

# 2020 Annual Report

## The Rock Central School



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## Introduction

The Annual Report for 2020 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

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The Rock Central School

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## School vision

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 enrollments can fluctuate during the year; however we are staffed at 175 students in 2020 which includes 131 primary and 44 secondary students and consists of 6 primary classes. The school has a broad range of initiatives which include: MultiLit, Renaissance, 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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.

#### Overall summary of progress

Achieving these improvement measures was difficult due to the effects of COVID-19. NAPLAN was not administered to students, however, a Check in Assessment was made available to students in years 3,5 and 9. From the check in data an equivalent scale for the top two bands, to meet the Premiers Priorities was developed. Our data is as follows:

- 35.3% of Year 3 students were in the top two bands in reading, which is equivalent to SSSG data
- 26.3% of Year 5 students were in the top two bands, this is an improvement of 20.05% and above SSSG data.
- No data is available for Year 9

Literacy growth for students using the literacy progressions, was difficult to achieve due to the lack of staff training and the availability for staff to genuinely collaborate with each other. This was reflected in the drop of 0.6 since 2016 from 8.2 to 7.6 on the Tell Them From Me staff surveys. The classroom teacher skill audit will still be implemented, however, this will be completed towards the end of 2021.

#### 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)
Staff have submitted professional responsibility documents as well as program evaluation document.	

**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)
The Mini-Lit program has been successful in improving students Literacy skills, and we will continue to implement it, as well as investigate other Multi-Lit programs, such as Inial-Lit and MacqLit.	Mini-Lit implementation with Trained staff.

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

Evaluation	Funds Expended (Resources)
Teachers submit curriculum responsibility document and Executive review	

### Progress towards achieving improvement measures

scope and sequences and program evaluation.	
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### Next Steps

Our next steps are to train staff in quality teaching practices which include, quality collaboration, evidence of student growth at the classroom level, explicit teaching strategies, timely intervention and high quality teaching and learning programs.

## 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.

#### Overall summary of progress

To measure the proportion of students achieving the Premiers Priorities we have had to default to the Check-in Assessment data.

- Year 3 and 5 students have increased their percentage of students in the top two bands from 30% to 35.3% for Year 3 and from 18.75% to 21% for Year 5.
- Year 9 unfortunately did not score any students in the top two bands of the Check-in assessment.

The classroom teacher skill audit will still be implemented, however, this will be completed towards the end of Term 2 2021, as part of the School Improvement Plan 2021-24

With regards to students growth in numeracy, the Check in data does not allow us to determine if we have achieved this improvement measure, and COVID-19 made it difficult to have continuity, as some students did not do as much home learning as others.

#### 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)
Development of 2021 teaching documents incorporate learnt numeracy strategies.	Extra release  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li></ul>

**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)
Improved numeracy skills are evident by the individual student growth.	

**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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
The Tell Them From Me surveys indicated parents/carers wanted more feedback on their children's learning and adjustments. Teachers also wanted more feedback from supervisors.	Tell them from me survey and time for analysis.

## Next Steps

Continue the overall focus on whole school Numeracy, numeracy progressions and quality teaching strategies for numeracy and mathematics, with a Numeracy Leader to keep the momentum that was started in 2019.



## 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 data analysis 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

#### Overall summary of progress

This strategic direction was difficult to achieve due to the many factors that influenced 2020. Student engagement in primary and secondary as measured in the Tell Them From Me surveys indicates that our students report their engagement, based on interest and motivation, effort, relevance, valuing school outcomes and quality instruction, were all above state data, even after the impact of COVID-19.

Attendance difficult due to home learning, official records may not indicate the true nature of our student attendance. Our overall attendance was 90%, however, only 71.1% of students attended 90% of the time.

It was extremely difficult to evaluate and compare data from positive and negative student incidents due to the impact of home schooling. As expected suspensions were fewer, due to COVID-19 and home schooling.

#### 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)
Teachers were very successful in providing student centred learning goals, however, no movement occurred on teaching students how they learn.	Time to locate appropriate online work which is engaging, challenging and continued with teachers current programs.

**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)
Whole school Numeracy is now coordinated, systematic and reflects best practice.	

**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

## Progress towards achieving improvement measures

Evaluation	(Resources)
Whole school Numeracy/Maths and Science scope and sequences are developed and all other subjects on a class teacher basis.	Extra Release time and professional learning time.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4000.00)</li><li>• (\$0.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
As a result of the curriculum meetings It was evident that due to the number of new scheme teachers we now employ at the school that Aboriginal culture and education was an area that needs addressing, as a matter of urgency.	

## Next Steps

The Rock Central Schools next steps are to focus on high quality teaching strategies in all classrooms, for all students. Staff training on Aboriginal education is also a priority for our school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Literacy and numeracy</b>	\$15300	All staff reported that this was high quality training, as it was extended over a period of time, not just a few hours with no follow up. Our numeracy results across the school are expected to improve due to this activity.
<b>Professional learning</b>	\$21780	Training was limited in nature, limited in what was on offer, and all staff generally preferred face to face training, to the online experiences.
<b>Aboriginal background loading</b>	\$30 846	The extra SLSO time enabled the student to receive mentoring, behaviour modification strategies and assistance with his classwork.
<b>Low level adjustment for disability</b>	\$36000 plus 0.708 SLSO perm staffing	Teaching staff reported that more students who needed in class support received the additional assistance.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$25 339	A coordinated approach and effective strategies were implemented so that early intervention was implemented.
<b>Socio-economic background</b>	\$126 616	Students feel that their classrooms are up to date and fitted out like other bigger city schools,. They believe they can access the curriculum and engage in learning that is relevant, collaborating and authentic in nature.
<b>Integration funding support</b>	\$150 151	All students funded receive more time in support than they were funding allowed.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	82	95	83	87
Girls	80	88	90	92

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	93.4	92.2	94.7
1	93.6	91.9	93.2	91.5
2	94.4	95	90.2	95.2
3	93.1	94	94.9	93.2
4	94.7	90.7	93	96
5	91.5	93	95.6	93.1
6	94.2	87.2	93.4	94.2
7	90.8	91.5	81.5	95.7
8	92.4	91	82.3	86.7
9	78.9	84.6	83.2	85.7
10	85	71.4	70.2	86
All Years	91.8	90.1	89.1	92.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	92.7	92	91.4	91.3

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were

marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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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	0	0	0
Employment	40	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	60	0	0
Unknown	0	0	0

The Rock Central School is a Kindergarten to Year 10 school.

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at The Rock Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at The Rock Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	8.97
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

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	269,831
<b>Revenue</b>	2,794,794
Appropriation	2,720,849
Sale of Goods and Services	37,647
Grants and contributions	35,825
Investment income	653
Other revenue	-180
<b>Expenses</b>	-3,025,328
Employee related	-2,660,101
Operating expenses	-365,227
<b>Surplus / deficit for the year</b>	-230,534
<b>Closing Balance</b>	39,297

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	150,151
<b>Equity Total</b>	241,632
Equity - Aboriginal	30,846
Equity - Socio-economic	125,463
Equity - Language	547
Equity - Disability	84,776
<b>Base Total</b>	2,096,279
Base - Per Capita	41,607
Base - Location	20,416
Base - Other	2,034,256
<b>Other Total</b>	162,483
<b>Grand Total</b>	2,650,545

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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

Parents and caregivers are referred to as families at our school and in 2020 our families felt the effects of COVID-19 due to the restricted access to the school. They did not feel welcomed or informed. Families felt we could do better with student inclusion and learning support, however families spent less time with their children doing homework. Fewer families had meetings with teachers or were on school committees. Our families thought that informal interviews, telephone conversations and emails were the best way of exchanging information. They thought the newsletter was a valuable source of information, yet our website was the least useful form of communication. Families said they have input to the school plan, but not teaching practices, or curriculum delivery. Only 75% of our families had aspirations for their children to complete Year 12, and 27% for attending university. They commented that the school administration staff were helpful and that information sent home was clear and in plain language.

Student satisfaction varies greatly between primary and secondary students, and I will address them separately. Secondary students have a high sense of academic self-concept and advocacy at school, but less outside of school. They value school outcomes and believe they have positive behaviour at school. They report that they are not overly interested or motivated, but their effort is high. They believe that managing finances, communicating with others and reading are important skills for career plans. They reported that they have effective learning time, their lessons are relevant and that there is a positive learning climate. They have high expectations for success, however, they are not interested in completing Year 12 or going to university. Our Aboriginal students have higher academic self-concept and stronger school pride, than other Aboriginal students across the state, however, they did want more cultural inclusion in the classroom. Primary students reported that they; have advocacy at school, positive teachers-student relationships, and high expectations for success. They tell us that they have effective learning time and that their lessons are relevant.

At The Rock Central School all staff, teaching and non-teaching participate in the Tell Them From Me survey. Our staff felt that we were an inclusive school with strong teaching strategies, staff collaboration and improved use of data. They reported that students focus on their learning and that they had a good sense of belonging. They said the school was well maintained, however, they wanted more feedback from supervisors about their teaching and more observations. The staff indicated that there was a good learning climate, with student expectations set very high. They did however, want more training in technology and how this can be used more effectively in the classroom., as well as, how to improve leadership in all class rooms and across the whole school.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.