

2023



Rosary Park Primary School

100 Years of Education in 1923

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 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 2023, a review of our year at Rosary Park Catholic School Branxton.

In 2023, our school has worked diligently to uphold our Mission Statement which espouses our Mercy pillars of compassion, justice, respect, hospitality, service and courage. Our children have worked hard to demonstrate these in their interactions with each other as well as the social justice initiatives which we undertake.

We are also immensely excited that at the end of 2023, the building of our last 2 classrooms commenced. We hope for completion in April 2024.

Parent Body Message

During 2023 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

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 2023: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 179 | 183 | 20 | 362 |

* 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 2023 was 91.48%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 92.72 | 92.78 | 92.43 | 90.27 | 91.99 | 89.79 | 90.40 |

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

| | |
|------------------------------------|----|
| Total number of staff | 40 |
| Number of full time teaching staff | 17 |
| Number of part time teaching staff | 8 |
| 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

Summary of professional learning at this school

In 2023 staff professional learning focussed on our School Improvement areas as well as the new 3-6 English and Mathematics Syllabi. In 2023, executive members spent time drafting new documents for staff to follow when programming for these new units in 2024.

We also spent time reviewing our approach to the teaching of Mathematics and our staff had the opportunity to film their own Maths lesson to reflect on this and build their capacity to use contemporary pedagogies to teach in this area. Data has been collected and analysed in specific areas of Mathematics using the collaborative inquiry model, this has allowed us to pinpoint specific areas of need to address in the classroom environment.

Staff were released to spend time completing the online NESA learning on the new Mathematics and English syllabi. Time was given to staff to navigate these new online documents and identify particular changes from the previous models.

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 2023.

As a Catholic Faith community of educators, we studied the varying forms of prayer and how we can encourage these forms of conversations with God to promote a healthy relationship with Jesus for our staff and students.

Staff completed the online training course in student wellbeing and mental health, this helped to build a clearer understanding of the challenges facing youth today, prioritise wellbeing in classrooms and identify key behaviours to be aware of when supporting children and young people through mental health challenges.

We continue our commitment to utilise our staff planning time to maximise our student outcomes. Release was given from the

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 Office Diocesan Vision Statement, 2016)

In 2023, 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 changed our Making Jesus Real merit award to a mercy pillar award to reflect both the PBL and mercy pillar rule of the week. 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 2023, staff participated in an annual faith formation day. The formation day, titled *Us to* allowed staff to gain a deeper understanding of Christian prayer, lifting mind and heart to God. Staff participate in a series of prayer workshops, drawing on contemporary mediums to express and draw closer to the Mystery of God. *Prayer* workshops gave us links on how to use prayer through music and Christian scriptures.

program which offers a more flexible approach to learning and greater opportunity to integrate collaboration and problem solving into the learning environment.



| [Redacted] | | [Redacted] | |
|------------|------------|------------|------------|
| [Redacted] | [Redacted] | [Redacted] | [Redacted] |
| [Redacted] | [Redacted] | [Redacted] | [Redacted] |
| [Redacted] | [Redacted] | [Redacted] | [Redacted] |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension](#),

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.

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 Identity and Catholic Curriculum
Learning and Wellbeing

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

In 2022 our focus shifted to the teaching and learning of Mathematics, and we continued with this focus in 2023. We introduced to our school a new approach to teaching & learning in this KLA. The focus is on reasoning in mathematics and encourages children to explore and try different strategies to solve mathematical problems, show their thinking in visual ways and explain this thinking using mathematical vocabulary.

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

We see the need for building capabilities, creative and critical thinking in our students so all of our work at Rosary Park is underpinned by this.

We will continue to build our pedagogy in the teaching of Maths and will use the work of Lynn Sharratt to create a shared vocabulary in all learning areas at our school.

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

Teacher satisfaction

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

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 2023 year is detailed below:

| Recurrent and Capital Income 2023 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,509,494 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$1,068,947 |
| Fees and Private Income ⁴ | \$943,616 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$280,126 |
| Total Income | \$5,802,183 |

| Recurrent and Capital Expenditure 2023 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$515,244 |
| Salaries and Related Expenses ⁷ | \$4,195,520 |
| Non-Salary Expenses ⁸ | \$1,668,899 |
| Total Expenditure | \$6,379,663 |

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.
- 5.
- 6.
- 7.
- 8.

