



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

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>

mn.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 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

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 2022, a review of our year at Rosary Park Catholic School Branxton.

2022 saw a return to some normality of school life since COVID and to have our families join us again at school functions was wonderful. 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

During 2022 the Parents and Friends Association of Rosary Park undertook a number of fundraising initiatives that supported our children and our school goals. These included a highly successful Colour Run that helped us purchase sports equipment and outdoor furniture. 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 this year.

Student Body Message

At Rosary Park we greatly appreciate the many learning opportunities we have. As leaders we have participated in many programs outside and inside of school. Being a leader has greatly impacted our mindset, attitude, and the way we view learning.

Ms Stanbridge has given us more opportunities than we could imagine.

Ms Stanbridge has supported us throughout our journey and always considered our ideas. We have loved every minute of our time in Rosary Park.

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 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, 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. In December 2022, we finally celebrated the official opening of these new buildings. 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
171	183	18	354

* 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 2022 was 87.78%. 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
84.19	88.67	88.63	88.00	88.46	88.65	87.88

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 2022:

Total number of staff	41
Number of full time teaching staff	14
Number of part time teaching staff	12
Number of non-teaching staff	15

Total number of teaching staff by NESA category

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

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

In 2022 staff professional learning focussed on our School Improvement areas.

We spent time reviewing our approach to the teaching of Mathematics and our staff watched their peers teach to help familiarise them with this new pedagogy. The analysis of student data in Mathematics was also a focus as we used this to reflect on how our approach to Maths teaching and learning was progressing.

We continue to embed Cultures of Thinking in all of our teaching and learning. This is an important skill that we must encourage in our students. A number of staff completed training in this area during 2022.

As a Catholic Faith community of educators, we studied the person of Mary, our school's namesake.

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.

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 2022, Rosary Park worked to further embed the Mercy pillars (service, respect, hospitality, compassion, justice and courage) into all aspects of school life. We added the Mercy pillars into our Positive Behaviour for Learning (PBL) Framework and Matrix and updated our PBL lessons to explicitly link the ideas of Mercy to our school expectations. We updated our school prayer to reflect and name the Mercy pillars, and this is said as a whole school each Monday morning assembly, and Friday afternoon assembly. In newsletters, we have included prayers, passages and explanations of each of the pillars over the course of the year to help educate our whole school community on each pillar.

Faith Formation of staff, students and parents is important, with staff actively working towards completing and maintaining their Accreditation to Work, Teach and Lead. During 2022, staff participated in an annual faith formation day. The formation day, titled "Mary: A Woman of Our Time", allowed staff to gain a deeper understanding of Mary as our school saint, and gave them tools and ideas on how to best represent the values and ideas of Mary in our school on a day-to-day basis.

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. Year 4 also participated in a "Mercy Works" day, whereby 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. As part of

their leadership journey, Year 5 also participated in a Leadership Day, with similar themes, though more closely connected to leadership.

Full implementation of the Religious Education Curriculum remains the focus for the teaching of Religious Education in classrooms. Kindergarten staff have engaged with the new curriculum, trialling the new Modules after some professional learning at the end of 2021. In late 2022, Year 1 staff have completed professional learning to assist them in beginning the new Stage 1 Module next year. 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 2022, including SVDP winter and Christmas appeals, Socktober, Twosday, 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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Whilst our 2022 School Improvement Plan (SIP) focused more on Mathematics, we nevertheless continued to ensure that the learning and teaching of reading and spelling remains a priority as it should be.

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. In addition the new English K-2 syllabus was introduced which saw an increased focus on vocabulary development in our young students.

Teaching and Learning in Maths was the focus of our Professional Learning Teams (PLTs) meetings throughout 2022. Student data in this key area was 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48%	52%	6%	12%
	Reading	40%	54%	7%	11%
	Writing	40%	50%	4%	7%
	Spelling	42%	48%	14%	15%
	Numeracy	16%	34%	16%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	10%	31%	32%	14%
	Reading	31%	39%	24%	11%
	Writing	24%	25%	29%	18%
	Spelling	27%	37%	22%	14%
	Numeracy	7%	25%	29%	16%

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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

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 the weekly focus rule at our Monday morning assembly. Then class lessons are taught at an age appropriate level. These rules reinforce the importance of respect and responsibility.

Our student leadership 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.

We continued to hold 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 system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic 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. In 2022 our focus shifted to the teaching and learning of Mathematics. We introduced to our school a new approach to teaching & learning in this KLA. Launch, Explore, Summarise encourages children to explore and try different strategies to solve mathematical problems.

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 was Mathematics and this will continue in 2023. 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 NESAC and a draft recently released for year 3-6, it is timely that as a school we continue to re-vision our approach to teaching and learning in this area in 2023. We intend to work as a staff to reach common understandings and practices in programming and planning in this area, as well as in our pedagogical approach across the school to teach Mathematics effectively.

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Tell Them From Me data from parents showed mostly positive responses. Families commented on the positive effect of strong school leadership and the commitment of teachers within the school. Parents also commented on the sense of community and the welcoming environment that they feel within the school. 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. Several parents did, once again, 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.

Student satisfaction

TTFM 2022 data from students in year 4-6 informs us that students feel 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 how they felt supported in all aspects of their school life. They had higher than average levels of commitment to learning and felt that the learning challenged them. Some students identified that they would like more opportunities for extra-curricular activities, and so this is something that we can talk with students further about to see how we can better accommodate this.

As part of our commitment to student wellbeing our school also conducted a survey (in November) of children in all grades 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. They felt safe at school, had connections with both adults and peers, and felt as though they could learn successfully.

Teacher satisfaction

Teacher voice is encouraged at Rosary Park, with opportunities to discuss any issues encouraged as they arise. Teacher participation in the 2022 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. Teacher responses also showed that they felt supported and felt as though there is a strong sense of community amongst the staff.

As part of our commitment to staff wellbeing, we also conducted a staff wellbeing survey in October 2022. These results were consistent with those in the TTFM survey, with staff feeling that we have a supportive school environment based on the Mercy Charism whereby colleagues actively help each other in order to ensure the best outcomes for our children.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,340,399
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$984,686
Fees and Private Income ⁴	\$745,206
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$265,850
Total Income	\$5,336,141

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$40,377
Salaries and Related Expenses ⁷	\$3,706,058
Non-Salary Expenses ⁸	\$1,417,115
Total Expenditure	\$5,163,550

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 2022 REPORT