

# The Rock Central School

## Annual Report



2016



2976

## Introduction

The Annual Report for **2016** is provided to the community of The Rock Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Donna Rockley

Principal

### School contact details

The Rock Central School

Ford St

The Rock, 2655

[www.therock-c.schools.nsw.edu.au](http://www.therock-c.schools.nsw.edu.au)

[therock-c.School@det.nsw.edu.au](mailto:therock-c.School@det.nsw.edu.au)

6920 2132

## School background

### School vision statement

We aim to provide our students with educational experiences that promote personal growth, through quality teaching. We strive to inspire and nurture students to become positive contributors within the school and the wider community. Our staff will be supported through ongoing professional development, preparing our students for 21st Century opportunities.

### School context

The Rock Central School is a comprehensive public school catering for students from kindergarten to Year 10. The school is situated 33km from Wagga Wagga in The Rock township, where we service a community that encompasses both town and rural farming areas. Our enrolments can fluctuate during the year; however we are staffed at 140 students in 2015 which includes 14 indigenous students. Our school currently has 5 primary classes and 28 enrolled secondary students.

The school has a broad range of programs which include: Targeted Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Language, Learning and Literacy (L3). We are currently implementing How2Learn, Focus on Reading and a middle school program for stages 3 and 4.

We provide an agriculture program, supported with our extensive agriculture plot. We have a brand new state of the art science laboratory and home economic room, as well as Technological Applied Studies (TAS), including wood work and metal work facilities.

The Rock Central School has a highly effective Learning Support Team, choir, Student Representative Council (SRC) and is beginning the Sporting Schools Program by the Australian Sporting Commission.

The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active Parents and Community Association (P&C).

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year staff at The Rock Central School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our move towards excellence.

In the domain of Learning, our staff have developed, and sustained positive, respectful relationships which are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. We have well-developed and current policies, programs and processes identifying, addressing and monitoring student learning needs. The school constantly implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students at The Rock Central School care for themselves, and contribute to the wellbeing of others and the wider community. Our curriculum provision is enhanced by learning alliances with TAFE Wagga Wagga. Teachers involve students and parents in planning to support students as they progress through the stages of education. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

In the domain of Teaching, teachers regularly review and revise teaching and learning programs, including content and feedback from students. Teachers incorporate data analysis in their planning for learning and assessment instruments are used regularly to help monitor students learning progress and to identify skill gaps for improvement. We have processes in place to provide formal mentoring to improve teaching and leadership practices within the school. The teaching staff at The Rock Central School actively share learning from targeted professional learning with others,

particularly in the areas of literacy, numeracy and wellbeing.

In the domain of Leading, The Rock Central School has processes in place to develop leadership skills and qualities in all staff and to build the capacity of staff. We actively solicit and address feedback on school performance and areas for improvement. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of each strategic direction in the school plan and all teaching staff are aligned to one of the strategic directions. Monitoring, evaluation and review processes are embedded and undertaken routinely, so as to improve teaching and learning strategies. The school continues to improve its physical learning spaces, which include new technology, furniture, and playground equipment.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

Our purpose is to develop a culture of professional growth to support all staff. This will enhance teaching practices aligned with the Professional Teaching Standards, characterised by ongoing, relevant evidence based professional development.

#### Overall summary of progress

Our continued whole school focus on How2Learn has enabled us to have a common language of learning across all years and all teachers. We have also linked this to current research such as Visible Learning and to MindMatters, so that we can improve students learning without affecting their wellbeing, particularly our high school students. All teaching staff are actively involved in preparing, reviewing and reflecting on their Performance Development Plan as well as embracing observations and feedback on negotiated outcomes. We implemented a five week assessment and review of student data program, which keeps teachers focused on improving all students, not just students who have not meet benchmarks. Student Individual Education Plans can then reflect accurate information on the learning progress of students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality classroom instruction that addresses the specific and identified learning needs of students is enhanced by teacher mentoring and Performance Development Plans that strengthen staff performance through collegial feedback.	Programs & students work shows evidence of How2Learn, TEN, TOWN, L3 strategies.	\$4526 Aboriginal background loading  \$6500 Low Level adjustment for disability  \$2018 Literacy and Numeracy (k-6)  \$2000 Professional Learning
Increased the number of students in the top two bands of NAPLAN in Reading and Numeracy by 8%, from 50% reading and 40% numeracy in Year 3, 18% in Reading and 38% in Numeracy in Year 5; 0% Reading and 14% Numeracy in Year 7; 0% in Year 9, in both reading and numeracy.	Year 3 proficiency in Reading increased to 54%, Numeracy increased to 46%. Year 5 proficiency in Reading increased to 36% and however Numeracy decreased to 27%. Year 7 improved to 6% in Reading, however Numeracy decreased to 6%. Year 9 showed no gains towards the premiers priorities.	\$4526 Aboriginal background loading  \$6500 Low Level adjustment for disability
Show greater than expected growth in NAPLAN in Reading and Numeracy for Aboriginal students in Years 3,5,7 and 9	100% greater than expected growth for Year 5 indigenous students in reading and numeracy. 19.6% growth for Year 7 indigenous students in reading, which is below expectations, however 100% greater than expected growth in numeracy. 100% greater than expected growth for indigenous students in Year 9 in Reading and Numeracy.	\$1470 Low Level Adjustments for disability

#### Next Steps

- Complete How2Learn training and embed the learning dispositions into classroom practice as evident in programs and students work samples.
- Continue to build on the Buddy Reading Program, Literacy and Numeracy Groups as well as develop reflective feedback practices across the whole school.

- Through our "non-negotiables" continue to develop and build capacity using the 5 step writing process and 5 week data analysis.

## Strategic Direction 2

### Student and Staff Wellbeing

#### Purpose

Our purpose is to enhance the quality of student and staff well being by providing an educational environment that is supportive, stimulating and innovative, fostering a positive culture acknowledging and facilitating 21st Century learners.

#### Overall summary of progress

We have made great inroads in developing a student welfare program which focuses on the needs of young people and the areas neglected which is causing extensive wellbeing issues. We have developed a student centered, self monitoring welfare program, based on Values and Learning Dispositions. We have embedded MindMatters and PrimaryMatters into our curriculum with a program we call EveryoneMatters which is a blend of both MindMatters and PrimaryMatters to cater to our K–10 students. All members of the school community participated in the Tell Them From Me surveys, and the information obtained from these was presented to Staff, Students and the Parent body, the P&C. Discussions were had and areas of improvement identified.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A tailored welfare system that addresses school and community needs.	A student self monitoring and self rating Student Welfare Program called "Reach Your Potential" is ready for implementation in 2017. It was developed via staff, student and parent/carers surveys, as well as extensive research into wellbeing, student welfare programs, what works and the latest ideas in managing student wellbeing.	\$2500 Professional Learning Funds  \$1000 Community consultation funds.
The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	The school has implemented MindMatters, and PrimaryMatters into the school curriculum. Surveys were carried out by the Wellbeing team and staff, students and parents/community members were all included. A list of "non-negotiable" classroom practices were also developed for implementation in term 4 of 2016. We continue to provide opportunities for students in motivational presentations, swim programs, tennis programs, dance, excursions etc at subsidized rates or at no cost due to financial hardship by many of our families.	\$9300 Socio-economic background funds.  \$3000 Locality Loading funds
Tell Them from Me survey data shows improvement in the areas of Student Wellbeing and engagement at school from Term 1 to Term 4, and from 2016 to 2017.	The Tell Them From Me Survey data has only just been released for 2017 and we have not had sufficient time to analysis the data for this report.	\$1200 Socio-economic background funds.

#### Next Steps

- Implement, monitor, review and modify our student welfare program called Reach Your Potential.
- Continue with EveryoneMatters implementation into all classrooms.
- Review our Learning and Support Team policy and programs and implement suggested changes.
- We will continue to focus on staff wellbeing via improved communication and induction processess.

## Strategic Direction 3

### Community

#### Purpose

Our purpose is to provide a safe and supportive school environment. We will enrich student learning by further developing positive connections and authentic partnerships with the wider community.

#### Overall summary of progress

The Rock Central School has very successful parent and community partnerships. We are supported by our community in events such as; Grandparents Day; Volunteers Morning Tea; Fundraising and working with the Parent and Citizens Association; Meet the Teachers afternoon; Education Week activities; and the variety of assemblies that are on offer.

Progress this year includes:

- The establishment of an Out of School Hours care facility in a joint initiative between the school and Lockhart Shire Council. This has resulted in increased enrollment in our Primary department.
- Student participation in the Youth Project in collaboration with Lockhart and Greater Hume Shire Councils. This project is to develop a youth council in The Rock and our students in years 5–10 have participated in developing what this would look like.
- Secondary students successfully completed the Rural Fire Service Cadet ship and started a Play Group as part of their Child Studies course.
- Community consultation meetings were held on; school promotion; MindMatters implementation and our new report package.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All stakeholders have a clear understanding of the school vision and direction.	Parent/carer school improvement consultation meetings were held, however, they were not successful in getting information on how we can improve the school as parents were happy with programs, processes and policies in the school.	\$900 Community Consultation funds.
The school uses collaborative feedback and reflection to promote and generate learning and innovation.	Initiation of a Monthly Cuppa to promote inclusive practices, parent voice and consultation with regards to student learning needs and school improvement ideas. Meet the teachers BBQ was a great success with water activities as it was a very hot afternoon. Grandparent day, and our volunteers morning tea were extremely well supported, as were our parent teacher interviews, general whole school assemblies and our carnivals.	\$2800 Community Consultation funds.
Parent survey information from Tell Them From Me shows improvement in data from 2016 to 2017.	Parent access to the Tell Them From Me survey was not working and we could get it to work. Parents/carers however gave us feedback on the MindMatters survey, and a Homework survey.	No cost.

#### Next Steps

- There are further resources in The Rock that we plan to access this year. They include; the Men's Shed; recycling green waste with Lockhart Shire Council and becoming part of Landcare initiatives by looking after Bourkes Creek that runs along side the school.
- We are also going to extend our promotion of the school by producing new signage and pop up banners with our vision and mission statement.
- Our library will be made available at different times for parents to access the internet and borrow educational resources that can be used to assist and support their children's learning.



- We will develop and make available feedback forms for parents and community members so we know what works and what we can improve on— give them a voice.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• 100% greater than expected growth for Year 5 indigenous students in reading and numeracy.</li> <li>• 19.6% growth for Year 7 indigenous students in reading, which is below expectations, however 100% greater than expected growth in numeracy.</li> <li>• 100% greater than expected growth for indigenous students in Year 9 in Reading and Numeracy</li> </ul>	\$4526 Aboriginal Background  \$3500 Location Loading
<b>Low level adjustment for disability</b>	To assist in the support of students with learning adjustments reviews were conducted of Individual Education Plans. Targeted intervention was implemented on a 5 week basis, and literacy intervention in years 1–3 and numeracy intervention in years 4–6 has been put in place.	\$7970 Low Level Adjustments for disability  \$4500 Location Loading
<b>Quality Teaching, Successful Students (QTSS)</b>	The equivalent time of 1 hour per week was allocated to the Assistant Principal for support of staff who work with students with low level disabilities.	quality Teaching, Successful Students extra staffing of 1 hour per week.
<b>Socio–economic background</b>	Extra curricula activities, performances and motivational speakers; local excursions; creative and performing arts experience and sports participation have given students exposure to a greater variety of activities. These funds have provided for these, either fully funded or at a subsidized cost to families.	\$9300 Socio–economic background.
<b>Support for beginning teachers</b>	Finalising training for beginning teachers in L3; extra release from face to face teaching with an extra hour of mentoring for all beginning teachers has provided excellent support, improved teaching practices, improved differentiation of curriculum and improved learning adjustments for students.	\$30140 Beginning teachers funds

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	79	71	74	76
Girls	74	60	68	80

Our student enrollment is slowly increasing over time with additional students enrolling in years 7–10.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	91.6	95.8	95.8
1	90.4	95.7	92.7	94.5
2	94.6	94.1	94.7	95.5
3	96	95.1	96.3	94.4
4	94.3	94.8	95	94.3
5	95.6	90.4	95.3	91.4
6	89.8	91.9	88.6	94
7	83.9	91	84.6	92.9
8	92	88.6	85.6	84.7
9	89.1	80.9	91.2	87.9
10	73.3	80.3	86.3	73.4
All Years	91.5	91	91.9	92.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	92.7	93	92.3	92.3

Our attendance data shows a steady increasing towards and now matching the state average attendance. Our aim is to increase this beyond the state average so that all students optimize their learning by attending to the maximum of their ability. Student non attendance is managed inline with the Department of Educations policy and procedures around non-attendance and interventions schools can take to improve student attendance rates.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	20		
Employment	20		
TAFE entry			
University Entry			
Other	60		
Unknown			

The Rock Central School is unfortunately a K–10 Central School and as such all of our students require transition to either another school, TAFE, or employment. Many students don't feel comfortable going to another high school which is big and can be overwhelming. Of our six Y10 students in 2016 , four continues onto Y11 at other schools. One found full time employment and another student is seeking employment.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	6.01
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.5
School Administration & Support Staff	4.19
Other Positions	2.5

\*Full Time Equivalent

### Management of non-attendance

We currently have no staff identifying as indigenous.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

### Professional learning and teacher accreditation

This year our professional learning comprised of individual training to meet our Professional Development Programs goals, as well as, specific professional learning across the whole school or specific secondary and primary group learning.

- This year the primary teachers have continued training on Language, Learning and Literacy (L3).
- How2Learn training of all staff continues and will be completed in 2017.
- Teachers have participated in: Careers training, Beginning teachers conferences, Library teacher conference, SASS conference, Principal training with the Secondary Principals Council, and the Primary Principals Council.
- Staff have participated in mandatory training in, First Aide including Cardio Pulmonary Resuscitation and anaphylactic treatment; code of conduct and child protection.
- We have also completed training on Finance, Community Consultation, analyzing the School Plan and the School Excellence Framework; Teamwork and Communication, MindMatters, and the Use of Data and What Works.
- Currently 77% of teaching staff are early career teacher, and only three teachers are currently not under the new scheme teachers accreditation this year, as such mentoring and instructional rounds have played an important part of our professional learning.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>74 871.00</b>
Global funds	226 408.00
Tied funds	165 824.00
School & community sources	60 516.00
Interest	2 396.00
Trust receipts	4 879.00
Canteen	0.00
Total income	534 894.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	49 042.00
Excursions	11 779.00
Extracurricular dissections	11 593.00
Library	2 781.00
Training & development	16 142.00
Tied funds	188 847.00
Short term relief	29 490.00
Administration & office	39 647.00
School-operated canteen	33 038.00
Utilities	33 787.00
Maintenance	43 536.00
Trust accounts	5 727.00
Capital programs	0.00
Total expenditure	465 409.00
<b>Balance carried forward</b>	<b>69 485.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

the *MySchool* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and

insert the school name in the **Find a school** and select **Go** to access the school data.

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In 2016 The Rock Central Schools Year 3 students results as indicated by NAPLAN of proficiency were 54% in reading, 54% in Writing and 46% in Numeracy. in Year 5 students showed proficiency in Reading at 36%, Writing 9% and Numeracy 27% .In year 7, 6 % of students were deemed proficient in Reading and Numeracy and no students in Year 9 were deemed proficient in any area.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Indigenous students had individual growth rates, greater than or equal to the state, for example:

Year 5 Reading 100% growth; Year 5 Numeracy 100% growth; Year 7 Numeracy 100% growth; Year 7 Spelling 50% growth; Year 9 Reading 100% growth; Year 9 Spelling 50% growth; Year 9 Grammar and Punctuation 50% growth; and year 9 Numeracy 100% growth.

## Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers participated in the Tell Them From Me Surveys during 2016. Students completed the surveys in Term 2 and 4, while staff and parents completed surveys in term 4. Staff, students and parents/caregivers also assisted us with a survey on homework and another on MindMatters. Parents wanted us to maintain our homework policy; support their children to become confident, resilient and well educated and provide a variety of extra curricula experiences for their children.

## Policy requirements

### Aboriginal education

The Rock Central School has a fully inclusive school where all students receive the best opportunities possible. Our indigenous students have high attendance greater than the state average, they are academic and behave in a manner consistent with

other students. Our parents and carers of indigenous students are fully supportive of the school and the inclusion of aboriginal culture within the school.

Our Aboriginal background funds were predominately directed towards intervention in the classroom by establishing an extra class for literacy Years 1–3 and Numeracy in Years 4–6. This allowed for targeted, small cohort instructions which enabled students to achieve at a greater rate. As a result our NAPLAN data has improved greatly, especially closing the gap for indigenous students in those years..

As a result of our initiatives:

- 100% greater than expected growth for Year 5 indigenous students in reading and numeracy.
- 19.6% growth for Year 7 indigenous students in reading, which is below expectations, however 100% greater than expected growth in numeracy.
- 100% greater than expected growth for indigenous students in Year 9 in Reading and Numeracy.

### Multicultural and anti-racism education

The Rock Central School is inclusive of all cultures. We actively participate in the Country Women's Association Country of the Year Program, where students prepare and the present a power point or project on a specific country. Students then presented to the Country Women's Association Members (CWA) at the Rock Bowling Club in the function room. The feed back each year is fantastic from both the students and the CWA members. Teaching programs are monitored for culturally inclusive practices, as well as adhering to the mandatory curriculum requirements . Our anti-racism contact officer was not required to intervene on any issues of race discrimination last year.