

2021 Annual Report

The Rock Central School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Every student will achieve their full potential, by being partners in their learning and empowering them to be confident and respectful members of our community.

School context

The Rock Central School is situated 33km south of Wagga Wagga in the Riverina on the land of the Wiradjuri people. We are a comprehensive K-10 school and service the community of The Rock township and surrounding areas. We are staffed on 189 students, with 15% identifying as Aboriginal and/or Torres Strait Islander. We employ 31 teaching and non-teaching staff, who provide excellent support for all students at our school.

The school has excellent facilities and resources and is continually looking at improving the learning environment for our students and staff. In addition to this we provide a wide range of extra curricular activities including performing arts, debating and public speaking, leadership opportunities, sports, cultural and environmental education as well as wellbeing activities.

As a result of our Situational Analysis in 2020 we were able to define two areas needing improvement, in addition to Student Growth and Attainment Strategic Direction, these are:

Data skills and use to drive student improvement

All teaching staff need to know how to understand data, be able to analyse data and how to adjust their teaching and learning program to meet the learning needs of each student in their class, using this data. There needs to be a whole school approach to data analysis that includes professional learning, modelling, monitoring and collaboration.

Educational leadership to drive whole school improvement

Every teaching and non-teaching staff member needs to be a leader of themselves, their position and their contribution to the school. All staff can improve their leadership skills via professional learning, personal research, mentoring and modelling.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

All students will grow in their learning each year in the areas of Reading and Numeracy to reach their full potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Personalised Learning
- Quality Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$63,216.24

Location: \$19,704.92

Low level adjustment for disability: \$86,143.05

QTSS release: \$25,338.67

Aboriginal background: \$22,942.89

Literacy and numeracy: \$12,000.00

English language proficiency: \$2,400.00

Per capita: \$44,126.52

Summary of progress

Quality Personalised Learning

In 2021, in this initiative, the main focus of professional learning (PL) was engaging staff with the suite of literacy intervention practices (InitialLit, MultiLit, MacqLit and Renaissance) to build capacity of staff to confidently tailor learning to meet the individual learning needs of all students K-8. This was delivered online and both teaching staff and SLSOs worked at a self-paced level and completed across Term 1. Further PL focussed on numeracy and this included learning around Big Ideas (Primary) and Starting Strong (Infants). One of the positive aspects of the initiative was the confidence it provided staff in articulating the implementation gaps within the teaching of reading and numeracy and the learning gaps for students. A key enabler was the additional time provided to staff to complete the PL. The key barrier to the success of this initiative was the ongoing interruptions to the continuity of learning for staff and the effect this had on the successful implementations of strategies into classrooms. Additionally students having periods of learning from home again presented a barrier to the ability of staff to gain momentum with learning. The proposed plan to begin looking at the High Potential and Gifted Education (HPGE) policy with staff has been postponed until 2022 due to the ongoing interruptions to the school professional learning schedule.

In 2022, the school will continue in this initiative to continue develop staff confidence and ability to use a range of student data and strategies to personalise student learning into planning and programming and to be visible in all classroom practices. Further PL will be required for new staff members in the suite of literacy intervention practices (InitialLit, MultiLit, MacqLit and Renaissance) and to consolidate the learning of all staff. Additionally there will be a consolidation of learning around Big Ideas and Starting Strong to gauge implementation into classrooms and review practice of staff.

Quality Teaching Practices

In 2021, in this initiative, our main focus was on effective classroom practices that are designed to engage and support students. Professional Learning (PL) was undertaken by all staff unpacking the 'What Works Best' document that was led by school executive and focused on which elements of the document are implemented in the classroom and which elements need further development to enhance student performance. Two staff members went to 'Quality Teaching Rounds' PL and a plan was developed for a whole school approach to teacher observation and feedback. Adoption of the 'Essential Assessment' program which provides authentic feedback of student performance and informs future learning was another key initiative. The key barrier to the success of this initiative was the ongoing interruptions to the continuity of learning for staff and the effect this had on the successful implementations of strategies into classrooms. Additionally, providing staff with additional release time for peer observations were unable to proceed as we were unable to back fill positions.

In 2022, the school will continue in this initiative to further develop staff in what works best practices to maximise student engagement and attainment. We will continue to implement whole school peer and executive observations, based on the Quality Teaching Rounds findings of best practice, which will further enhance teaching practices in the classroom. Further PL will be required for new staff members in the Essential Assessment program to consolidate the learning of all

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in the percentage of students in the top two bands in Reading to meet our lower bound targets.</p> <p>Year 3 and 5 at 41.2%</p> <p>Year 7 and 9 at 12.9%</p>	<p>Primary - 28% of Year 3 and 5 students have achieved the top 2 bands in NAPLAN Reading indicating progress yet to be seen toward the lower bound target.</p> <p>Secondary - 7.7% students have achieved the top 2 bands in NAPLAN Reading indicating progress towards the lower bound target.</p> <p>53% of students in Years 5, 7 and 9 are at or above expected growth in NAPLAN reading.</p>
<p>Improvement in the percentage of students in the top two bands in Numeracy to meet our lower bound targets.</p> <p>Year 3 and 5 at 39.4 %</p> <p>Year 7 and 9 at 8.8%</p>	<p>28% of Year 3 and 5 students have achieved the top 2 bands in NAPLAN numeracy indicating progress yet to be seen toward the lower bound target.</p> <p>7.7% of students have achieved the top 2 bands in NAPLAN numeracy indicating progress towards the lower bound target.</p> <p>61% of students in Years 5, 7 and 9 are at or above expected growth in NAPLAN numeracy</p>
<p>75% of Aboriginal and Torres Strait Islander students have achieved at or above expected learning growth in Reading and Numeracy as indicated by NAPLAN and Check in data.</p>	<p>A decreased percentage of Aboriginal and Torres Strait Islander students achieved at or above expected learning growth in Reading and Numeracy. Due to the small size of the cohort actual percentages cannot be reported. Individual student results have been reported directly to parents and carers.</p>

Strategic Direction 2: Data skills and use, to drive student improvement.

Purpose

All teaching staff will be able to understand data, be able to analyse it and know how to adjust their teaching and learning programs to meet the learning needs of each student in their class.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skill Development and Analysis
- Data use to inform improved student learning

Resources allocated to this strategic direction

Professional learning: \$21,780.11

Socio-economic background: \$39,400.00

Literacy and numeracy: \$2,000.00

Summary of progress

Data Skill Development and Analysis and Data use to inform improved student learning

In 2021, in this initiative, the main focus was on data informed practices to improve the learning outcomes for all students. Professional Learning (PL) was delivered by an external Instructional Leader at the school in the key aspects of developing focus areas in the literacy progressions and having consistency of literacy and numeracy data entry across platforms. Curriculum and performance meetings were conducted with executive to review formative and summative assessment practices and PL delivered to staff by executive on authentic embedding of data collection and analysis into programs. A key enabler for these initiatives was the availability of an external provider from an Early Action for Success (EAFS) school to deliver multiple years of expertise in the area of literacy and numeracy progressions data collection. The key barrier to the success of this initiative was the ongoing interruptions to the continuity of learning for staff and the effect this had on the successful implementations of strategies into classrooms. Additionally, changes to the leadership structure of the school meant that curriculum and performance meetings were not maintained over the duration of the year. The proposed plan to begin looking at navigating data collection sites with staff has been postponed until 2022 due to the ongoing interruptions to the school and change in leadership structure.

In 2022, the school will continue in this initiative to work with staff to refine the PL required by individual staff members to further develop their knowledge and confidence in data collection and analysis to embed these process into programming and classroom practices. Further PL will be required by all staff in navigating collection sites to consolidate previous learning. Additionally, there will be further consolidation of learning for all staff in literacy and numeracy progression data entry and focus area development to gauge implementation into classrooms and review practice of staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
80% of teaching staff use data programs to enter student information.	80% of teaching staff using data programs Renaissance, MultiLit, InitialLit, MacqLit and Essential Assessment to enter student information indicating achievement of the annual progress measure. Professional learning around data literacy and data analysis continues for all staff.
80% of classroom teachers analyse student data and adjust programs to reflect student learning needs.	Document analysis of learning programs indicate 90% of learning programs include evidence of adjustments made to accommodate individual student needs. All teachers will be continued to be supported to ensure their programs

80% of classroom teachers analyse student data and adjust programs to reflect student learning needs.

contain revisions indicating where to next with student learning.

Strategic Direction 3: Educational Leadership, to drive whole school improvement

Purpose

Every teaching and non-teaching staff members are leaders of themselves, their position and their contribution to the school. Staff can improve their leadership skills via professional learning, personal research, mentoring and modelling.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Based Aspiring Leaders Program
- Leadership Skills and Qualities Development

Resources allocated to this strategic direction

Socio-economic background: \$24,000.00

Literacy and numeracy: \$1,299.57

Summary of progress

School Based Aspiring Leaders Program and Leadership Skills and Qualities Development

In 2021, in this initiative, the main focus was in developing the capacity and confidence of staff to develop their leadership qualities through school based initiatives and appropriate Professional Learning (PL), targeted for individual staff needs. The executive team engaged in the 'Seven Habits of Highly Effective People' PL developing their educational leadership to manage the performance of individuals and teams and communication and interpersonal skills. Teaching staff participated in PL identified in their Performance and Development Plans (PDPs) that were tailored to their appropriate leadership development aspirations. A key enabler to the initiatives was the fact that a lot of PL was able to go ahead as an online alternative to face-to-face learning. The key barrier to the success of this initiative was the change in the leadership structure of the school which led to many of the initiatives proposed being off track and in need of considerable re-evaluation going forward. Additionally, the ongoing interruptions to the continuity of face-to-face PL without an online alternative had the effect that numerous identified PDP goals were not met.

In 2022 in this initiative, the school will continue to develop staff confidence and capacity through tailored PDP development to recognise pathways for building leadership skills and qualities. Other than PDPs, further re-evaluation of these initiatives is required at both executive and whole school level to ensure continued staff development that allocates and uses resources efficiently and effectively and has a visible transference to whole school practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A School Based Target of 20% of staff participating in the School Based Aspiring Leaders Program.	Documentation of teacher roles and responsibilities shows 41% of staff participating in school based aspiring leadership opportunities indicating achievement of this target.
A School Based Target of 10% improvement in our Tell Them From Me surveys in the areas of leadership, communication, collaboration and overall school satisfaction.	Data shows: 1.4% decrease in leadership 10.3% increase in communication 12.8% increase in collaboration 7.3% in overall school satisfaction indicating progress towards the annual progress measure.
Primary - Increase the percentage of students attending 90% or more of the	Primary - The number of students attending greater than 90% of the time or more is 73.6%

<p>time to be trending upwards toward the lower bound target.</p> <p>Secondary - Increase the percentage of students attending 90% or more of the time to be trending upwards toward the lower bound target.</p>	<p>Secondary - The number of students attending greater than 90% of the time or more is 52.7%</p>
<p>Improvement in the percentage of students reporting positive wellbeing to meet our targets.</p> <p>Primary at 92.3%</p> <p>Secondary at 60%</p>	<p>Data indicates 85% of students reporting positive wellbeing in Primary indicating progress toward the lower bound target.</p> <p>Data indicates 65% in the number of students reporting positive wellbeing in Secondary indicating achievement of the lower bound target.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$153,899.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Rock Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the employment of additional teaching staff enabling an additional class within the primary to be maintained, keeping class sizes low and providing greater opportunities for students with complex learning needs to engage with the curriculum. * all eligible students demonstrating progress towards their personalised learning goals. All personalised learning and support plans (PLSPs) were regularly updated and responsive to student learning needs and ensuring eligible students receive personalised learning and support within their classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to employ additional human resources to best meet the needs of all students in addition to incorporating integration funding decision processes into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$126,616.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Rock Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Personalised Learning • Data Skill Development and Analysis • Data use to inform improved student learning • School Based Aspiring Leaders Program • Leadership Skills and Qualities Development • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement data monitoring to support identified students with additional needs • professional development of staff through Literacy Progressions to support student learning • professional development of staff through vocabulary development to support student learning • employment of additional staff to support MultiLit suite of programs' implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>the employment of additional teaching staff enabling an additional class within the primary to be maintained, keeping class sizes low and providing greater opportunities for students with complex learning needs to engage with the curriculum. In addition, this funding also resulted in targeted</p>

<p>Socio-economic background</p> <p>\$126,616.24</p>	<p>intervention and support for students with additional learning needs and the upskilling of staff to identify students with these needs and deliver the appropriate program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional human resources to best meet the needs of all students. We will continue to support every classroom teacher and Student Support Learning Officer (SLSO) to have a deeper understanding school-wide programs to inform improved practice.</p>
<p>Aboriginal background</p> <p>\$22,942.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Rock Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 100% of Aboriginal families engaging in the Personalised Learning Pathway process and, more importantly, conversations around Aboriginal students' PLPs becoming more authentic. * improved outcomes for targeted Aboriginal students, supporting the school's pursuit of increasing the percentage of students achieving at or above expected learning growth in reading and numeracy as indicated by NAPLAN and Check in data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * a continuation of targeted literacy and numeracy support for Aboriginal students in future years. * to continue to employ additional SLSOs to support students inside and outside the classroom across all learning areas.
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Rock Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: subsidising the funding of teacher release time to develop a program of vocabulary development across all year groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement, monitor and evaluate the whole school approach</p>

English language proficiency \$2,400.00	to language development as designed in the program to give students a broader vocabulary base.
Low level adjustment for disability \$86,143.05	<p>Low level adjustment for disability equity loading provides support for students at The Rock Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based MultiLit intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: the employment of Student Learning Support Officers (SLSOs) to support identified students with the implementation of teacher created differentiated learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to be used in the employment of SLSOs to support identified students to access the curriculum and achieve growth in learning.</p>
Location \$19,704.92	<p>The location funding allocation is provided to The Rock Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Personalised Learning • Quality Teaching Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in: subsidising the funding of extra curricular activities to enable equity of opportunity for student participation.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to subsidise extra-curricula activities to provide equal opportunity for participation.</p>
Literacy and numeracy \$15,299.57	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Rock Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices • Data use to inform improved student learning

<p>Literacy and numeracy</p> <p>\$15,299.57</p>	<ul style="list-style-type: none"> • School Based Aspiring Leaders Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • executive release to engage staff in NAPLAN data analysis <p>The allocation of this funding has resulted in: the implementation of a consistent approach to numeracy programs "Big Ideas" in Years 3 to 6 and "Starting Strong" in Years K to 2 as well as the MultiLit suite of programs across K to 8.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p> <p>\$25,338.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Rock Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: implementation and data analysis of the MultiLit suite of literacy intervention programs to ensure teaching resources are directed to those at a 'point in time' of need, allowing identified students to access the curriculum and achieve growth in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue teacher and executive release time to further analyse data from current programs and source and implement similar programs that allow student to achieve growth in learning.</p>
<p>COVID ILSP</p> <p>\$125,866.42</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$125,866.42</p>	<p>35% of students in Years 1 to 8, small group tuition in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ additional staff to work alongside classroom teachers to assess and analyse data to identify students working towards proficiency and provide tuition to boost growth in learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	95	83	87	97
Girls	88	90	92	90

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	92.2	94.7	93.3
1	91.9	93.2	91.5	94.3
2	95	90.2	95.2	89.7
3	94	94.9	93.2	95.6
4	90.7	93	96	91.5
5	93	95.6	93.1	94.7
6	87.2	93.4	94.2	90.7
7	91.5	81.5	95.7	89.1
8	91	82.3	86.7	86
9	84.6	83.2	85.7	78.7
10	71.4	70.2	86	73.7
All Years	90.1	89.1	92.7	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	92	91.4	91.3	90.4

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	0	0	0
Employment	66.6	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	33.3	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

0% of Year 12 students at The Rock Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at The Rock Central School expected to complete Year 12 in 2021 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)	9.18
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	39,297
Revenue	3,163,889
Appropriation	3,076,471
Sale of Goods and Services	41,546
Grants and contributions	45,013
Investment income	60
Other revenue	800
Expenses	-3,115,660
Employee related	-2,875,300
Operating expenses	-240,360
Surplus / deficit for the year	48,229
Closing Balance	87,526

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.

	2021 SBAR Adjustments (\$)
Targeted Total	153,899
Equity Total	238,102
Equity - Aboriginal	22,943
Equity - Socio-economic	126,616
Equity - Language	2,400
Equity - Disability	86,143
Base Total	2,242,514
Base - Per Capita	44,127
Base - Location	19,705
Base - Other	2,178,683
Other Total	203,731
Grand Total	2,838,247

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 to access the school data.

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

Parent/caregiver, students and teachers participated in the "Tell Them From Me" survey which measures satisfaction of respondents in a variety of areas of school effectiveness. The parent survey included the responses from 30% of the schools' families, down from approximately 50% the previous year. Parent/caregiver data showed an increase in satisfaction across all areas except 'parents support learning at home' which, due to multiple disruptions, decreased slightly and was lower than State Norms. In the key aspects of 'parents are informed', 'school supports learning' and 'inclusive school' the responses not only showed an increase in satisfaction but were also above State Norms.

Primary student surveys showed positive trends in all areas of 'Drivers of student outcomes' and were above State Norms for each of these indicators. Secondary student surveys were well above State Norms in all 'Drivers of student outcomes' however, showed a slight negative trend in most of these areas from the previous year with 'advocacy at school remaining consistent. One noticeable trend across both secondary and primary surveys was a 'COVID-19 weariness' that affected both 'positive relationships' and 'sense of belonging'. While both cohorts showed increasing satisfaction from the previous year, in both areas the second survey results were lower than the first due to periods of learning from home throughout both years.

Teacher surveys were also augmented with stage/team meeting surveys which were used to give staff the opportunity to comment on initiatives in 2021. In the overall school context there was a positive trend and were above State Norms in all areas other than leadership. In classroom context, all areas showed a positive trend and were equal to or above State Norms. From the stage/team meetings, the key literacy and numeracy initiatives undertaken by the school were thought of in a positive light and were expected to be continued into 2022.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.