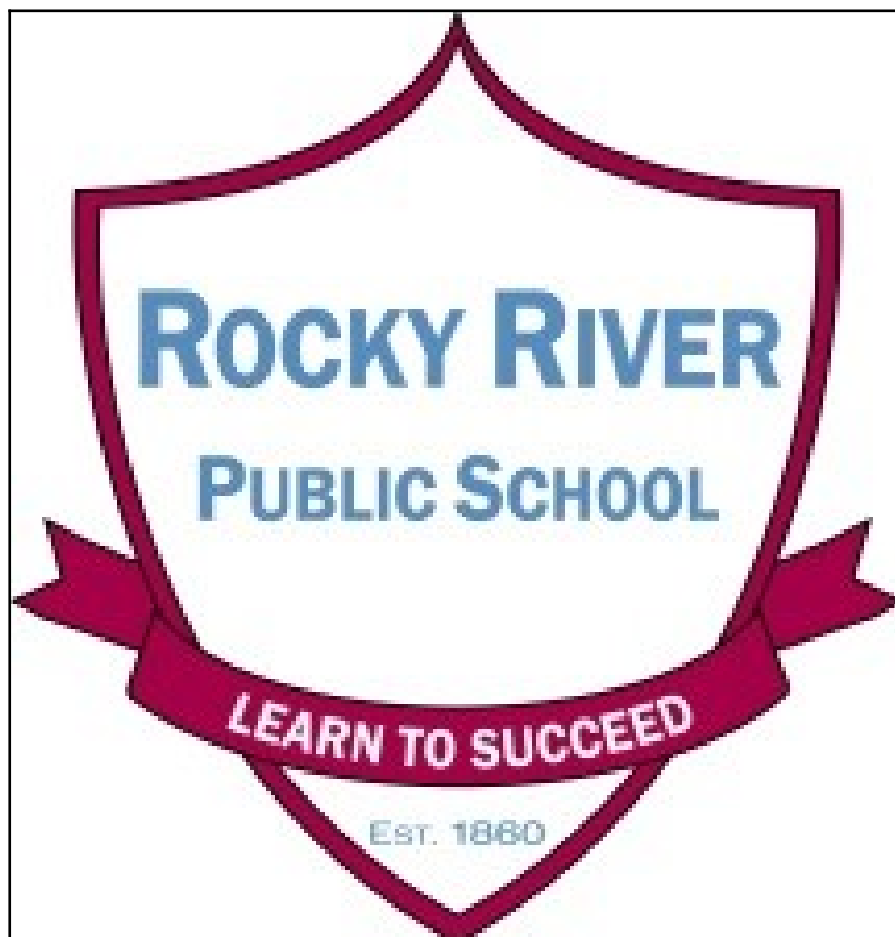


# Rocky River Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Rocky River Public School

Uralla-Bundarra Rd

Uralla, 2358

[www.rockyriver-p.schools.nsw.edu.au](http://www.rockyriver-p.schools.nsw.edu.au)

[rockyriver-p.school@det.nsw.edu.au](mailto:rockyriver-p.school@det.nsw.edu.au)

6778 4122

## 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

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.

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.

#### Progress towards achieving improvement measures

##### Process 1: Future Learning

**Students** engage in challenging learning programs to develop 21st Century key competencies of cognition, connection, collaboration, creativity and communication such as Project based Learning and Global Digital Citizens Foundation.

**Staff** engage in Professional Learning to implement pedagogical practices through authentic, ubiquitous learning providing opportunities resources and learning spaces to develop creative and critical thinking skills.

Evaluation	Funds Expended (Resources)
<p>In 2019, Rocky River Public School provided students with a range of programs and approaches to improve their knowledge and skills in Literacy, Numeracy and STEM. An outdoor learning area was created to provide students the opportunity to learn through project based approaches in STEM. In addition to this, a STEM project area was created outside the Upper Division classroom where students completed a STEM project each week.</p> <p>All staff commenced using the "7 Steps to Writing" program to target skills in writing. This was in line with the school's commitment to improve results in imaginative and persuasive texts. This will continue into the 2020 school year.</p>	

##### Process 2: Quality teaching/Quality learning

Implementation of a whole school approach to quality teaching/quality learning catering for individual student needs using the learning progressions to plot students growth.

Implement consistent evidence based teaching practices including formative and summative assessments to identify students learning needs.

Explicit Literacy and Numeracy teaching will provide a sound foundation of skills supported by the use of technology as an accelerator for strategic learning.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

The teaching staff at Rocky River Public School participated in the Quality Rounds project in 2019 with staff from Kingstown Public School. Teachers were provided with professional learning on using and assessing their own practice against the Quality Teaching document. Teachers evaluated their own lessons and were observed by colleagues from both schools in numeracy and literacy scenarios. Staff have commented about the deep knowledge they have developed about their own practice and used this to improve their teaching practice.

## 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.

#### Improvement Measures

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.

Parent surveys indicate a positive school culture where they feel they belong and are valued .

Parents report satisfaction in the communication systems implemented by the school.

Increased attendance of students at community activities and events.

Increased attendance of parents at P&C meetings and events.

100% of Student growth from Year 3 to Year 5; and Year 5 to Year 7 will be at or above national level.

100% of students achieving benchmarks in English and Mathematics

All teachers can articulate "what works best" and can demonstrate improved practice.

#### Progress towards achieving improvement measures

##### Process 1: Connected Communication

Staff participate in instructional rounds across the Alliance observing the impact of identified changed pedagogy.

Students use communication skills to provide a scaffold for building relationships and a sense of belonging facilitating access to the wider world.

Evaluation	Funds Expended (Resources)
In 2019, Rocky River Public School was committed to providing students with opportunities to connect with each other and with students from other schools. Recognising our diverse community was also a priority for the school. Students commenced the year with a Harmony Day activity to learn about the diversity of the people in our community. Our participation in the National Day of Bullying, NAIDOC Week and the Simultaneous Story Day ensured we connected with our local community members and students from other schools. Students were respectful of differences and appreciate that we are all part of a positive and safe community.	

##### Process 2: Students and staff consistently demonstrate the safe, ethical, responsible use of technology

Evaluation	Funds Expended (Resources)
All students and staff participated in workshops on using technology safely, particularly in the areas of online content. Weekly lessons on coding and STEM approaches provided students an opportunity to use new and exciting resources. Our participation in the STEM Share program ensured students had access to modern and contemporary devices to use as part of our commitment to ICT skills in the school. The school's focus on providing	

## Progress towards achieving improvement measures

students with the skills to be safe and secure in an online world will continue in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$19 224.00)</li> </ul>	<p>Aboriginal and indigenous aspects have been embedded across the curriculum, particularly in English and History lessons. Resources were purchased to compliment the teaching and learning of indigenous aspects focusing on cultural differences and appreciation. Extra teaching staff were also employed to support students in 1:1 and small group situations as part of the school's learning support approach in literacy and numeracy.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Integration (\$33 827.00)</li> <li>• Low level adjustment for disability (\$27 931.00)</li> </ul>	<p>All integration and low level adjustment for disability funds have been used to support students on 1:1 and in small group situations in 2020 to maximise their personal achievement. A School Learning Support Teacher was employed to work within the classroom setting and a teacher was employed part time, to target specific literacy and numeracy instruction for targeted students on the school's learning support program.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$10 672.00)</li> </ul>	<p>A School Learning Support Officer was employed to work on a full time basis using integration and socio economic funds to work in Lower Division to support the classroom teacher in having smaller group sizes for teaching literacy and numeracy. In Upper Division, an extra teacher was employed full time to work with stage 2 while the permanent classroom teacher worked with stage 3 students in literacy and numeracy. Students achieved excellent progress in all areas demonstrating personal growth in writing skills and spelling. Students also showed solid growth in whole number and measurement.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	14	13	14
Girls	21	23	20	21

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	94.1	89.7	93
1	94.9	94.4	93.8	88.4
2	94.8	90.5	92.9	95.3
3	98.1	92.8	87.4	91.2
4	88.7	99.5	95.1	81.5
5	96.4	93.8	97.6	91.7
6	97.6	97.8	95.3	95.1
All Years	95.2	94.3	93.1	91.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.01

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	79,981
<b>Revenue</b>	630,970
Appropriation	616,485
Sale of Goods and Services	-350
Grants and contributions	14,413
Investment income	422
<b>Expenses</b>	-631,962
Employee related	-595,584
Operating expenses	-36,378
<b>Surplus / deficit for the year</b>	-993

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	33,827
<b>Equity Total</b>	57,827
Equity - Aboriginal	19,224
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	27,931
<b>Base Total</b>	487,994
Base - Per Capita	7,743
Base - Location	10,642
Base - Other	469,609
<b>Other Total</b>	19,018
<b>Grand Total</b>	598,665

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

**Literacy data** – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

**Numeracy data** – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2019, the school surveyed all students from Kindergarten to Year 6 students about various aspects of the school. Results indicated that an overwhelming number of students were happy with the school. They indicated that they felt safe and challenged at school. The majority of students also indicated that issues are dealt quickly and effectively and that teachers cared about them.

In addition to this, the Principal spoke formally and informally with parents and members of the community about the school's reputation in the community and their satisfaction of current programs and initiatives. It is clearly evident that parents are very proud of their school and that they want the school to thrive into the future as an excellent small school for the students in our community. In 2020, the school will re-design many aspects of promotional material including logos, letterheads, advertising commitments and banners for school events such as ANZAC Day.

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.