2020 Annual Report

Rocky River Public School

2983

Introduction

The Annual Report for 2020 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
rockyriver-p.school@det.nsw.edu.au
6778 4122

School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
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, ruberics 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.

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)
L3 was successfully implemented into the literacy routine in Lower Division. Professional learning was provided to the classroom teacher both face to face and in online approaches. Student learning is monitored across the whole class using this approach where possible. with students showing progress since the start of the program.	**Funding Sources:** • Literacy and numeracy ($3714.00)

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)
Best Start assessments were administered in Term 1 and data was used to begin tracking students throughout the year. Scope and sequences have been developed and implemented, however, the school understands that syllabus documents will be modified in the coming years, so this will again need to be factored into planning in the next few	**Funding Sources:** • Professional learning ($1000.00)

Progress towards achieving improvement measures

years. Writing will also need to be a main part of our next school planning cycle to better support students in creating quality texts.	

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

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)
Due to the COVID 19 pandemic, student leadership opportunities were at a minimum in 2020. Student leadership within the school became a priority where our Year 6 leaders coordinated and ran assemblies and began fundraising initiatives as part of their leadership program. As restrictions eased in Term 4, our students represented the school at the local Remembrance Day Service, supported the P&C street stall in Uralla and had a formal meeting with the Mayor of Uralla (at his request) about the future direction of the shire from the prospective of a young person. The school also used feedback from parents about communication to cancel the subscription of the SkoolLoop app and purchase a Skoolbag licence commencing November 2020. The new app has more functionality and this will improve communication with parents a carers.	

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

Evaluation	Funds Expended (Resources)
Due to the COVID 19 pandemic, the school needed to urgently develop staff skills, and then student skills, on using online platforms for learning. While students were working from home, the school provided teaching and learning sequences for students via Google Classroom and Zoom. At times, daily Zoom lessons were provided to students along with work using Google Classroom. As students have returned to school to attend face to face	**Funding Sources:** • Socio-economic background ($6500.00)

Progress towards achieving improvement measures	
lessons, the use of Google Classroom has decreased, however, plans will be put in place in the next planning cycle to increase this approach for students in the senior grades.	

Rocky River Public School 2983 (2020)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 500.00) • Aboriginal background loading ($4 000.00)	Texts purchased and used to create a thematic unit of work for all students K-6. This was taught in Term 4 and backed onto NAIDOC Week celebrations (NAIDOC Week was delayed this year due to the pandemic). Stage 2 teacher employed using some of our Aboriginal background loading to maintain small group and 1:1 individualised instruction for students in years 3 and 4.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($2 700.00)	Stage 2 teacher employed for four days per week. This allowed the school the opportunity to have small groups across all sections of the school to provide an individualised approach.
Socio-economic background	**Funding Sources:** • Socio-economic background ($2 100.00)	Students have been able to work in small groups across the whole school where a teacher has only had a maximum of 11 students at any one time. This has provided maximum opportunities for individualised instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	13	14	15
Girls	23	20	21	18

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	89.7	93	81.9
1	94.4	93.8	88.4	94.2
2	90.5	92.9	95.3	96.3
3	92.8	87.4	91.2	97.4
4	99.5	95.1	81.5	95.7
5	93.8	97.6	91.7	84.8
6	97.8	95.3	95.1	93.9
All Years	94.3	93.1	91.5	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	78,989
Revenue	619,701
Appropriation	615,400
Grants and contributions	4,161
Investment income	140
Expenses	-644,338
Employee related	-569,773
Operating expenses	-74,565
Surplus / deficit for the year	-24,637
Closing Balance	54,352

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.

	2020 **Approved SBA** ($)
Targeted Total	36,391
Equity Total	53,946
Equity - Aboriginal	14,418
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	28,589
Base Total	504,796
Base - Per Capita	8,418
Base - Location	11,031
Base - Other	485,347
Other Total	17,337
Grand Total	612,470

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents, carers, students and staff were provided with the opportunity to evaluate the school's operations in 2020..

Due to the COVID pandemic, P&C meetings ceased for the remainder of 2020 and therefore a forum could not take place at the usual time during a dedicated P&C meeting. The principal conducted online Zoom sessions for parents to keep in touch with evolving changes of policy directions. An online survey monkey, private one on one discussions with the principal and individual parents and also student surveys in class were also conducted to gain a true overall satisfaction evaluation.

Overall, our parents and the community are very satisfied with the smooth operation of the school. Staff were praised for their ability to adapt to online platforms to provide opportunities for children to learn from home during the heart of the pandemic.

Parents also indicated a desire for the school to provide more opportunities for students in creative arts, particularly with music.

In 2021, the school will invest in a weekly musical program, provided by the New England Conservatorium of Music (NECOM) for the 2021 school year. The school will also continue to employ a qualified art teacher to provide lessons for both classes.

Student responses were extremely positive indicataing they are happy to be at school, they feel safe and they are learning.

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.