School context statement
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.

Principal’s Message
It is with pleasure I present the 2014 Rocky River Annual Report. This report will provide a summary of the programs and activities of the school, highlight student performance in literacy and numeracy, review our self-evaluation and outline our future directions.

Rocky River continues to provide high quality and challenging programs in all aspects of the curriculum as well as providing opportunities for all students in sports, creative, social and leadership areas. The staff at the school is committed to student well-being, social and emotional welfare as well as physical, cultural and educational needs.

The school motto Learn to Succeed is the basis of the school philosophy to develop confident, holistic students with a vision for their own future. Students are encouraged to work independently to become self-motivated learners with a love of learning.

I acknowledge the outstanding contribution of the P&C not only in fund raising but in the support given for all activities at the school.

All staff, students, parents and community work together to encourage a positive and supportive learning environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jo Thornton
Principal
P & C Message
2014 has again been a busy year for our P&C. We have been involved in a number of fundraising activities this year including the street stall, Bingo night, Seasons of New England, Thunderbolt Festival and the Golf Day as well as the running of the school canteen.

We supported the school by donating money to the excursion to Green Valley Farm, Student Insurance, outside table and chairs for lower division, continued work on the building and the posts for the beach volleyball area. We had a number of working bees to do the gardens on either side of the walkway, the stairs and path from the teacher’s car park and the chair under the tree and the front gates. The books for presentation night are solely funded by canteen profits.

I would like to thank family and community members that have supported Rocky River P&C throughout the year. Our small P&C committee work tirelessly to organize events to raise money for our school so that it remains a well-resourced educational centre.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school uses a wide range of strategies to actively promote the importance of regular student attendance. The majority of parents are aware of their obligations concerning the attendance of their children and are diligent in signing them in or out when arriving late or leaving early. Teachers follow up with a note home when absences are not explained within 3 days of an absence. Regular articles are placed in the school newsletter explaining the legal obligations of parents and the detrimental effects caused from frequent absences. With the assistance of the home-school liaison officer, attendance improvement plans have been written when necessary.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.98</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have no Aboriginal staff at the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff members have completed the mandatory professional learning modules including Child Protection Awareness Training, Code of Conduct and anaphylactic Training. All teaching staff members have received professional learning in the Syllabus Plus K-6 Maths, Assessing and Reporting and NSW K-6 Science Syllabus.

Beginning Teachers

In 2014 there were no permanent teachers in their first year of teaching.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>37 364.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>52 602.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 278.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13 478.99</td>
</tr>
<tr>
<td>Interest</td>
<td>1 544.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>780.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>176 049.72</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning           | $11 048.08 |
| Key learning areas            |            |
| Excursions                    | 3 052.00   |
| Extracurricular dissections   | 4 227.48   |
| Library                       | 861.71     |
| Training & development        | 482.13     |
| Tied funds                    | 69 874.51  |
| Casual relief teachers        | 3988.28    |
| Administration & office       | 22 093.42  |
| School-operated canteen       | 0.00       |
| Utilities                     | 7 739.68   |
| Maintenance                   | 14 989.05  |
| Trust accounts                | 613.84     |
| Capital programs              | 0.00       |
| Total expenditure             | 134 981.90 |

Balance carried forward 41 067.82

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Other achievements**

**ARTS**

During 2014 students supported the local community with entries for the Uralla Show, The Australia Day Poster Competition and a Live Life Well poster competition promoting healthy life styles.

Each year Rocky River participates in the *Music Count Us In* program which is an online national singing event. All students participated in the annual nativity musical, This year’s entitled *The Midwife’s Crisis*. Rocky River was also involved in *Carols in the Park* an annual community event in Uralla.

**SPORT**

During 2014 Rocky River participated in the Small School Cross Country at the University of New England, Athletics Carnival at Kentucky and the Small Schools Swimming Carnival. Again this year the school participated in the Premiers Sporting Challenge. All students K-6 participated in a two week intensive swimming program.

**OTHER**

At the end of the year our students participated in a Safety Day, run by the school, which included a visit from the Uralla Fire Brigade to talk about fire safety. Other topics covered on the day included beach safety, electrical safety and farm safety. Students wore yellow and made a gold coin donation to the Wespac Helicopters.

Rocky River students are very aware of their community responsibilities and participated in the Thunderbolt Festival, our school ANZAC Day service and the Uralla ANZAC Day March. They were also involved in fund raising for Superheroes Week raising money for Bear Cottage, Jeans for Genes, Funky Hair Day for the Leukemia Foundation and the Odd Sock Day for Melanoma.

Each year all students at Rocky River participate in the Life Education program. The 2014 program dealt with the dangers of smoking. This year we were able to secure an Environmental Trust grant to revitalise our vegetable garden. This contributes to the Sustainable Living program and the Environmentors Program.

The *You Can Do It* program is the basis of our Welfare policy which underpins the social, emotional and academic outcomes for our students. Social responsibility is one of the twelve Habits of the Mind that is central to the program. This includes caring, doing your best, freedom, honesty, integrity, respect, responsibility, understanding, tolerance and inclusion.

School leaders attend the GRIP leadership program on an annual basis. This program provides practical and interactive leadership training which our leaders implement to support the Personal Development programs in the school including *You Can Do It*.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**
In 2014 there were 6 Aboriginal students enrolled at the school. All teaching programs are embedded with Aboriginal perspectives including history, culture, high profile Aboriginal role models and the celebration of NAIDOC Week.

**Multicultural education and Anti-racism**

Although Rocky River does not have a diverse cultural community the school ensures the students are exposed to multicultural perspectives through explicit teaching throughout teaching/learning programs. Emphasis is placed on the development of tolerance and respect and the belief that all people are equal. We celebrated Harmony Day with games, food and traditions from other countries.

**Equity Funding**

We were the recipients of the Transitional Equity Funding (TEF) in 2014. This funding along with Aboriginal funding has enabled the school to increase the hours we engaged an additional experienced teacher from 2 hours per day, 4 days per week previously to 3.5 hours 4 days a week. This has opened an opportunity for the school to reorganize the classes during literacy and numeracy time to make smaller groups to enable teachers to deliver more intensive programs. This has resulted in explicit teaching of spelling, reading and writing and numeracy. All students’ outcomes have shown improvement in all of these areas.

**Learning and Support**

Low level adjustment funding has allowed the employment of a School Learning and Support Officer to support students’ participation in mainstream classrooms, improve participation and engagement resulting in improved student outcomes.

**Other significant initiatives**

**National partnerships and significant Commonwealth initiatives**

Rocky River received funding this year to improve student outcomes in Numeracy.

**Strategies:**

- ILNNP Funding was utilised to purchase resources including interactive software and teacher time.
- Staff engaged in professional learning in numeracy.
- Curriculum based assessing and recording of students k-6 on the numeracy continuum
- Targeted students participated in small group instruction to develop their automaticity of number facts based on the strategies of doubles/near doubles/bridging to ten/reversals.
- Daily warm up activities to build automaticity of number facts based on the strategies of doubles/near doubles/bridging to ten/reversals at the beginning of Mathematic lessons
- Development of scope and sequences of teaching and learning activities and assessment schedules.

**Indicators of improvement:**

- Students develop deep understanding and knowledge of number
- Increased level of student engagement in numeracy
- Evidence in programs demonstrates explicit and systematic instruction and utilisation of the numeracy continuum.
- Improvements evident in data analysis and catering for individual students
- Professional learning transforming whole school practices to drive improved student outcomes
- Continuum tracking of all students across the school.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent satisfaction was evaluated through surveys and discussion. Generally parents were happy with the physical environment in which the students learn, although many were very dissatisfied with the condition and size of the toilet block. They feel the school is well resourced, particularly in technology, and they are satisfied with the programs offered at the school. The majority of parents feel confident to approach the staff and believe there is a nurturing and friendly culture in the school.
Students indicated that they believed the school has high expectations for them to succeed and they are receiving high quality instruction. They understand that homework is relevant to and supports the work in class and that their learning is directly related to their long-term success.

Staff have indicated that although they are feeling overwhelmed with the new reforms, they are being well supported through professional development. They see improvement in student outcomes due to the collegial approach of all staff to provide strong class programs, the development of school scope and sequences and the implementation of engaging teaching strategies.

School planning 2012-2014:

School priority 1
Improve literacy performance in the school so that student growth is higher than state growth on NAPLAN.

Targets for 2012–2014
Increase the number of Year 3 students in the higher Bands in NAPLAN in the areas of Reading and Spelling.
Improve Year 5 average growth in Reading and Spelling to be higher than the state.
Provide more students K-6 with more teacher time to support Reading, Writing and Spelling.

Evidence of achievement of outcomes in 2014:

• All students in Year 3 and 5 achieved at or above minimum standard in all areas of Literacy.
• From 2012-2014, students in Year 5 have achieved higher average growth in all areas of Literacy than the state.

Strategies to achieve these outcomes in 2014:

• Additional teacher time has been made available through equity funding.
• Professional learning for all teachers to place students on the Literacy Continuum and further professional learning in the new English curriculum.
• Development of scope and sequences for the new curriculum and for assessing.

School priority 2
Improve numeracy performance in the school so that student growth is higher than state growth on NAPLAN.

Targets for 2012–2014
Increase the number of students in the higher Bands in NAPLAN in Numeracy.

Evidence of progress towards outcomes in 2014:

• All students in Year 3 and 5 achieved at or above minimum standard in all areas of Numeracy.
• From 2012-2014, students in Year 5 have achieved higher average growth in all areas of Numeracy than the state.

Strategies to achieve these outcomes in 2014:

• All programs to show evidence of Count me In Too and Counting On strategies in number lessons.
• All teachers to encourage the use of mathematical metalanguage across K-6.
• Implement the Maths Tracks and Mathletics programs across the whole school.
• Develop automaticity of number facts in the 4 operations.

School priority 3
Improve student proficiency when using computers.

Targets for 2012–2014
Introduce Netbooks into the Lower Division Classroom.
ICT imbedded into all KLA’s in teaching programs. Every child has their own computer at school.

Evidence of progress towards outcomes in 2014:

• There is a computer for every student to use at school.
• ICT is evident in teachers’ programs.
• Interactive programs including Spelling City, Mathletics, Study Ladder, Zoowhiz, Jolly Phonics, Targeting Handwriting, Strategy Zone and Springboards into Comprehension are being used in classrooms.
• Students confidently use technology to research and present their work.

Strategies to achieve these outcomes in 2014:
• Purchase of new notebooks.
• Further professional development for staff to utilize new programs for classroom use.
• Investigation of ICT in new curriculums.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Successful participants in 21st Century Society
Through a solid consultation process, 3 Strategic Directions have been identified. 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.

High quality educational experiences
Staff has the capacity to provide quality teaching programs to meet the diverse range of student abilities and needs. Teachers are engaged in individual and team professional learning to cater for the 21st Century learner. A sequenced plan for curriculum delivery ensuring consistent teaching and learning experiences with clear monitored learning across year levels is developed. Assessment and reporting practices are aligned with teaching and learning practices.

Respect and responsible community members
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 develop leadership and be involved in decision making in the school. All students, staff and community have a sense of belonging and pride in the school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jo Thornton – Principal
Margret Beal – Classroom Teacher
Nick Endacott – P&C President
Anne Stace – School Administrative Manager

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School Code: 2983

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: