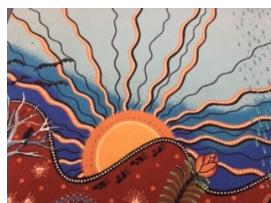


The Rock Central School

Annual Report



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Introduction

The Annual Report for **2018** 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

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School background

School vision statement

The Rock Central School will strive to achieve a quality learning culture, which support students to reach their greatest potential. Our school will meet the individual needs and interests of each student, inspiring them to become, literate and numerate and productive members of the community.

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 182 students in 2018 which includes 132 primary and 50 secondary students and consists of 6 primary classes. The school has a broad range of initiatives 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 K–10, supported by our extensive agriculture plot. We have a brand new state of the art science laboratory, and a home economics 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 an active member of the Sporting Schools Program, organised 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Executive Summary – 2018 – *The Rock Central School*

On 20/09/2018 our school participated in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

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 182 students in 2018 which includes 132 primary and 50 secondary students and consists of 6 primary classes. The school has a broad range of initiatives 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 2LS. We provide an agriculture program K–10, supported by our extensive agriculture plot. We have a brand new state of the art science laboratory, and a home economics 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 an active member of the Sporting Schools Program, organised 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).

The Rock Central School External Validation Team consisting of the Principal, Assistant Principal, Secondary Classroom Teacher, Primary Teacher and Teacher Librarian prepared the external validation submission. Evidence sets describing the school's practices were identified by the external validation team in consultation with our Principal School Leadership. The approach taken was to consider the statement of excellence for each element of the School Excellence Framework and reflect upon the school practices that supported the statement of excellence. Evidence was collected and mapped using the School Excellent Framework. During this time, all school staff met on a staff development day to be informed of

the external validation process and to strengthen our school plan milestones. On a weekly basis, over an eight week period, the External Validation Team met to collaboratively collate the submission.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this process indicated that in the School Excellence Framework domain of Learning: The Rock Central School's evidence indicates an on balanced judgement of Sustaining and Growing. Our school culture demonstrates the building of educational aspiration and ongoing performance improvements across our school. This evidence can be found in our evidence sets of Learning Culture, Learning Support, Collaborative Practice, Literacy and Numeracy. The Rock Central School has a strategic and planned approach to whole school process, policies, and practices, with a focus on wellbeing across the school. Areas such as assessment, reporting and curriculum show an integrated approach, however, student performance measures need strengthening from Kindergarten to Year 10.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching: The Rock Central School's evidence sets indicates an on balance judgement of Sustaining and Growing. Our evidence indicates that teaching and learning programs, explicit teaching and classroom management involve effective teaching pedagogy which is evidence based. Our evidence indicates that teachers engage in professional collegial discussions, formal and informal meetings and mentor coaching which demonstrates a personal responsibility for maintaining and developing their professional standards. Teachers actively evaluate and share professional learning and resources across the whole school, however, the use of data and its analysis to inform teaching and learning combined with improved feedback methods are the areas we have identified for future improvement.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this process indicated that in the School Excellence Framework domain of Leading: The Rock Central School's evidence sets indicates an on balance judgement of Sustaining and Growing. Our school plan drives all decision making processes for our school and has been developed in a highly collaborative way. School resources are strategically aligned with the school plan to ensure continuous improvement of effort. Our school strives to actively engage the school community in all facets of school life. Technology is effectively used to enhance student learning and service delivery. We have adapted our physical learning spaces to in cooperate the broad range of student interests and needs. Educational Leadership is an area for development, with the establishment of an instructional leader role within our school, we aim to promote high expectations and improve performance management and development of staff.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Literacy

Purpose

To ensure all teachers have an excellent skills base in literacy and student assessment needs; data analysis and interpretation; intervention strategies and how to modify teaching practices, to improve student results in literacy, and to meet the challenges of future literacy needs.

Overall summary of progress

All staff identified literacy learning needs of students and themselves to effectively assist students in their literacy growth. School wide systems were implemented to monitor literacy growth and learning needs. Assessment strategies were audited and collated, as were staffs expectation levels for student growth and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of students achieving proficiency in line with the Premiers Priorities.</p> <p>90% of students will achieve their expected growth in Literacy as indicated by the literacy continuum/progressions</p> <p>Improved scores for staff collaboration as indicated in the Tell Them From Me Surveys.</p> <p>Yearly class room teacher audit on literacy skill knowledge and classroom implementation, indicating growth by all teachers.</p>	<p>Professional Learning \$3000</p> <p>Teacher release from Socio-economic background \$1300</p>	<p>Teaching staff are trained to use the literacy progressions and are able to utilise PLAN 2.</p> <p>Programs are checked for Literacy best practice strategies,</p> <p>Collegial presentations to peers about literacy strategies</p> <p>Percentage of students, at or above expected growth:</p> <p>In Y5 53.8% in grammar and punctuation; 53,8% in reading and 46.2% in writing.</p> <p>In Y7 reading; 75% in writing and spelling</p> <p>in Y9 80% in reading and 50% in writing</p>

Next Steps

From the analysis of our Literacy Strategic Direction, The Rock Central School needs to focus on having a more consistent approach to literacy from Kindergarten to Year 10. We need to embed a consistent writing process across all classrooms and integrate evidence based explicit teaching of literacy into all programs. The Rock Central School also needs to focus on professional learning on data analysis and learning progressions.

Strategic Direction 2

Numeracy

Purpose

To embed a whole school approach to numeracy, ensuring the most effective evidence-based teaching strategies optimise learning progress for all students, across the full range of abilities; resulting in improved student outcomes so that all students are numerate.

Overall summary of progress

All staff identified the numeracy learning needs of students and themselves to effectively assist students in their numeracy growth. School wide systems were implemented to monitor numeracy growth and learning needs. Assessment strategies were audited and collated, as were staffs expectation levels for student growth and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving proficiency in line with the Premiers Priorities. 80% of students will achieve their expected growth in Numeracy, as indicated by the numeracy continuum/progressions. Yearly class room teacher audit on numeracy skills, knowledge and classroom implementation, indicating growth by all teachers.	Teacher release time funded from Socioeconomic background funds \$5000	Program checklist, peer evaluation and notes from Professional learning sharing session. Evidence of numeracy embedded in other Key Learning Areas in Teaching and Learning Programs. All teaching and learning staff are trained to use the numeracy progressions and are able to utilise PLAN 2. The percentage of students at or above expected growth: In Y5 76.9% in Numeracy In Y7 50% and In Y9 69.2%

Next Steps

The Rock Central School needs to integrate evidence based explicit teaching of numeracy into all K–10 programs. A numeracy strategies audit needs to be conducted so that the impact of different strategies can be assessed and strategies that have high impact can be replicated across years and subject areas.

Strategic Direction 3

Learning Culture

Purpose

To develop a consistent and systematic approach, with a school-wide collective responsibility for the learning culture, where the whole school community demonstrates high expectations of learning progress; measurable improvement in student outcomes and personal growth, and a commitment to the pursuit of excellence.

Overall summary of progress

To develop a consistent and systematic approach, with a school-wide collective responsibility for the learning culture, where the whole school community demonstrates high expectations of learning progress; measurable improvement in student outcomes and personal growth, and a commitment to the pursuit of excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Yearly data analysis shows improvement in student engagement and motivation, attendance and positive incident, while suspensions and negative incidents decline.</p> <p>Engagement and analysis data from Aboriginal and Torres Strait Islander families and students shows yearly improvement.</p> <p>School Excellence Framework self reflection survey indicates we are excelling in the domain of:</p> <ul style="list-style-type: none">• Learning– Learning Culture, Wellbeing and Curriculum & Learning• Teaching – Effective classroom practice, Data Skills and Use, Collaborative Practice• Leading – Leadership and Management Practices and Processes	<p>Extra release time</p> <ul style="list-style-type: none">• Support for beginning teachers (\$5000.00) <p>Survey Monkey</p> <p>Teacher Professional Learning</p> <p>Socioeconomic background funds \$3000</p> <p>Aboriginal SLO working with students on indigenous cultural perspectives. \$9000</p>	<p>Student work samples, programs, day books and classroom location photos, all support learning intensions and success criteria implementation. Student samples of learning intensions and success criteria can be identified in their work books. Collation of Stage based assessment schedules. Photo evidence of improved learning environment for students and staff. Survey data collected for students who participated in the cultural program, and analyses for changes, improvements or not to continue.</p>

Next Steps

The Rock Central School needs to focus on data analysis skills for all teaching staff, as well as applying a more consistent approach to teacher observations and visible learning strategies. We need to increase the involvement of secondary parents and improve our overall student attendance rates. We need to improve our recording of learning adjustments and the transparency of the learning support team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLO employed as well as an indigenous mentor \$26000	Data evidence and families and student surveys indicate they are extremely satisfied with the indigenous mentoring program.
Low level adjustment for disability	SLOs employed to assist teachers and students with early intervention strategies. \$22000	Based on survey data, 2019 student learning support and intervention program will be enhanced.
Quality Teaching, Successful Students (QTSS)	Teachers released to support students \$19677	Review of student growth indicated success.
Socio-economic background	Personnel, teaching resources, cultural performances and subsidies excursions and uniforms for students. \$36000	Further changes to classrooms and the schools learning environment has had a positive effect on students engagement.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 2000.00) • Support for beginning teachers (\$2 000.00) 	Successfully accredited

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	74	76	82	95
Girls	68	80	80	88

Our enrolments have been steadily increasing over the last 5 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	2015	2016	2017	2018
K	95.8	95.8	94.8	93.4
1	92.7	94.5	93.6	91.9
2	94.7	95.5	94.4	95
3	96.3	94.4	93.1	94
4	95	94.3	94.7	90.7
5	95.3	91.4	91.5	93
6	88.6	94	94.2	87.2
7	84.6	92.9	90.8	91.5
8	85.6	84.7	92.4	91
9	91.2	87.9	78.9	84.6
10	86.3	73.4	85	71.4
All Years	91.9	92.3	91.8	90.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	92.8	92.8	92.7	92

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.

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	3	0	0
TAFE entry	1	0	0
University Entry	0	0	0
Other	0	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(s)	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	9.04
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	4.19
Other Positions	0.1

*Full Time Equivalent

The Rock Central School currently have one staff who identifies 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 2018, 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	149,329
Revenue	2,599,871
Appropriation	2,517,665
Sale of Goods and Services	38,139
Grants and Contributions	42,248
Gain and Loss	0
Other Revenue	0
Investment Income	1,818
Expenses	-2,560,660
Recurrent Expenses	-2,560,692
Employee Related	-2,251,493
Operating Expenses	-309,199
Capital Expenses	32
Employee Related	0
Operating Expenses	32
SURPLUS / DEFICIT FOR THE YEAR	39,211
Balance Carried Forward	188,540

The finance teams meets every four 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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,997,892
Base Per Capita	31,326
Base Location	25,205
Other Base	1,941,361
Equity Total	197,980
Equity Aboriginal	26,713
Equity Socio economic	97,129
Equity Language	0
Equity Disability	74,139
Targeted Total	149,972
Other Total	100,126
Grand Total	2,445,969

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Reading Band 1 = 5.3% Band 2 = 10.5% Band 3 = 10.5% Band 4 = 21.15% Band 5 = 26.3% Band 6 = 15.8% Band 7 = 10.5%

Writing Band 1 = 0% Band 2 = 26.2% Band 3 = 26.3% Band 4 = 31.6% Band 5 = 10.5% Band 6 = 5.3% Band 7 = 0%

Year 5 Reading Band 1 = 7.7% Band 2 = 0% Band 3 = 7.7% Band 4 = 7.7% Band 5 = 15.4% Band 6 = 30.8% Band 7 = 23.1%

Band 8 = 7.7%

Writing Band 1 – 3 = 0% Band 4 = 30.8% Band 5 = 61.5% Band 6 = 7.7% Band 7 = 0% Band 8 = 0%

Year 7 Can not be reported on as there were less than 10 students sitting the assessments

Year 9 Reading Band 1 – Band 3 = 0% Band 4 = 6.3% Band 5 = 0% Band 6 = 25% Band 7 = 43.8% Band 8 = 12.5% Band 9 = 12.5%

Writing Band 1 – Band 4 = 0% Band 5 = 37.5% Band 6 = 25% Band 7 = 18.8% Band 8 = 18.8%

Year 3 Numeracy Band 1 = 0% Band 2 = 10.5% Band 3 = 21.1% Band 4 = 42.1% Band 5 = 15.8% Band 6 = 10.5%

Year 5 Numeracy Band 1 – Band 2 = 0% Band 3 = 7.7% Band 4 = 0% Band 5 = 15.4% Band 6 = 38.5% Band 7 = 30% Band 8 = 0%

Band 9 = 7.7%

Year 7 Can not be reported on as there were less than 10 students sitting the assessments

Year 9 Numeracy Band 1 – Band 4 = 0% Band 5 = 6.7% Band 6 = 26.7% Band 8 = 20%

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Students in Years 3 and 5 produced the following results to meet the Premiers Priorities.

Average % Results in Top 2 Bands.

NAPLAN 3 Numeracy 26.32%

NAPLAN 5 Numeracy 38.46%

NAPLAN 3 Reading 52.63%

NAPLAN 5 Reading 30.77%

This is an average increase of 4.69% from 2017

Students in Years 7 and 9 produced the following results to meet the Premiers Priorities.

Average % Results in Top 2 Bands.

NAPLAN 7	Numeracy	11.11%
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NAPLAN 9	Numeracy	0.00%
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NAPLAN 7	Reading	11.11%
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NAPLAN 9	Reading	12.50%
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This is an average increase of 8.16% from 2017

Parent/caregiver, student, teacher satisfaction

This year The Rock Central School surveyed students and staff on School Purpose and Best Practice. It provided a better platform to ask relevant questions as determined by the staff. Results included the following:

- * 54 % reported an importance to classroom learning from teaching staff
- * 32% of students found the importance of preparing for the workforce
- * 59% of students were able to identify the importance of learning for their future
- * 48% were able to understand the concept of learning new things for a more understanding education
- * 80% of staff had an understanding of high expectation with the workforce and delivering high results.
- * 85% of staff showed how explicit teaching within the classroom showed positive results in the students learning
- * 75% of staff were happy with the feedback given by the principal
- * 90% of teaching staff were happy with classroom management and given the support needed
- * 90% found the importance on wellbeing and the great amount of support was given

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 has employed Uncle David Dunn, an elder from Albury/Wodonga to work with both Indigenous and non-Indigenous students in learning about Indigenous culture. Uncle David has implemented literacy and numeracy within his teaching for all students.

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 Educations 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.