

The Rock Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

The Rock Central School

Ford St

The Rock, 2655

www.therock-c.schools.nsw.edu.au

therock-c.school@det.nsw.edu.au

6920 2132

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 175 students in 2019 which includes 131 primary and 44 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premiers Priorities.

90% of students will achieve their expected growth in Literacy as indicated by the literacy continuum/progressions

Improved scores for staff collaboration as indicated in the Tell Them From Me Surveys.

Yearly class room teacher audit on literacy skill knowledge and classroom implementation, indicating growth by all teachers.

Progress towards achieving improvement measures

Process 1: Ensure learning is data and evidence driven, based on formative assessment practices and learning continuums/progressions.

Evaluation	Funds Expended (Resources)
Teacher knowledge of next years students is enhanced because they will already partly know their students and planning for learning in 2020 is more informative, genuine and based on data, and professional conversations.	Professional Learning Funds \$2000 Equity Funds \$2000

Process 2: Timely, targeted intervention and extension , as well as specific feedback for all students, reflecting best practice and maximise learning outcomes in literacy.

Evaluation	Funds Expended (Resources)
Students receiving learning support have learning growth on one year.	Numeracy Curriculum Team support via professional learning time, and extra teacher release.. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1500.00)

Process 3: Ongoing Professional Learning for staff on best practice teaching strategies and cross curricular inclusion of literacy, into all facets of teaching programing.

Evaluation	Funds Expended (Resources)
The Executive Team gained first hand evidence of Visible Learning, directly related to Literacy Activities, and then can develop Professional Learning based on the teachers needs.	Extra release for executive staff Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$6000.00)• Socio-economic background (\$6000.00)• (\$0.00)

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Monitoring the implementation of research based best practice strategies in numeracy into classroom teaching and learning programs. Teaching staff demonstrate and share their innovative numeracy strategies and expertise within the school.

Evaluation	Funds Expended (Resources)
Documents released to all teachers and used in preparation for 2020.	SASS time \$ 3000

Process 2: Ongoing Professional Learning and collaboration for all staff on; best practice teaching strategies; numeracy continuums/progressions; numeracy differentiation, and cross curricular inclusion of numeracy into all facets of teaching programs.

Evaluation	Funds Expended (Resources)
Teachers have a working knowledge of the learning needs of the students they will be teaching in 2020.	SDD at the end of the year. Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 3: Students are skilled in the use of the numeracy progressions to inform their personal learning goals. Students are explicitly taught reflection and feedback techniques.

Evaluation	Funds Expended (Resources)
Teaching and learning programmes for 2020 show explicit numeracy strategies across all KLA's.	Curriculum Support Team – Numeracy Professional Learning time as well as extra release from face to face teaching. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Low level adjustment for disability (\$5000.00)

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.

Improvement Measures

Yearly data analysis shows improvement in student engagement and motivation, attendance and positive incident, while suspensions and negative incidents decline.

Engagement and analysis data from Aboriginal and Torres Strait Islander families and students shows yearly improvement.

School Excellence Framework self reflection survey indicates we are excelling in the domain of:

- Learning– Learning Culture, Wellbeing and Curriculum & Learning
- Teaching – Effective classroom practice, Data Skills and Use, Collaborative Practice
- Leading – Leadership and Management Practices and Processes

Progress towards achieving improvement measures

Process 1: Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set achievable learning goals.

Evaluation	Funds Expended (Resources)
Reach Your Potential Booklets indicate student self-regulation, and to set achievable goals.	SASS time Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$600.00)

Process 2: Provide quality professional learning experiences based on: current research; student wellbeing; learning cultures, assessment strategies; data analysis and strengthening collaborative practices.

Evaluation	Funds Expended (Resources)
All teachers can present teaching and learning programs in preparation for 2020 with Numeracy Strategies across all KLA's.	Professional learning time. Curriculum Support Team– Numeracy

Process 3: Review and update the schools organisation to promote an environment where the values, conventions, policies and procedures encourage individual and whole school growth in knowledge, collaborative development and performance.

Evaluation	Funds Expended (Resources)
School Programming Document produced. Document developed and issued to all staff for compliance in 2020.	SASS time

Process 4: Provide strategies to engage Aboriginal and Torres Strait Islanders students with their culture and heritage.

Evaluation	Funds Expended (Resources)
A beautiful Indigenous garden and sitting area was completed.	Grant from Riverina Water for \$17000

Progress towards achieving improvement measures

A beautiful Indigenous garden and sitting area was completed.

Funding Sources:

- Aboriginal background loading (\$2000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO Indigenous support was employed</p> <p>David Dunne</p> <p>SASS time</p> <p>Grant Funding from Riverina Water \$5000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18 000.00) • Socio-economic background (\$5 000.00) 	The program was successful on a number of fronts, however David Dunne moved onto other schools and programs, and although the garden was completed, and the room established, momentum was not achieved.
Low level adjustment for disability	Extra Release from face to face for primary and infants teachers	Monitoring students on the intervention list for growth in Literacy and/or Numeracy. As well as developing processes for 2020 Learning Support.
Quality Teaching, Successful Students (QTSS)	Extra release from face to face teaching.	Survey infants teachers re the impact of the extra release time for preparation, assessment and data processes.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 000.00) 	All students who wanted to participate were able to as the cost was subsidised as well as fully paid for disadvantaged families.
Support for beginning teachers		Successful accreditation.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	76	82	95	83
Girls	80	80	88	90

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	94.8	93.4	92.2
1	94.5	93.6	91.9	93.2
2	95.5	94.4	95	90.2
3	94.4	93.1	94	94.9
4	94.3	94.7	90.7	93
5	91.4	91.5	93	95.6
6	94	94.2	87.2	93.4
7	92.9	90.8	91.5	81.5
8	84.7	92.4	91	82.3
9	87.9	78.9	84.6	83.2
10	73.4	85	71.4	70.2
All Years	92.3	91.8	90.1	89.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	92.8	92.7	92	91.4

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12.5	0	0
Employment	56.25	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	25	0	0
Unknown	6.25	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at The Rock Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

The Rock Central School unfortunately does not have Year 12, as we are a K-10 Central School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	8.03
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	5.59
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	188,540
Revenue	2,828,771
Appropriation	2,677,223
Sale of Goods and Services	38,225
Grants and contributions	111,813
Investment income	1,510
Expenses	-2,747,479
Employee related	-2,371,622
Operating expenses	-375,857
Surplus / deficit for the year	81,292

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	133,575
Equity Total	247,708
Equity - Aboriginal	41,128
Equity - Socio-economic	123,698
Equity - Language	0
Equity - Disability	82,882
Base Total	2,002,016
Base - Per Capita	42,939
Base - Location	22,684
Base - Other	1,936,393
Other Total	167,470
Grand Total	2,550,770

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

This year The Rock Central School Surveyed Staff on: what we as a whole school could do better at the start of each year and what they would like Executive to support them in during this year. We also sort information on the changes to the reporting process and the impact of the extra release time for all primary and infants teachers. The results are as followed:

What we as a whole school could do better at the start of each year?

Staff indicated the following:

Start induction earlier

Staff Development Day structure– more time with stage/faculty to organise the year and sharer recourses, goals and student knowledge..

More professional learning– stage/faculty time to coordinate the year.

Mandatory Training in own time.

I believe that our staff and students would benefit from more procedures/routines the first week of school to instil uniformity i.e. behaviour expectations, emergency drills.

Have school grounds that are presentable– lawns mowed and paths swept.

Executive Support

Assisting with Professional Development Plans

Happy with support and level of access/communication,

Assistance with Individual Education and Personalised Learning Plans.

Very supported by supervisor.

Assistance with programming, assessment, demonstration lessons, student information and developing Professional Development Plan.

Very supportive with any questions can concerns I have had.

I like how executive help me out with student behaviour, and I really like how executive are empathetic to time requirements of IT.

Changes to the reporting process

Having a buddy was good insight into how other teachers write reports and how they structure sentences.

Feedback was fair and prompt.

Helped in supporting report writing.

loved having a buddy system as I could also discuss comments and justify report comments

Good opportunity to see others ideas re: report comments

Extra release time for all primary and infants teachers

Having the extra release time has been very beneficial. I can feel organised for once with the increasing demand of data entry and ways of doing it changing, it takes time to learn.

Extra release has been wonderful. it has made programming and data collection less stressful and I am able to do running records in release time and gather more in depth data.

I feel it has been incredibly beneficial as it has allowed me to complete these tasks at school rather than taking them home to complete.

It has been fantastic help. I can plan my whole week of lessons in this time, which leaves before and after school for other professional responsibilities i.e. annotating programs, making resources, creating an engaging and inviting learning environment.

It has been good to have more time to research professional learning and complete online training.

This year The Rock Central School surveyed Students on what they believed they had learnt in a particular term across each KLA. . Their results for English, Maths and Work Habits – what they do well and how they can improve, are as follows:

English

I learnt how to improve on my writing, and we use "a moment in time" and it makes me improve more.

I learnt how to spell better and write a bit better. I learnt how to use descriptive language.

My writing is more sequenced, better descriptive language, and my cursive and spelling is better.

Revision

I've learnt new ways to write stories, new words, everything really!

How to elaborate.

I have learnt how to write more powerfully.

Maths

I have been learning about long division and more.

Division, timetables, fractions and place value

Long division, division, multiplication and different kinds of angles

Adding fractions, subtracting fractions, multiplying fractions, dividing fractions

In maths I have learnt about angles—complementary and supplementary, also I how to convert fractions.

Work Habits – what they do well and how they can improve

I do well in my spelling and I do well in fractions and dividing. I think I could improve on not getting distracted.

The way I could improve is by paying more attention, not tell myself I cant and work faster and better. I can improve by reading carefully.

To put my hand up for help. I need to pay attention more in class..

I don't do my best all the time.

Focus, follow instructions, a bit more work and concentration.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The Rock Central School in 2019 was a regular representative at the local Wagga Wagga Aboriginal Education Consultative Group, as evident in their minutes. We also employed Uncle David Dunne for three terms to develop a Mentoring Program for all indigenous students K–10. This Mentoring Group then facilitated activities for National Aboriginal and Islander Day Observance Committee. Week. Their activities included, painting, food and sports games. An indigenous Student Learning Support Officer was also employed to assist Uncle David during this time. This group established an edible indigenous garden around the perimeter of the Food Technology Room. These food will be used in the canteen and for Food Technology classes. All indigenous students have a Personalised Learning Plan which is updated twice per year, in consultation with families.

The Rock Central School also applied for a grant from Riverina Water for an Indigenous and sensory gardens. We were successful with this grant and the Indigenous garden was completed at the end of the year.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The Rock Central School like all schools, have a zero tolerance for racist comments, opinions and views. Our Student Welfare Policy is proactive in promoting inclusion for all, regardless of race, disability or gender. Our staff are proactive in responding to any racist type comments and students have been debriefed on the impact, emotionally, and socially of racist and intolerant views. Our Anti–Racism coordinator is an active participant in the organisation team for National Sorry Day as well as Harmony Day.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The Rock Central School believes all students need to experience other environments, cultures and peoples. Our student Welfare Program explicitly teaches and reinforces these concepts. Our Year 6 students each year work with the Country Women Association producing a piece of work on a particular country each year. Our Year 6 students enjoy presenting their work to the community and entering the state wide competition. We also participate in Harmony Day, and this year students produced hand printed totem poles for the indigenous garden. Multicultural perspectives are also included in KLA teaching and learning programs.