

Rocky River Public School

Annual Report



2018



2983

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

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 known as " *The Thunderbolts Alliance*" in the area for sporting, cultural, social and professional development activities. The local community is very supportive and all major school activities are 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 the 21st Century. 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 Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned

The results of this process indicated that in the School Excellence Framework domain of Learning: we are a combination of Sustaining and Growing, and Delivering. There is demonstrated commitment within the school community that all students make learning progress.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student

learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school's value-add* trend is positive. Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

The results of this process indicated that in the School Excellence Framework domain of Teaching: We are on balance Sustaining and Growing

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.

All teachers contribute to gathering and analysing data. Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.

Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

Teachers collaborate with staff in other schools to share and embed good practice.

Technology and learning spaces are utilised to enhance student learning.

The school identifies expertise within its staff and draws on this to further develop its professional learning community

Teachers are supported to trial innovative or evidence-based, future-focused practices.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: on balance we are Sustaining and Growing

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Use of school facilities by the local community delivers benefits to students.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

Student Future Learning Through Quality Learning

Purpose

Create a challenging positive culture, with support, to enable effective teaching to promote committed, enthusiastic and independent learners equipped with the competencies required to achieve success in the 21st Century.

In addition to having a strong foundation in Literacy and Numeracy and a deep content knowledge, students will develop confidence in their ability to learn and adapt.

Overall summary of progress

Due to a range of circumstances effecting each school, the Thunderbolts Alliance has deferred some projects. However, Rocky River continued the implementation of 20th Century Learning including Creative and Critical Thinking skills through Project Based Learning. Staff engaged in a range of Professional Learning based around technological and Pedagogical practices to support them in the teaching of creative and critical thinking skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Teaching/learning programs, rubrics and assessment tasks are embedded with 21st Century learning including creative and critical thinking skills and project based learning which reflects change in pedagogy and learning. Students' Learning Journals demonstrate greater confidence in their own learning and their ability to reflect on their learning.	Professional Learning Funding \$5597	A range of professional learning was provided to staff including : Global Digital Citizens resource ipad management Learning to code Literacy & Numeracy Progressions Data Collection Quality Teaching Framework Formative assessment Learning Journals Impact: Teachers indicate that there has been a significant change to teacher practice resulting in deeper learning for students and a culture of students being accountable for their own learning and moving towards the understanding of being life long learners.
NAPLAN results indicate increase in the number of students at and above minimum standards in Literacy and Numeracy. Increased proportion of Aboriginal students in the top 2 NAPLAN bands for Literacy and Numeracy.		Teachers have undertaken professional learning in learning progressions to support in school monitoring of student progress. Gradual implementation has progressed . For more information on NAPLAN results please visit "myschool" website.

Next Steps

More explicit teaching of skills (evaluating relevant data and its applicability), and mindsets to further enhance students' ability to individually as well collaboratively 'design and make'. Opportunities made for students to put their knowledge into practice. Continue to expand and build teachers' use of the learning progressions to determine individual depth of understanding to inform learning programs. In partnership with the Thunderbolt's Alliance participate in the Quality Teaching Rounds through Newcastle University.

Strategic Direction 2

Connected Global Citizens

Purpose

To build a sense of identity and a feeling of belonging and connection to school, local and global communities. Equip students with the skills and attitudes that will enable them to compete locally and globally in a market that values human interaction. . Students require a high level of digital literacy in order to thrive and work in the world. Seamless and purposeful integration of technology into future-focused learning and teaching can provide opportunities for students to think independently and develop skills that will enable them to flourish in a world driven by technology. They will be to be responsible participants of the 21st Century.

Overall summary of progress

Teacher use a range of communication methods including the Class Dojo App, the Skool Loop app, face to face meetings and phone conversations. The school undertook the 360 reflection tool and data was closely scrutinised and informed future plans. Further developed responsible Connected global citizenship.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.</p> <p>Parent surveys indicate a positive school culture where they feel they belong and are valued .</p> <p>Parents report satisfaction in the communication systems implemented by the school.</p> <p>Increased attendance of students at community activities and events.</p> <p>Increased attendance of parents at P&C meetings and events.</p> <p>100% of Student growth from Year 3 to Year 5; and Year 5 to Year 7 will be at or above national level.</p> <p>100% of students achieving benchmarks in English and Mathematics</p> <p>All teachers can articulate "what works best" and can demonstrate improved practice.</p>	<p>Zero dollars expended on these programs.</p>	<p>The school has participated in numerous wellbeing programs , YCDI, Kindness Program, National Day Against Bullying and Violence, School Monitors Program, and student leadership. Staff nurture and model acceptance and respect leading to a sense of belonging for all students including students with disabilities. This is evidenced by a positive school culture where students, staff and other school community members demonstrate ongoing involvement in school events.</p> <p>Attendance continues to be above 93 percent and as the school student cohort is not large it is impacted negatively by the attendance pattern of one child.</p> <p>The 360 Reflection tool was undertaken and the results and feedback were analysed in depth and shared with the Parents and Citizens Association at a regular meeting. The numerical data indicated overall satisfaction with the school , meeting community expectations. The majority exceeding community expectation.</p>

Next Steps

Introduce and reflect upon the What Work Best document(CESE). Collaboratively develop and implement a plan for What Works Best at Rocky River Public School and review at the end of 2019.

Individual Attendance plan for students with high non attendance. A range of Wellbeing programs will continue including

the 'Accidental Bystanders Program' from 'Bullying No Way'. Daily morning assemblies will continue to be a vehicle for the highlighting and sharing of targeted contextual solutions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15 034	Teacher/SLSO salaries: Impact: All Aboriginal Students have made progress against the literacy and numeracy continuums. Teacher relief for speech therapy sessions and discussions with speech pathologist have significantly improved student outcomes.
English language proficiency	\$969	Identified student for additional support: SLSO Salary
Low level adjustment for disability	\$25 464	SLSO Salary Identified students have made progress in literacy and numeracy continuums.
Quality Teaching, Successful Students (QTSS)	\$6 663	Extensive modelling through team teaching and mentoring. Early career teacher is working towards proficiency.
Socio-economic background	\$10 411	Teacher Salary: Allowing school to form smaller groups in stage two and three within the classroom enabling extensive support in literacy and numeracy. All students show Literacy and Numeracy growth.
Support for beginning teachers		Extensive modelling through team teaching and mentoring. Early career teacher is working towards proficiency. Principal models lesson for the K/1 teacher in Writing Rescue. In addition the funding was utilised to access professional in line with the teacher's Performance Development Plan.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	17	16	14	13
Girls	19	21	23	20

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	95.1	94.1	89.7
1	94.5	94.9	94.4	93.8
2	95.9	94.8	90.5	92.9
3	95.1	98.1	92.8	87.4
4	95.6	88.7	99.5	95.1
5	90.6	96.4	93.8	97.6
6	93.7	97.6	97.8	95.3
All Years	94.2	95.2	94.3	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance across all years at Rocky River for the past four years has been, on average at approximately 94%. The school has implemented the School Loop AP as a means of communication for the parents to explain absences. An education program has been rolled out which highlighted the importance of attendance as well as processes for taking leave i.e. application for extended leave. The school follows the Department of Education guidelines for keeping appropriate attendance records. Staff undertook training in recording information of EBS.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.01

*Full Time Equivalent

No Aboriginal Staff at Rocky River Public 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	0

Professional learning and teacher accreditation

All school staff completed mandatory training in the Code Of Conduct, Emergency Care, Cardio Pulmonary Resuscitation and Child Protection.

All staff completed Performance and Development plans. Principal received relevant professional learning around new initiatives and expectations each term through the Director's network days. Principal also attended professional learning on External Validation and completed the EV process.

Principal delivered extensive training on the School Excellence Framework in order to assist the staff prepare for EV. The Director delivered logic model professional learning to staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	66,240
Revenue	578,611
Appropriation	563,696
Sale of Goods and Services	-1,380
Grants and Contributions	15,940
Gain and Loss	0
Other Revenue	0
Investment Income	356
Expenses	-564,869
Recurrent Expenses	-564,869
Employee Related	-530,733
Operating Expenses	-34,136
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,742
Balance Carried Forward	79,981

The school finances are managed inline with department policy including a budget and regular review of expenditure. The school implemented the LMBR suite. Staff at the school consulted Ian Reeves (Ed Connect) to support decisions. In 2019 the school will undertake tree maintenance to address issues raised in the Tree Audit. A proportion of the carried over funds will be used for this.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	461,025
Base Per Capita	7,155
Base Location	11,038
Other Base	442,832
Equity Total	51,879
Equity Aboriginal	15,034
Equity Socio economic	10,411
Equity Language	969
Equity Disability	25,464
Targeted Total	33,000
Other Total	7,069
Grand Total	552,973

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

A significant number of Year 3 students have performed just below state average in Writing. Significant growth is evident in Reading and Writing. Improvement is evident in punctuation and grammar and spelling but will remain areas of priority for 2019.

Areas for improvement in Writing include cohesion, paraphrasing and persuasive devices.

Average growth was well above State average in Reading and Writing and just below State average in Grammar and Punctuation and Spelling.

In both Year 3 and Year 5 Numeracy the majority of students performed in Bands 4, 5 & 6. Strength is in whole number, addition and subtraction with weakness in division and multiplication and multiple step problem solving.

Average growth in Numeracy was above State average in Numeracy.

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.

As Rocky River Public School has small cohorts of Year Three and Five detailed NAPLAN information is not reported in this report to protect students' individual privacy.

Due to the small numbers in year cohorts we are unable to make specific comments.

Parent/caregiver, student, teacher satisfaction

In 2018, the parents of the school participated in the 360 Reflection Tool survey re: customer satisfaction. Results of the survey indicate at parent satisfaction or exceeds parent expectations in all areas.

Policy requirements

Aboriginal education

In 2018 we had an enrolment of 13 Aboriginal students. All teaching programs are embedded with Aboriginal perspectives including history, culture and high profile Aboriginal role models and stories. We celebrated NAIDOC week with Aboriginal dance and games, myths and legends, culminating in a celebration assembly.

Multicultural and anti-racism education

In keeping with the school philosophy it has an embedded system of values and understandings of culture which includes students' social conscience. Harmony day was supported by students, teachers and other community members during an afternoon of activities including music and games. The Connected Global Citizen Strategic Direction in the school plan has played a significant part in creating the culture of acceptance resulting in a harmonious school community.