

2022 Annual Report

The Rock Central School



2976

Introduction

The Annual Report for 2022 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 | 2022 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Working towards Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Working towards Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Working towards Delivering |
| TEACHING: Learning and development | Working towards Delivering |
| LEADING: Educational leadership | Working towards Delivering |
| LEADING: School planning, implementation and reporting | Working towards Delivering |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Working towards 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

Integration funding support: \$155,000.00

Professional learning: \$6,782.85

Aboriginal background: \$24,556.43

Low level adjustment for disability: \$64,800.00

AP Curriculum & Instruction: \$60,000.00

Socio-economic background: \$13,000.00

QTSS release: \$25,338.67

Summary of progress

Quality Personalised Learning

In this initiative, the main focus was the continuation of 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. Further PL focused on numeracy and this included learning around Big Ideas (Primary) and Starting Strong (Infants). High Impact Professional Learning guided school teams through the process of developing short formative assessments with these programs to identify point of need with student learning. 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.

In 2023 in this initiative, the school will continue to 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 this initiative, our main focus was on effective classroom practices that are designed to engage and support students. High Impact Professional Learning 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. 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 2023 in this initiative, the school will work with staff to establish a process to provide staff feedback on the implementation of teaching and learning programs to address gaps in evidence of implementation consistency. Furthermore, an Assistant Principal Curriculum and Instruction has been engaged to analyse student data and current practices to support further improvement in teaching practices across the school.

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 targets.</p> <p>Year 3 and 5 at 46.2%</p> | <p>2022 NAPLAN data indicates 28.21% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</p> |
| <p>Improvement in the percentage of students in the top two bands in Reading to meet our targets.</p> <p>Year 7 and 9 at 17.9%</p> | <p>2022 NAPLAN data indicates 10% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</p> |
| <p>Improvement in the percentage of students in the top two bands in Numeracy to meet our targets.</p> <p>Year 3 and 5 at 44.4%</p> | <p>2022 NAPLAN data indicates 19.51% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p> |
| <p>Improvement in the percentage of students in the top two bands in Numeracy to meet our targets.</p> <p>Year 7 and 9 at 13.8%</p> | <p>2022 NAPLAN data indicates 10% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did achieve the system negotiated target.</p> |
| <p>77.5% 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>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</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: \$17,200.00

Location: \$4,809.76

QTSS release: \$978.24

AP Curriculum & Instruction: \$60,000.00

Socio-economic background: \$23,693.34

Per capita: \$47,251.08

Summary of progress

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

In 2022 the focus of this initiative was on data informed practices to improve the learning outcomes for all students. 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 access to quality data from the MultiLit suite of programs and the increasing capacity of executive to analyse NAPLAN data. 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. As a result, data analysis of some formative assessments was not implemented until interruptions to the continuity of learning were overcome although, long term, consistent growth was evident for MultiLit practices.

In 2023 in this initiative, the school will continue 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 |
|---|--|
| In accordance with the School Excellence Framework, the school is working towards Sustaining and Growing in the element of 'Curriculum'. | Data collected from an internal audit on the School Excellence Framework indicates that we are working towards 'Sustaining and Growing' in the element of 'Curriculum'. |
| In accordance with the School Excellence Framework, the school is working towards Sustaining and Growing in the element of 'Data Skills and Use'. | Data collected from an internal audit on the School Excellence Framework indicates that we are working towards 'Sustaining and Growing' in the element of 'Data Skills and Use'. |

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: \$112,000.00

Aboriginal background: \$10,000.00

Low level adjustment for disability: \$23,363.48

Location: \$15,000.00

AP Curriculum & Instruction: \$60,685.20

Integration funding support: \$20,357.00

Summary of progress

School Based Aspiring Leaders Program and Leadership Skills and Qualities Development

In 2022 the focus of this initiative was on developing the capacity and confidence of staff to enhance their leadership qualities through school-based initiatives and appropriate Professional Learning (PL), targeted for individual staff needs. The executive team engaged in the 'Middle Leadership' PL developing their educational leadership to manage the performance of individuals and teams. 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 2023 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 25% of staff participating in the School Based Aspiring Leaders Program. | As a result of these efforts, we have seen a significant increase in the number of staff members participating in the School-Based Aspiring Leaders Program. We were able to achieve our target of 25%.. |
| A School Based Target of 12.5% improvement in our Tell Them From Me surveys, in the areas of leadership, communication, collaboration and overall school satisfaction. | Our latest Tell Them From Me survey results showed a 1.4% improvement in leadership, a 45% of the school staff agree that the school leaders clearly communicate their strategic vision and school values, while 55% neither agree or disagree. There was a 0.9% decline in collaboration. There were too few responses to be able to ascertain data for overall school satisfaction |
| The proportion of Primary students attending >90% of the time is 85%. | The number of primary students attending greater than 90% of the time or more has decreased by 15.8%. |
| | |

| | |
|---|---|
| <p>Improvement in the percentage of students with positive wellbeing to meet our targets.</p> <p>Primary at 93.8%</p> | <p>Primary students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.</p> |
| <p>Improvement in the percentage of students with positive wellbeing to meet our targets.</p> <p>Secondary at 60%</p> | <p>Secondary students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.</p> |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$175,357.00</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"> • Quality Personalised Learning • Quality Teaching Practices • Leadership Skills and Qualities Development <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 • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed</p> |
| <p>Socio-economic background</p> <p>\$148,693.34</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 • Quality Teaching Practices • Data Skill Development and Analysis • School Based Aspiring Leaders Program • Leadership Skills and Qualities Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the MultiLit Suite to support student learning • professional development of staff through a secondary curriculum-aligned resource to support student learning, to ensure continuity in the transition from primary to secondary. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results achieving above statistically similar school groups (SSSG). Year 3 NAPLAN Reading and Writing are achieving above SSSG Year 7 NAPLAN Reading, Spelling and Grammar are achieving above SSSG Year 9 NAPLAN Reading, Writing and Spelling are achieving above SSSG</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets with a strong focus on spelling.</p> |
| <p>Aboriginal background</p> <p>\$34,556.43</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</p> |

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| <p>Aboriginal background</p> <p>\$34,556.43</p> | <p>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 Personalised Learning • Quality Teaching Practices • School Based Aspiring Leaders Program <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 • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Developing a language program for K-2 and focusing on a space where students can identify and engage in their cultural identity.</p> |
| <p>Low level adjustment for disability</p> <p>\$88,163.48</p> | <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 Personalised Learning • Quality Teaching Practices • School Based Aspiring Leaders Program <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 intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Location</p> <p>\$19,809.76</p> | <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</p> |

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| <p>Location</p> <p>\$19,809.76</p> | <p>including:</p> <ul style="list-style-type: none"> • Data Skill Development and Analysis • School Based Aspiring Leaders Program <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching release <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for student. Increased opportunities for staff to understand student data to provide individualised learning.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$23,982.85</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 Personalised Learning • Quality Teaching Practices • Data Skill Development and Analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>QTSS release</p> <p>\$26,316.91</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 Personalised Learning • Data Skill Development and Analysis <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 the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> |

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|--|--|
| <p>QTSS release</p> <p>\$26,316.91</p> | <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p> |
| <p>COVID ILSP</p> <p>\$100,693.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p> |
| <p>Per capita</p> <p>\$47,251.08</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Data Skill Development and Analysis <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Staff engaged in collaborative learning with colleagues to share and discuss the key concepts of literacy progressions and identify areas of strength and weakness within their teaching. Staff also attended professional development workshops to learn about effective literacy strategies, with a focus on the K-2 syllabus. <p>The allocation of this funding has resulted in the following impact: professional learning in literacy progressions has assisted staff better understand and align their teaching practices with syllabus requirements, leading to improved curriculum design and delivery.</p> <p>After evaluation, the next steps to support our students will be: engage in ongoing professional development to continue to deepen understanding and refine literacy instruction practices. This can include attending conferences, participating in webinars, and engaging. Further monitoring of progress in student literacy skills over time to determine the impact of the professional learning on student outcomes. Use data to adjust instruction and to identify areas of strength and weakness that may require further support.</p> |
| <p>AP Curriculum & Instruction</p> <p>\$180,685.20</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Personalised Learning |

| | |
|--|--|
| <p>AP Curriculum & Instruction</p> <p>\$180,685.20</p> | <ul style="list-style-type: none"> • Data Skill Development and Analysis • School Based Aspiring Leaders Program <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • New syllabus exploration • Provided support to staff to engage with new syllabus during staff and stage meetings <p>The allocation of this funding has resulted in the following impact: teaching staff have been given the opportunity to engage with the new syllabus documents and discuss the enactment of such moving forward.</p> <p>After evaluation, the next steps to support our students will be: to engage with APC&I to identify areas of need and develop the skills and strategies for staff in explicit teaching practices.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 83 | 87 | 97 | 87 |
| Girls | 90 | 92 | 90 | 91 |

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.2 | 94.7 | 93.3 | 92.0 |
| 1 | 93.2 | 91.5 | 94.3 | 84.2 |
| 2 | 90.2 | 95.2 | 89.7 | 92.4 |
| 3 | 94.9 | 93.2 | 95.6 | 87.2 |
| 4 | 93.0 | 96.0 | 91.5 | 88.7 |
| 5 | 95.6 | 93.1 | 94.7 | 89.0 |
| 6 | 93.4 | 94.2 | 90.7 | 90.4 |
| 7 | 81.5 | 95.7 | 89.1 | 83.6 |
| 8 | 82.3 | 86.7 | 86.0 | 85.5 |
| 9 | 83.2 | 85.7 | 78.7 | 84.9 |
| 10 | 70.2 | 86.0 | 73.7 | 76.8 |
| All Years | 89.1 | 92.7 | 90.1 | 87.3 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | 92.9 | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| 7 | 91.2 | 92.1 | 89.7 | 85.5 |
| 8 | 88.6 | 90.1 | 86.7 | 82.1 |
| 9 | 87.2 | 89.0 | 84.9 | 80.5 |
| 10 | 85.5 | 87.7 | 83.3 | 78.9 |
| All Years | 91.4 | 91.3 | 90.4 | 85.6 |

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 | 10 | 0 | 0 |
| Employment | 10 | 0 | 0 |
| TAFE entry | 10 | 0 | 0 |
| University Entry | 0 | 0 | 0 |
| Other | 70 | 0 | 0 |
| Unknown | 0 | 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 2022.

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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3.2 |
| Head Teacher(s) | 1 |
| Classroom Teacher(s) | 8.48 |
| 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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 33,825 |
| Revenue | 3,254,736 |
| Appropriation | 3,134,138 |
| Sale of Goods and Services | 38,975 |
| Grants and contributions | 80,676 |
| Investment income | 946 |
| Expenses | -3,080,442 |
| Employee related | -2,637,566 |
| Operating expenses | -442,876 |
| Surplus / deficit for the year | 174,294 |
| Closing Balance | 208,119 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 175,357 |
| Equity Total | 271,413 |
| Equity - Aboriginal | 34,556 |
| Equity - Socio-economic | 148,693 |
| Equity - Language | 0 |
| Equity - Disability | 88,163 |
| Base Total | 2,162,050 |
| Base - Per Capita | 47,251 |
| Base - Location | 19,810 |
| Base - Other | 2,094,989 |
| Other Total | 328,307 |
| Grand Total | 2,937,127 |

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

The Rock Central School undertook the Tell them From Me 'Partners in Learning' parent survey in 2022. Particular areas of strength, were around parents feeling welcome, informed and the school being an inclusive school and supporting learning.

The school leadership team have considered the results and have committed to focusing on increasing the methods of communication between home and school through the development of a whole school communication and engagement plan in 2023. By increasing parental and community engagement it is anticipated that this will support students to report increased expectations for success, advocacy and belonging.

Areas to focus on moving forward include the development of positive behaviours processes within the school. There are a number of activities planned in 2023 as part of Strategic Direction 3 -Educational Leadership, to drive whole school improvement and high expectations to address these areas of priority.

Moving forward, there will be a focus in 2023 on increasing community engagement. Building staff morale through shared activities will be a priority in 2023 as opportunities to collaborate were limited in 2022. Increasing leadership capacity with all staff will be another focus. The Tell Them From Me teacher survey indicated similar strengths around leadership and feedback but also indicated the need to focus on increasing parental involvement at the school.

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.