Rocky River Public School

Annual Report

2017

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Introduction

The Annual Report for 2017 is provided to the community of **Rocky River Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jo Thornton

Principal

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School background

Rocky River Public School is committed to providing inclusive education within an engaging and nurturing environment. We are committed to academic excellence as well as developing confident, creative and successful learners.

School context

Rocky River Public School is one of the oldest schools in the New England region and celebrated its sesquicentenary in 2010. It is a small rural school situated 5km north of Uralla on the Thunderbolt's Way. The students are from a wide socio economic range within the local area and Uralla. It is currently a two teacher school and works within a cluster of small schools in the area for sporting, cultural, social and professional development activities. The local community is very supportive and all major school activities are very well attended. The school provides comprehensive educational experiences to enhance the academic, cultural, physical and social development of students. A dedicated staff, excellent resources and a beautiful rural setting combines to develop in the students a love of learning which, together with strong basic academic skills, will carry them through their education and their lives. In this small school, students interact across age groups, playing with and caring for each other as a family. Small class sizes ensure individual attention – each child is treated as an individual and their own needs, interests and talents are understood and catered for. The school is an important part of the Rocky River community. Staff, parents and local residents actively work to provide a strong foundation for learning excellence. The school is a member of the Armidale Community of Schools (ACOS) which supports principals, staff and students across the New England. We have a holistic view of education encouraging our students to be involved in not only academic and sporting activities but also actively promoting student leadership, values and contributing to the wider community. In the small school environment, students are encouraged to work independently and cooperatively to become self–motivated learners.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

*The results of this process indicate that in the **Learning Domain** of the School Excellence Framework evidence supports an on–balance judgement of **Excellence** in the area of **Learning Culture** and **Sustaining and Growing** in the elements of **Curriculum and Learning, Assessment and Reporting** and **Performance Measures.***

Learning

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Rocky River Public School maintains a strong, positive learning culture. Students are motivated to do their best and to continually improve.

Wellbeing

The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

- Students care for self, and contribute to the wellbeing of others and the wider community.
- Students are taught to accept responsibility and consequences for their own behaviours.
- Positive, respectful relationships are evident among students, staff and community members.
- Extra–curricular learning opportunities are significant, support student development and are strongly aligned with the school vision, values and priorities.
- Students are self–aware, build positive relationships and actively contribute to the school, community and the

society in which they live.

Curriculum and Learning

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

- Teaching and learning programs and assessment tasks demonstrate theexplicit integration of ICT targeted general capabilities
- Teaching programs, scope and sequences, assessment schedules and units of learning are interconnected and delivered using systematic andexplicit teaching.

Assessment and Reporting

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole–school assessment strategy.

- Use of qualitative and quantitativestudent data to inform all teaching and learning Develop a whole school processthat that embeds collecting, analysing and reporting data on Individualstudents' progress tracked and assessed on Literacy and Numeracy continuums andembedded in the teaching and learning and cycle.
- Teachers plan for curriculum deliverythat is sequential with consistent teaching and learning expectations and to which assessment and reporting procedures are aligned.

Learning Measures

The school: • achieves good value–added results, and/or • around 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

The results of this process indicate that in the Teaching Domain of the School Excellence Framework evidence supports an on–balance judgement of Sustaining and Growing.

Effective Classroom Practice

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

- Teaching and learning programs and assessment tasks demonstrate theexplicit integration of ICT targeted general capabilities
- Teaching programs, scope and sequences, assessment schedules and unitsof learning are interco Students nnected and delivered using systematic and explicit teaching.

Data Skills and Use

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Professional Standards

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

*The results of this process indicate that in the **Leading Domain** of the School Excellence Framework evidence supports an on–balance judgement of **Sustaining and Growing.***

Leadership

Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

The school solicits and addresses feedback on school performance.

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

Lead improved assessment practices using Learning Progressions • Support staff in the delivery of innovative programs in STEM and Project Based Learning •Support the Implementation and improved capacity of staff in LMBR systems •Increase collaboration within and beyond the school community to enrich student learning experiences •Prioritise the values, mindsets and dispositions across all learning areas that will allow students to Connect, Succeed and Thrive

- Staff, students , parents and the broader community are welcomed and engaged in the development of vision, values and purpose for the school.

School Planning, Implementation and Reporting

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Successful participants in 21st Century Society

Purpose

To develop in students a love of learning with the skills needed for them to be proactive and dynamic members of 21st Century society. To be technologically smart and resourceful and be able to work independently as well as to be able to work collaboratively in teams. As a result of classroom programs, students will have the literacy and numeracy skills to function and communicate in our rapidly changing world.

Overall summary of progress

- Staff collect, analyse and interpret data to support student learning and use PLAN software confidently to diagnose student needs in literacy and numeracy.
- Implementation of NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities and general capabilities.
- Professional action learning and mentoring   develop quality differentiated teaching and learning with embedded practices for learning support.

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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration	English resources $ 2022:00	• Students monitor their own learning and set their own learning goals having high expectations of themselves and being accountable for being active learners. • The school leadership team builds the collective capacity of the staff to use data toinform professional strategic teaching and learning improvements where allstudents entered on the PLAN and Literacy and Numeracy continuums to assist with informed decision making • Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum • Teaching staff have access to a broad range of student achievement and wellbeing data to use for analysis to diagnose students' needs and to ensure differentiated learning. •
Australian Professional Standards to build the Performance and Development process in line with the framework.	Beginning Teacher Funds for Professional Learning $ 1496:00	• Staff are working towards developing the capacity to explicitly teach students to reflect practice of Highly Accomplished Teachers. • Through actively engaging in professional learning all teachers have a clearer understanding of curriculum expectations to provide learning experiences that are relevant as well as being engaging and challenging for all students.

Next Steps

Deepen understanding of evidence–based teaching practices around feedback • Increase teacher capacity, confidence and opportunity to familiarise, understand and implement elements of the new Learning Progressions. Teachers identify, regularly monitor and review student learning needs and demonstrate commitment within the school that all students make learning progress • Enhance student engagement through rich learning experiences inclusive of general capabilities within and beyond the school community • Support teachers to provide innovative and creative teaching and learning programmes through professional learning and collaboration within the Thunderbolt Alliance and wider school communities • Develop a deeper understanding of evidence and measurable improvement data relating to the impact of initiatives in the school plan.

Strategic Direction 2

High Quality Educational Experiences

Purpose

Staff has the capacity to provide equality teaching programs to meet the diverse range of student abilities and needs. Teachers are engaged in individualand team professional learning to cater for the 21st Century learner.

A sequenced plan forcurriculum delivery ensuringconsistent teachingand learning experiences with clear monitoredlearning across year levels is developed.

Assessment and reporting practices are aligned with teaching and learning practices.

Overall summary of progress

- Programs reflect evidence based teaching and learning
- Early and sustainable interventions are in place for students identifiedas needing additional support.
- A deeper, shared understanding of quality teaching for all staffincluding a framework for teacher self–evaluation, lesson observations,feedback and the Performance and Development process.
- Students share responsibility in building a positive school culturethrough Assessment for Learning.
- The schoolleadership team builds the collective capacity of the staff to use data toinform professional strategic teaching and learning improvements where allstudents entered on the PLAN and Literacy and Numeracy continuums to assistwith informed decision making
- Programs, assessment tasks and rubrics reflect changes to pedagogy andcurriculum
- Teaching staff have access to a broad range of student achievement andwellbeing data to use for analysis to diagnose students' needs and to ensuredifferentiated learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Student growth from YR3 TO Yr5 as evidenced by NAPLAN and various standardised data 100% K–6 students achieving benchmarks in English and Mathematics.	Purchase of Science & Technology resources $474.00 Purchase of English resources $ 1527.00 Purchase of Mathematics resources $929:00	• In Reading the Average Scaled Score Growth for the school was 117.3 compared to the State 78.2 and NSW DOE 78.9. Only 1 student didn't achieve expected growth. • In Writing the Average Scaled Score Growth for the school was 48.9 compared to the State 55.1 and NSW DOE 55.3. One student achieved greater than expected growth. • In Spelling the Average Scaled Score Growth for the school was 115.0 compared to the State 89.6 and NSW DOE 90.0. One student achieved less than expected growth. • In Grammar and Punctuation the Average Scaled Score Growth for the school was 63.0 compared to the State 66.6 and NSW DOE 67.6. One student achieved greater than expected growth. • • In Numeracy the Average Scaled Score Growth for the school was 99.5 compared to the State 96.8 and NSW DOE 97.9. One student achieved greater than expected growth. •

Next Steps

Regular collaborative Professional Learning between the Thunderbolt's Alliance schools including:

- creative and critical thinking
- STEAM implementation

Strategic Direction 3

Respectful and responsible community members

Purpose

The school has an embedded system of values and understanding of culture which includes students' social conscience and aspirations to be lifelong learners.

Students are given opportunities to develop into resilient, responsible members of society. Staff, students and school community members are respected and highly valued. Opportunities and support are provided for students and staff to developleadership and be involved in decision making in the school. All students, staff and community have a sense of belongingand pride in the school.

Overall summary of progress

Students:

Have developed a strong sense of community mindedness and demonstrate the values and attitudes taught through the YCDI program.

Staff: Have high expectations of students' work and behaviour demonstrating a consistent approach reinforcing values using YCDI

Teachers support all students to create and engage in a culture where success is valued and a strong social andcommunity conscience is meaningful.

There is a high level of involvement and participation in community and globalactivities including ANZAC commemorations, community fundraising where students demonstrate a community conscience through empathy for others.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum provision meets community needs and expectations		The school consistently implements a whole school approach to wellbeing that has clearlydefined behavioural expectations and creates a positive teaching andlearning environment

Next Steps

Increase access to and experiences in cultural programs •Widen student audience and experiences beyond school community •Ensure general capabilities are valued and connected to all learning •Increase teacher capacity and confidence to incorporate Inquiry/Project Based Learning into teaching and learning programs

Teachers regularly use " Class Dojo", a classroom communication app used to share informal reports between parents and teachers. Teachers track student behaviour and upload photos or videos.

The Skool Loop app is used regularly as tool to communicate and exchange whole

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher/SLSO Salaries:	All Aboriginal students have made progress across the literacy and numeracy continuums. Teacher release for speech therapy sessions and discussion with speech pathologist have significantly improved student outcomes
English language proficiency	SLSO salary	Identified students receive additional support in language.
Low level adjustment for disability	Teacher Salaries and Learning & Support PL:	Identified students received targeted learning support in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation	Identified students received targeted learning support in literacy and numeracy.
Socio–economic background	Teacher salaries	Identified students received targeted learning support in literacy and numeracy.
Support for beginning teachers	Extra release has been provided for Professional Learning, planning and programming as well as interschool visits. Time has also been allocated for preparation for accreditation.	Staff has been able to observe other teachers at work at other schools. Research for Best Practice strategies has been undertaken for teaching and programming.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	17	16	14
Girls	21	19	21	23

The enrolment profile for the school has been maintain over the past 4 years with a fairly even distribution of boys and girls.

Parents are contacted by phone if explanation for absence is not received.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	95.6	95.1	94.1
1	97.8	94.5	94.9	94.4
2	95.9	95.9	94.8	90.5
3	96.7	95.1	98.1	92.8
4	94.1	95.6	88.7	99.5
5	95.9	90.6	96.4	93.8
6	91.8	93.7	97.6	97.8
All Years	94.4	94.2	95.2	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance across all Years at Rocky River for the past 4 years has been on average at approximately 94%. The community is very supportive of the school in this regard and consistently provide written or verbal reasons for absences. The school follows the Departments guide lines for keeping the appropriate records.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.01
Other Positions	0

*Full Time Equivalent

We have no Aboriginal employees at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

Professional learning and teacher accreditation

All school staff completed mandatory training in the Code of Conduct; Emergency Care; Anaphylaxis; Child Protection and Cardio Pulmonary Resuscitation (CPR).

Teaching Principals received relevant professional learning around new initiatives and expectations each term through the Northern Tablelands Principal Network Learning Days and Northern Tablelands Primary Principal Days.

School Administrative Managers (SAM) and all principals undertook Professional Learning in the New School Management system (LMBR.)

All staff completed the Minds Wide Open workshop in

Critical and Creative Thinking. All staff developed Performance and Development Plans and assessed their achievement of professional learning goals. All teachers developed a deeper understanding of the National Professional Standards for teachers, The School Excellence Framework and evidence–based teaching practices that improve student outcomes.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	$
Balance brought forward	**56,451**
Global funds	65,464
Tied funds	76,427
School & community sources	18,857
Interest	967
Trust receipts	258
Canteen	0
Total Receipts	161,972
Payments	
Teaching & learning	
Key Learning Areas	5,732
Excursions	12,153
Extracurricular dissections	2,691
Library	254
Training & Development	16,965
Tied Funds Payments	40,099
Short Term Relief	3,773
Administration & Office	32,828
Canteen Payments	0
Utilities	1,645
Maintenance	6,114
Trust Payments	108
Capital Programs	0
Total Payments	122,362
Balance carried forward	**96,061**

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	0
Revenue	100,140
Appropriation	96,061
Sale of Goods and Services	0
Grants and Contributions	4,080
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-33,901
Recurrent Expenses	-33,901
Employee Related	-28,455
Operating Expenses	-5,446
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,240
Balance Carried Forward	66,240

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	442,662
Base Per Capita	5,655
Base Location	10,751
Other Base	426,257
Equity Total	50,167
Equity Aboriginal	14,667
Equity Socio economic	12,142
Equity Language	0
Equity Disability	23,358
Targeted Total	25,090
Other Total	3,047
Grand Total	520,966

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and
numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale
represents increasing levels of skills
and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.>

Policy requirements

Aboriginal education

In 2017 we had an enrolment of 7 Aboriginal students at the school.

All teaching programs are embedded with Aboriginal Perspectives including history, culture, high profile Aboriginal role models and stories. The school

celebrated NAIDOC Week with art, dance and games and Aboriginal myths and legends.

Multicultural and anti-racism education

In keeping with the school plan, the school has an embedded system of values and understandings of culture which includes student's social conscience. This year we participated in the Asian Connexion video conferencing Project with South Korea. This program benefitted the students with Global experiences, authentic learning when learning about Korean culture from Korean students. Students developed confidence in speaking via video connection with international peers and their digital literacy skills were developed through the use of video conferencing and using Power Point Presentation when teaching about the Australian culture.