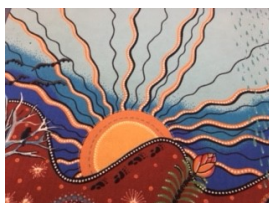


The Rock Central School

Annual Report



2017



2976

Introduction

The Annual Report for **2017** 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.

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Principal

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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

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.

Learning Domain

Sustaining and Growing – There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Excelling – The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with a typical enrolment

Sustaining and Growing– Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Sustaining and Growing – The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Excelling – Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Excelling – Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

Excelling– The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Teaching Domain

Sustaining and Growing– Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Sustaining and Growing – Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning

Sustaining and Growing– The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

Sustaining and Growing –The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data

Excelling – School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success

Sustaining and Growing– The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Educational Leadership Domain

Excelling– The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Excelling –The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning

Sustaining and Growing –Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Excelling –The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Excelling –The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice

Excelling– Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Excelling– The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

Excelling– The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

All staff were involved in the development of explicit processes to collect, analyse and report on internal and external school performance data. Teaching staff actively participated in professional learning, absorbing current research, best practice and collegial sharing of experiences and knowledge. Primary/Infant teachers are highly trained in intervention strategies and actively participate in data collection and analysis, and implementation of student improvement learning strategies. Four teachers gained accreditation at the proficient level, indicating our progress towards full accreditation for all staff. All staff including School Administration Assistant Staff completed Performance and Development Plans, with teaching staff presenting the yearly completion of their goals in a round table collective process. Year 5 Numeracy and Reading was our greatest NAPLAN improvements with over 53% of students meeting the premiers priorities in Numeracy and Over 46% in Reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Staff development days, Teacher Professional afternoons, executive release time, and a number of professional learning and conference days, including the Rural and Remote Conference.	All staff actively monitor data and student progress. All staff implement initiatives to improve students learning. Staff collegially collaborate on how to improve their teaching so as to improve students learning. Teaching staff produce evidence to support the implementation of specific and identified learning needs of students.
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.	Student Learning Officers to work across all classrooms. Teacher professional learning on best practice and implementation. Executive release, Staff Development Days and resources such as Mathletics and Literacy Planet.	Overall improvement towards the premiers priorities from 21.36% in 2016 to 23.08% in 2017. Year 5 produced the greatest improvement with 46.3 % in reading and 53.3% in Numeracy achieving the premiers priorities.
Show greater than expected growth in NAPLAN in Reading and Numeracy for Aboriginal students in Years 3,5,7 and 9	Student Learning Support Officer, extra class teacher time	Aboriginal students improved in the premiers priorities from 8.33% to 13.32% achieving in the top two bands as indicated in NAPLAN. Year 7 Aboriginal students out performed non Aboriginal students.

Next Steps

Develop specific Literacy and Numeracy target intervention strategies based on current research and what has been working in other similar environments.

Develop instructional practices to improve teaching strategies via collegial sharing and Performance and Development Plans.

Continually build on teachers use and understanding of the Literacy and Numeracy Continuums, or soon to be Progressions.

Develop an Aboriginal cultural group, to expand students knowledge and connection to their culture.

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

A tailored welfare program was developed and has been in place for 4 terms. As a result, suspensions are down, engagement of students and staff has improved, attendance has improved and the well being of all has remarkably improved.

A successful student wellbeing room allows secondary students to self monitor their emotion and regulate their response to situation by accessing the wellbeing room. This then allows the Learning Support team to intervene, and support students.

All staff participated in a staff retreat to build collegiality and teamwork. This was very successful with 11 teaching staff presenting sessions including, Play is the Way; The Accidental Counsellor; Communication skills and the Role of the Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A tailored welfare system that addresses school and community needs.	Executive release, conferences and professional development on adolescent mental health, trauma informed practices and accidental counselling.	Full implementation of a school developed student wellbeing program that replaces our student welfare policy. This program is student driven and monitored.
The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	Staff retreat, staff development and executive release.	All staff actively promote wellbeing of staff, students and community members. Overall staff attendance has improved from 68.89% to 73.03%. Specific wellbeing lessons are incorporated on a whole school basis.
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.	Teacher training and release	Unfortunately our 2017 data was corrupted and could not be accurately used to show progress.

Next Steps

Develop a culture of high expectations and high impact teaching across all classrooms, promoting wellbeing and individual student achievement.

Analyse data and review after 18 months of implementation of our Reach Your Potential Program, which is the name for our student wellbeing and welfare policy. This needs to show effectiveness, and impact via evidence.

Continue to research and develop staff on the current practices around mental health and wellbeing.

Continue our staff retreats each year to build on staff collegiality, team building and leadership skills.

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 use of eNews, Facebook, and the school website, has seen communication expand to many more of our families and community members.

Staff interact with the community volunteering for community events such as The Rock Triathlon and Australia Day Celebrations at The Rock Pool, working with The Rock Bowling Club and the Progress Society.

Students are actively involved in the Youth Engagement activities in collaboration with Greater Hume and Lockhart Councils.

Students take part in Youth Forums, for the betterment of the local community. They have contributed to future direction of the town ship as well as future and current needs of young people in the area. This has also been facilitated by Greater Hume and Lockhart Councils.

Primary students and Agriculture students have developed a partnership with the local Foodworks store to sell produce, flowers and seedlings. This has brought customers from the community into the store, to support the local school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stakeholders have a clear understanding of the school vision and direction.	Meet the teachers afternoon. Monthly cuppa with a teacher.	This was regularly addressed in our Newsletter and on full school Assemblies. Discussions were held with families and P&C representatives, to gage their understanding of our vision. They found it too long and too general. School based staff had a better understanding of our vision and direction and this was included in induction of new staff.
The school uses collaborative feedback and reflection to promote and generate learning and innovation.	Beginning teacher and Mentor release, executive release and additional professional learning and training, including the beginning teachers conference and the Rural and Remote Conference.	All teachers belonged to a strategic direction team, and actively drove the initiatives of that direction. Teacher observations to support Performance and Development Plans provided collaborative feedback between the teacher and the observer, which included supervisor and peer observations. Beginning teachers and their mentor used their time to develop the teacher and provide evidence for accreditation.
Parent survey information from Tell Them from Me shows improvement in data from 2016 to 2017.	Teacher release	Unfortunately this survey did not provide the questions we want to know information about, so we developed our own via Survey Monkey. Results indicated: * 83.3% of families thought their children were well

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent survey information from Tell Them from Me shows improvement in data from 2016 to 2017.		taught by their teachers * 83.3% of families felt their children had a positive relationship with their teachers * 86.7% say the school brings out the best in each child

Next Steps

Develop an ongoing family survey system that is supported by school technology as well as the needs of the school.

Better promotion of the schools vision and strategic directions.

Continue the development of all staff via formal and informal feedback processes.

Continue our involvement with Greater Hume and Lockhart Councils to develop programs and initiatives for young people for now and the future.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23,399	<p>These funds were used to support Aboriginal students in the classroom by employing a Student Learning Support Officer. This has resulted in improvement for Year 7 Aboriginal background students out performed non-Aboriginal students in Reading and Numeracy as indicated by NAPLAN.</p> <p>It has resulted in improved attendance for Kindergarten and Year 1 students.</p>
Low level adjustment for disability	\$22,000	<p>These funds were added to combined with other funds to employ a Student Learning Support Officer. The impact of this can not be measured over one calendar year , across the school in general, as improvement of individual students is dependent on more than one years intervention. an example of short term impact is a student who has an IM disability confirmation is in a mainstream class, and is only one cluster behind her cohort in all aspects of literacy and numeracy. Our achievements are individual and unique to our students and our community setting.</p>
Quality Teaching, Successful Students (QTSS)	0.886 in additional Infants staffing.	<p>An infants teacher was employed one day per week to allow 2 infant stage classes to be split 3 ways and provide a reduced teacher student ratio and a greater level of explicit teaching and intervention.</p>
Socio-economic background	\$103, 779	<p>These funds were used to provide a flexible learning space in the Kindergarten classroom, engaging students more in their learning.</p> <p>The Library received extra funds to expand our student reading options.</p> <p>The school Agriculture Farm, received funds as it became a K-10 resource, engaging the community, the students and developing a partnership with the local food store.</p> <p>Teacher professional learning was also supported via these funds. Training in L3, Accidental Counselling, Trauma informed practices, to name a few.</p>
Support for beginning teachers	\$14,859	<p>Beginning teacher funds were used to release the beginning teacher for 2 extra hours per week and their mentor for 1 extra hour release per week. It also contributed towards the Beginning Teachers Conference.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	71	74	76	82
Girls	60	68	80	80

Our enrolments have been steadily increasing over the last 4 years. This indicates the confidence the community has in the school and the quality of teaching and learning achieved at the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.6	95.8	95.8	94.8
1	95.7	92.7	94.5	93.6
2	94.1	94.7	95.5	94.4
3	95.1	96.3	94.4	93.1
4	94.8	95	94.3	94.7
5	90.4	95.3	91.4	91.5
6	91.9	88.6	94	94.2
7	91	84.6	92.9	90.8
8	88.6	85.6	84.7	92.4
9	80.9	91.2	87.9	78.9
10	80.3	86.3	73.4	85
All Years	91	91.9	92.3	91.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	93.5	92.8	92.8	92.7

Management of non-attendance

The schools attendance continues to be inline with the state trends and totals for various year groups over time.

At The Rock Central School the resolution of attendance difficulties is reached with the following strategies.

- * letters to parents
- * meetings with families and students
- * referral to the schools Learning and Support Team to identify and implement strategies that address the learning needs of the students.
- * Reviewed and updated our Attendance policy
- * referrals to the school counsellor, the Child Wellbeing Team and Headspace
- * referrals to the Home School Liaison Officer

These initiatives help support students with chronic school phobia, Asperger's or other undiagnosed mental health conditions that have prevented them from regular attendance.

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

Class sizes

Class	Total
KINDER	17
YEAR 1	22
YEAR 2/3	23
YEAR 3/4	27
YEAR 5/6	27

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment		0	0
TAFE entry		0	0
University Entry	0	0	0
Other		0	0
Unknown	0	0	0

The Rock Central School is a K–10 educational setting. Our students do not get the opportunity to continue onto Y11 and 12 at our school. All students in Year 10 have an individual education transition plan to their chosen needs. Students who wanted to continue to Years 11 and 12 transitioned to Billabong, Wagga and Lockhart schools, 6 students out of 9 choose this as their pathway.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.19
Other Positions	0.1

*Full Time Equivalent

The Rock Central School currently does not have any staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2017, professional learning at The Rock Central School was given a high priority. All professional learning where possible was research based to ensure quality and currency. Professional learning included: the Rural and Remote Conference; The National Neuroscience for Learning Conference; Beginning Teachers Conference; L3 Training; How2Learn Training; Writing in the Middle Years; SASS Conference; LMBR training to name but a few.

Professional learning gives all employees access to improving their own skills and capacity, not only to achieve their goals in their Performance and Development Plans but also the schools strategic directions and their own accreditation requirements.

School Development Days allowed staff to collaborate on teaching and learning as well as complete mandatory training.

Four staff completed accreditation at proficient level and one completed phase two of their maintenance.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Voluntary school contribution continue to be on the decline, although enrolments and curriculum choice is on the increase. In 2017 we transitioned from OASIS to LMBR as a finance operating system. This took quite a cultural shift on how the finance operates in the school, as well as the need to introducing new processes and considerable training.

Receipts	\$
Balance brought forward	69,484
Global funds	191,476
Tied funds	71,332
School & community sources	17,194
Interest	882
Trust receipts	2,010
Canteen	0
Total Receipts	282,894
Payments	
Teaching & learning	
Key Learning Areas	43,819
Excursions	40
Extracurricular dissections	6,037
Library	3,773
Training & Development	12,770
Tied Funds Payments	42,418
Short Term Relief	12,140
Administration & Office	18,995
Canteen Payments	14,483
Utilities	13,950
Maintenance	31,203
Trust Payments	1,682
Capital Programs	0
Total Payments	201,311
Balance carried forward	151,067

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	486,080
Appropriation	392,390
Sale of Goods and Services	27,819
Grants and Contributions	65,244
Gain and Loss	0
Other Revenue	0
Investment Income	627
Expenses	-336,751
Recurrent Expenses	-336,719
Employee Related	-104,284
Operating Expenses	-232,435
Capital Expenses	-32
Employee Related	0
Operating Expenses	-32
SURPLUS / DEFICIT FOR THE YEAR	149,329
Balance Carried Forward	149,329

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The finance teams meets every five weeks to review and redistribute finances based on the school plan and emerging needs within the school. We meet to ensure accuracy, reliability and integrity of accounting and finance administration.

The school continues to maintain its excellent technology program, updating Interactive white boards when needed to interactive TV's, as well as our Primary and Secondary Laptops and Infants Tablets.

Maintenance and grounds improvements are also a priority with new Agriculture Farm Fencing and upgrades; new student furniture, both in the classroom and in the playground as well as maintaining a clean and safe school.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,771,449
Base Per Capita	23,841
Base Location	23,504
Other Base	1,724,104
Equity Total	184,550
Equity Aboriginal	23,399
Equity Socio economic	103,770
Equity Language	0
Equity Disability	57,381
Targeted Total	59,730
Other Total	76,560
Grand Total	2,092,289

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to the small number of students in each cohort, identification of students is easily achieved. The Rock Central Schools NAPLAN data is available on our MySchool website.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Overall the school has not performed as expected with regards to our NAPLAN results. Of all students who sat NAPLAN in 2017 29.2% of students achieved the Premiers Priorities. The bulk of these students came from years 3 and 5, with the Year 5 students achieving above the state average.

Of Aboriginal students 25% achieved the Premiers Priorities, an improvement on previous years, as in 2016 no Aboriginal students achieved this goal.

Higher School Certificate (HSC)

The Rock Central School currently does not provide for students in Years 11 and 12.

Parent/caregiver, student, teacher satisfaction

This year The Rock Central School surveyed families via Survey Monkey, as it provided a better platform to ask relevant questions as determined by the staff. Results included the following:

- * 90% of families reported their children felt extremely or very safe at school
- * 75.9% of families felt they were very or extremely able to openly express their concerns
- * 66.7% reported their children never or rarely complain about bullying
- * 96.7% reported being updated about school events on a daily or weekly basis
- * 76.7% felt that staff knew and appreciated their children's qualities extremely or very well
- * 82.8% of families would be extremely or very happy to recommend the school to others
- * 80% of families identified that progressive teaching methods are used
- * 93.3% of families reported that their children were extremely to moderately happy at school as well as enjoy going to school

Policy requirements

Aboriginal education

Aboriginal education at The Rock Central School is always a priority. All Aboriginal students were involved in reviewing their Personalised Learning Plan, or developing one if they were new to the school. This process ensured that 100% of Aboriginal students were supported within the classroom to achieve individual goals.

The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week with live performances, artefacts, dancing and art work.

The school has strategically utilised the Aboriginal background equity funding to support Aboriginal students in the classroom to improve their literacy and numeracy needs.

All school assemblies and formal functions acknowledge the traditional custodians of the land and we pay respect to the elders of past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal people.

Multicultural and anti-racism education

The student welfare program at The Rock Central School is called Reach Your Potential. It delivers the Department of Education's Values Platform to all students. These values encourage harmony, tolerance, respect and cooperation, ensuring that education for all is embedded not only into teaching and learning programs, but also student welfare.

The staff and students celebrate World Harmony Day with a community event including grandparents of students from other cultures telling their story. A focus is always on tolerance for those that are different from ourselves, this includes but is not limited to people from other cultures.

All teaching and learning programs are also monitored for multicultural inclusion across all Key Learning Areas.