter Expressway.

Student Attendance

Percentage of student attendance by Year level and school average for 2014:

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96.88%	95.32%	97.55%	94.65%	93.93%	94.58%	93.96%	95.26%

Managing 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 schooling age is 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of 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.

Annual School Priorities

Priority	Steps taken to achieve the priority
Teaching instruction focusing on higher order thinking to extend our higher tiered students.	Focus teaching strategies at higher level of students in the respective classes for Literacy and Numeracy.
A collective ownership of student data accessible by all staff to give a shared responsibility throughout the school.	Regular after school meetings in teams, PD staff meetings, programs have become fluid documents as teachers learn from each other, programs are accessible as they are uploaded on Gate 21 – a school based program accessible by all the staff.
Students identification on tiering model and constant evaluation of children on the Literacy and Numeracy Continuums.	The moving of children along the numeracy and literacy continuums housed on Gate 21 with visible display in the staffroom updated each term.

Community Satisfaction

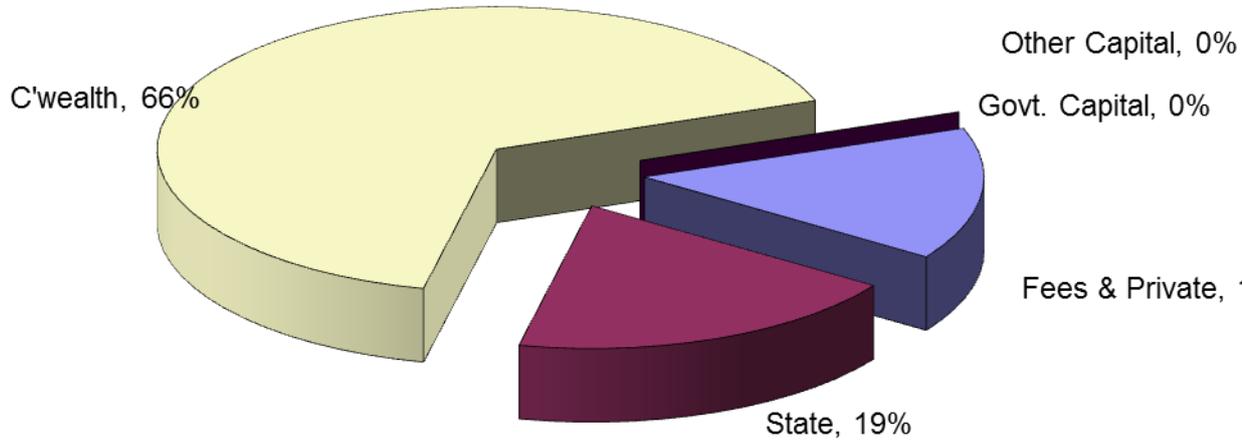
Rosary Park has a clear identity as the Catholic School in the community and an atmosphere of care is a feature of school life. The community acknowledges the teaching/learning that is implemented, that there are ample opportunities for parents to meet teachers, that they are encouraged to participate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

The only constant comments from parents that show disappointment is the lack of toilet facilities for the children on the playground itself, that the school lacks shade as there was no Covered Outside Learning Area included in the original construction and the canteen area is a hall kitchenette not a proper school canteen. It has now been three years and there is no indication the school community will be provided with these in the near future, which is disappointing for the school community.

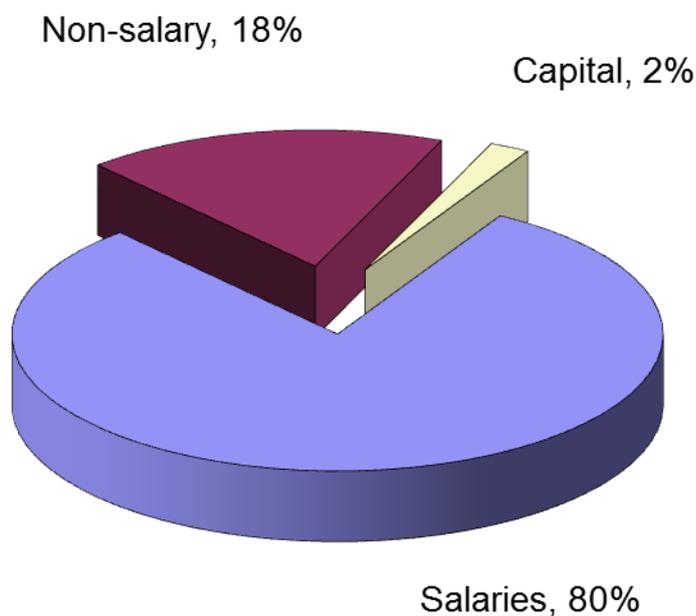
Financial Information

The following graphs represent the income and expenditure for Rosary Park Primary School, Branxton for the school year ending 31 January 2015 as aggregated from the annual returns to the Australian Government's Department of Education, Science and Training.

Recurrent & Capital Income



Recurrent & Capital Expenditure



Concluding Statement

Rosary Park has a firm commitment to creating and fostering a caring, Christian community where parents, teachers and students work together in mutual support and respect. Thanks go to the staff, parents and students for the contributions made in putting this report together.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies, 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:

Will Callinan
Principal
Rosary Park Primary School
36 Station Street
BRANXTON NSW 2335
Phone: (02) 4938-1541

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