

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *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>

About this report

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.

Message from key groups in our community

Principal's Message

At Rosary Park Catholic School, Branxton 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.

I commend to you this report for 2021, a review of our year at Rosary Park Catholic School Branxton.

2021 once again presented us with the challenges of COVID, and a significant lockdown period. However it is evident particularly at these times, that I am blessed to lead a dedicated staff who have pivoted to adapt to these challenges in order to support our children. Our families too have worked closely with us to support their children through these difficulties and I sincerely thank them as well.

Despite these hurdles, 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

Our Parents and Friends Association had limited opportunity in 2021 to fundraise as they do normally as a parent group. As is usual practice our AGM of the Parents and Friends was held via the Zoom platform in November and our P and F executive appointed for 2022. The P and F 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 such a difficult year.

Student Body Message

As leaders, 2021 has been a challenging yet exciting experience. As the team leaders of our groups, we make decisions to help the students at our school and to make our school a better place. Due to Covid and home learning it has been hard for some children to come back to school. But as leaders of Rosary Park we have tried to help these students. We enjoyed being school leaders because students often ask you questions and need help. Knowing that students look up to us, means a lot.

School Features

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 over 125 years a new school has now been built at 36 Station Street, Branxton.

The Kinder to year 6 school in Branxton, 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. We eagerly await approval to complete our building project with the two final 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
157	165	9	322

* 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 2021 was 93.94%. 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
93.82	93.63	94.25	94.36	94.71	94.77	92.01

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	39
Number of full time teaching staff	12
Number of part time teaching staff	13
Number of non-teaching staff	14

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

To start the year, all staff completed our diocesan mandatory Child Protection update which reviewed for us our vital responsibilities as mandatory reporters.

As is always the case, our staff professional learning in 2021 centred on our commitment to advancing the learning opportunities of our children. This saw us work collaboratively to focus on conceptual planning in the Key Learning Areas of HSIE and English. This professional learning also tied in closely with our journey as a part of our diocesan Leading Learning Collaborative (LLC) where we are broadening our feedback opportunities with students in focusing on the criteria for success in learning tasks.

Our team approach to professional learning is ongoing with staff required to join one of three teams --*Learning Support which reviews and discusses the needs of any children throughout our school and how we as professionals will address these needs. Our school counsellor is also a member of this team.

*Positive Behaviour for Learning (PBL)- this team has worked to develop a series of lessons for K-6 to complement our PBL focus for the week and also analyses data from our PBL incidences to look at trends of areas to address in regards to behaviour supports.

*Gifted Education- this team focuses on supporting our students who are Gifted as well as offering advice to teachers to assist these children in their classrooms.

We continue our commitment to utilise our staff planning time to maximise our student outcomes. Release was given from the School Improvement Plan (SIP) budget for teachers to work together in Professional Learning Team meetings (three times/term) 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 vocabulary and how to analyse data and identify learners' needs based on this.

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 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)

2021 saw us officially launch our new Mission and Vision statements and promote these widely to our student and parent communities. Our parent, staff and parish community had expressed a need for this review and this occurred across the latter part of 2020.

The vision statement reflects closely our Mercy pillars and this is also evident in our new student leadership policy. We are continuing to grow an understanding of our six Mercy pillars (service, respect, hospitality, compassion, justice and courage) across all grades in our school through weekly lessons aimed at different age levels. Our goal at Rosary Park is for these pillars to become readily used as part of our everyday vocabulary.

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. The Catholic Schools' Office Learning Framework is 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

Our 2021 School Improvement Plan (SIP) focused on the teaching of reading and spelling. Across grades 3-6, the Spelling Mastery program continued its implementation 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-2, the focus was on the teaching of reading and spelling through Initial Lit, a multi-disciplinary approach to teaching phonics.

Teaching and Learning in Reading and Spelling was the focus of our Professional Learning Teams (PLTs) meetings throughout 2021. Student data in these key areas were addressed in these meetings and it was pleasing to see children's growth in these areas as we analysed our data walls in these collaborative meetings three times/term.

Teachers have been following the work of Lyn Sharratt an educationalist engaged by the Catholic Schools Office of Maitland/Newcastle. As part of her work, two staff work as pedagogical mentors, analysing data and working together with their colleagues to improve student outcomes. The school focus on Creative and Critical Thinking and integrating play in the younger grades continued. In addition, our students in years 5-6 continued 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.

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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48%	54%	12%	11%
	Reading	42%	55%	10%	10%
	Writing	59%	53%	6%	7%
	Spelling	36%	50%	10%	13%
	Numeracy	22%	37%	14%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	23%	35%	26%	14%
	Reading	30%	41%	13%	11%
	Writing	19%	20%	15%	18%
	Spelling	36%	38%	19%	14%
	Numeracy	17%	29%	15%	14%

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 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

There were no changes to the policy in 2021.

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.

As part of this strong focus on respect and valuing the importance of relationships, 2021 was the first year of implementing our Student Leadership policy to elect children to a senior leadership position. This policy focuses on a servant leadership approach. Students who wish to pursue a formal leadership role at Rosary Park are expected to join one of four teams (Active Lifestyle, PBL, Mercy, Environmental) and make a commitment to undertaking service through their team participation. Our student leaders are expected to undertake activities as part of these teams that will benefit our school community.

Despite the challenges that COVID presented us we still held our school based fundraising activities for Catholic Mission, St Vincent de Paul and Caritas to raise awareness and remind all of us of the need to be grateful and to always show kindness for others.

School Improvement

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

Our School Improvement Plan which focused on spelling and reading across 2019-21 has paid benefits for our children with very pleasing improvements (especially in year 5) in 2021 NAPLAN data for these areas.

Whilst acknowledging the importance of explicit teaching in English and Maths, at Rosary Park we place an important emphasis on the development of Creative and Critical Thinking skills. We need to empower our children and help them to build skills as learners to help prepare them for work in and new different employment for the future. This also extends to us as a staff- the importance of being inquisitive, to ask questions and work together collaboratively. This focus on collaboration saw our staff work together to re-focus on the development of students' skills especially in teaching humanities KLAs like HSIE.

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

All Year 5 and 6 (and some in year 3 & 4) students participated in the Newcastle Permanent Maths test as well as those students interested in the ICAS assessments in various subject and skill areas.

Priority Key Improvements for Next Year

In 2022 our SIP focus will move to Mathematics. Our NAPLAN for 2019 and 2021 demonstrates that this is needed with both Year 3 and year 5 data needing improvement.

With a new syllabus in Mathematics (for K-2) now released by NESA, it is timely that as a school we re-vision our approach to teaching and learning in this area in 2022. We intend to work as a staff to reach common understandings and practices in programming and planning in this area, as well in our pedagogical approach across the school to teaching Mathematics.

Community Satisfaction

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

Our annual Tell Them From Me (TTFM) survey was completed by parents, Year 4-6 students and staff in October of 2021, as with all Catholic schools in the Maitland Newcastle diocese. This survey invited responses on a range of areas of school life. The percentage of parent satisfaction data was higher than the average achieved by school in general across the diocese.

Overall, the replies from parents who completed the survey were positive. They commented on the dedicated, hardworking staff who worked flexibly and creatively to engage their children in a very different learning landscape that COVID presented to us. The care for the wellbeing of children and families during this trying time was also commented upon.

Parents commented on the sense of community and the welcome that they feel. Parents feel that overall they are kept well informed of school activities and children's learning.

Several parents did comment on the lack of playground space for children. It is hoped that this may be somewhat addressed with the new building project (two classrooms) in the near future. The other theme was the lack of sporting opportunities for children which of course were hampered greatly due to COVID restrictions.

Student satisfaction

TTFM 2021 data from students in year 4-6 informs us that students are positive about their school environment and their teachers who provide support for them academically, socially and emotionally when they need it. Many children spoke of feeling comfortable in seeking out their teacher for help and support in all aspects of their school life.

As in the parent survey some children spoke about the lack of play spaces that they experience. This is something that we can talk further to students about, in order to gain any possible suggestions they may have to try to alleviate this (to the best of our abilities).

As part of our commitment to student well being our school also conducted a survey (in July) of children in year 4 to 6 to gain their perspectives on how our school helps and supports them socially and emotionally. Overall, the results were positive and children could articulate how and what to do for help when they have issues socially. With the exception of a small minority, respondents were positive about the focus on relationships that we work hard to develop amongst all stakeholders at Rosary Park.

Teacher satisfaction

Teacher voice is encouraged at RP, with opportunities to discuss any issues encouraged as they arise.

Teacher participation in the 2021 TTFM survey showed that there is agreement that we are on a continual and important journey of reflection and improvement; to work to constantly review and change our practice as needed. This improvement plan is clearly defined and communicated by the executive.

Teachers acknowledged the need for our school to focus on teaching and learning in Mathematics in 2022.

Overall staff applaud the sense of collegiality and professionalism that is expected at RP, which reflects in the overall tone & culture of our school.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,084,381
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$927,600
Fees and Private Income ⁴	\$596,436
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$223,271
Total Income	\$4,831,688

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$28,763
Salaries and Related Expenses ⁷	\$3,248,938
Non-Salary Expenses ⁸	\$1,248,300
Total Expenditure	\$4,526,001

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 2021 REPORT