



Rowena Public School
Annual School Report



Our school at a glance

Students

There are currently 32 children enrolled in the school. The K-2 class has 15 children and the 3-6 class has 17 children.

Staff

Staff included a teaching principal, a classroom teacher, a part time teacher, a School Administrator Manager and a General Assistant.

Significant programs and initiatives

- Accelerated Literacy
- Country Areas Programs

Messages

Principal's message

Rowena Public School is a small isolated rural school in the far North West of NSW, in the Moree District of Schools.

Enrollments have been consistently between 27 and 32 children over the past five years. We have had new families move into the district which has helped stabilize our numbers.

The school always aims to provide a safe, caring and secure environment in which our students are able to develop their intellectual, physical, social and cultural abilities. It also aims to overcome the isolation inherent in this remote area. The school's success in achieving its aims is a result of the co-operative relationship between parents, staff and students. Programs to achieve successful individual learning outcomes are provided for every student, and stake holders work together to ensure students have an equal opportunity to participate and succeed.

The school is a focus of all community activities and provides access for local residents to use excellent facilities like the pool, library, photocopying, fax, computer and video conferencing.

This year we have had a major focus on Accelerated Literacy. This was a year of consolidating our teaching of Accelerated Literacy in the classroom. Some of the staff undertook

professional development training in Grammar which was one of our school targets.

We have continued to run our small groups throughout the school with great success with all children showing the benefits with improved learning outcomes.

The school also receives funding through the Country Areas Program (CAP) which helps drive quality learning through innovative practice.

This year the newly formed school council have been working hard reworking some of the school policies. Policies such as the excursion, welfare, captains and environmental policies have been examined and ratified as working documents in the school.

We have again excelled in sport this year, winning for an unprecedented fourth year in a row the Small Schools' Touch Football State Title.

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.

Andrew Rodgers

P & C and/or School Council message

In November 2010, the Rowena Public School Council was reformed after being shut down several years ago. A group of seven came together and revised the existing Constitution, making only a few minor changes.

At the first meeting positions were nominated and the new Council was formed. The Council structure this year has been:

Executive Member	Andrew Rodgers (Treasurer)
Executive Member	Matt Berry (Secretary)
P and C President	Bernadette de Dassel
Staff Rep	Alicia Goodridge
Community Rep	Helen Harris
Parent Rep	Bernadette de Dassel
Parent Rep	Bernie Bierhoff

The participation of parents is very important in all schools, but most especially in small isolated centres. Our School Council is one way to increase that participation.

While the decision-making in the school is almost

entirely in the hands of the Principal, our School Council has sought to:

- understand school operational and educational policies and plans;
- contribute to and discuss the ongoing development of such policies and plans; and
- explain and endorse such policies and plans within the school and wider community.

The Rowena Public School Council exists to enhance the quality of the school through active involvement in planning and regulating the structure, activities and policies of the school.

At the commencement of 2011, the Council was able to welcome new staff member Alicia Goodridge. Initial agenda items included ownership and use of the school pool as well as developing some guidelines for parents wishing to raise concerns which were published in the school newsletter.

Under the guidance of Principal Andrew Rodgers, the Council has reviewed the School Plan a number of times and has advised on associated target setting. Several policies have come under review and have been edited and ratified. These include the Leadership, Excursion and Discipline Policies. It is a goal of the Council to continue with policy development in 2012.

More recently I represented the School Council during the official opening of the BER Project at the school where we hosted MP Kevin Humphries and Senator Thistlethwaite. This was an exciting and proud occasion for our school. At the final meeting for the year, the Principal presented several models for staffing in 2012 with members edified to learn of the likely continuation of the appointment of Miss Alicia Goodridge. The return of Monica Rodgers part time also provided relief to parents. The partnership of these educators leads to continuity and experience in next year's busy Infants classroom.

Being members of the School Council has been a great way to express our opinions on important school matters and has allowed us to stay in touch with the School Plan. It has been a forum for learning about the school and has been an

avenue for making the school a better place. Ultimately our children benefit from our involvement. It shows them that we care about their education and that we wish to work for the school.

The Council has met once a term since November last year and is due for an AGM in the early months of 2012.

The School Council is looking forward to another exciting and productive year in 2012.

Bernadette Phelps (President of School Council)

Student representative's message

Wow!! 2011, what a year!! From School excursions to State Touch Football, I think this very small school has accomplished some very big achievements and something we should be very proud of.

Early in the year the PP5 swimming team made the journey to sunny Armidale and swam at our very best to receive 4th place in the North West. Charlie and Ben ran extremely well representing our small school in Sydney for State cross country. Also congratulations to the PP5 running relay who ran well in Tamworth. We are all very proud of Charlie coming 21st in state 800m and representing North West in League – in my eyes a big achievement. We must not forget all those students who tried out for all different sports this year and did very well.

In other areas of the school we have been working very hard academically. The three leaders of the school went to impact leadership school to learn what a leader is and how to be one. This course factored in the three L's - learning leadership and laughter. Also the school competed in the Eisteddfod in dance and poetry. The girls knocked everyone's socks off in their dance nailing the routine and timing but forgetting to put their pearly whites on show. Thanks to Miss Wilcox for the choreography and original teaching of the dance and to Mrs. Rodgers for carrying on with the polishing. As for poetry, with Mrs. Shearer at the helm everyone did exceptionally well and were astounding to watch.

The classroom has been very busy indeed among all subjects of schooling life with units on dinosaurs for the littlies and Government, Federation and Antarctica for the eldest of the school. The K-2's learnt all about the dinosaurs and after a lot of learning the little guys came up with some great assignments with pictures of their dinosaurs and lots of fun facts about them. The Big class has been hard at work learning about Federation, Laws, local, state and federal government and also Antarctica. Now thanks to Mr Rodgers and Mrs C we are all experts in the area. In English 3-6 have been working hard in Accelerated Literacy. Also 4 members of the school competed in the Premiers Spelling Bee in Glen Innes all achieving great goals and as the principal of Glen Innes Public School stated, 'It was an achievement just to be there,' as it was for the 4 children.

Both classes went on fabulous excursions this year, the big class going to Canberra and going to Parliament house, CSIRO discovery, the snow and everyone's favorite Laser Tag. The little class also had a good time in Newcastle. They went ten pin bowling first, the best performer being Mrs. C falling down the lane. The K-2 kids also saw 'Walking With The Dinosaurs' and I have heard the dinosaurs were very lifelike and a once in a lifetime experience. All excursions were great fun.

We have had two CAP units this year, Boys on the Move where the boys designed, built and raced a billy-cart against other schools, returning with trophies for their fabulous pit stop, portfolio and overall racer. The girls on the other hand have been busy designing and making packs for the orphans in Zimbabwe to help them through the hard times they're going through. These orphans are living with an 11 year old brother or sister as a guardian and sometimes walking hours to get to school. The Girl Power unit and Boys on the Move were a lot of fun, from making billy-carts to helping orphans have a smile on their faces for many years to come. Both courses covered it all.

We have just recently learnt some wonderful dances with Miss Wilcox once again. The dances are based on a song from a movie. We have 'Alice In Wonderland' a very weird but fun dance, and 'I Robot' for the boys an energetic but physical dance. With also 'Surfs Up' for the Kindy and year ones. Not forgetting the grand finale that definitely finishes with a bang.

Last but certainly not least the touch football team once again played in and won the State Touch Knockout four years in a row. To get there we played Carinda and Gravesend and won both games. We then played the three teams in Sydney to win the state title. All members of the team played exceptionally well. Many thanks to Mrs. Shearer and Pete for coaching our team to a victory once again. We are very lucky to have coaches as good as Mrs. Shearer and Pete and I know we all very much appreciate them.

Thank you to all the teachers and present and past students of Rowena Public School for making the last four years of my life here the best four years I have had and ever will have. It will be hard for next year to top this year but I am positive that it will be done. I wish all the best for all those coming to Rowena Public School next year and all those that will stay and enjoy this school for another year of fun.

Tehneka Rodgers



School context

Student information

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

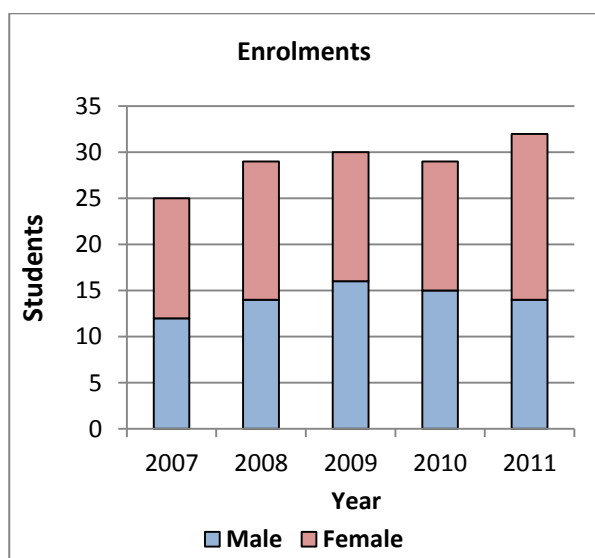


Gender	2007	2008	2009	2010	2011
Male	12	14	16	15	14
Female	13	15	14	14	18

Student attendance profile

Year	2008	2009	2010	2011	
School	K		79.4	96.4	89.6
	1		96.9	82.9	91.6
	2		78.7	93.7	89.7
	3		87.3	87.6	94.8
	4		86.9	89.9	84.5
	5		88.2	86.1	94.6
	6		84.6	88.9	89.7
Total	88.1	87.2	90.1	91.6	
Region	K		92.0	93.2	93.0
	1		92.0	92.3	93.0
	2		92.5	93.0	92.9
	3		92.0	92.9	93.3
	4		92.3	92.7	92.9
	5		92.2	92.8	92.6
	6		92.0	92.0	92.7
Total	92.1	89.9	92.7	92.9	
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
Total	94.1	92.1	94.4	94.3	

Student enrolment profile



Management of non-attendance

All parents are to let the school know either by a verbal phone call or sending in an absentee slip provided by the school if they have not attended a day of school. A follow up phone call from the principal will then follow if no notification is forthcoming.

As we have a lot of non-attendance due to wet weather and children are unable to get off properties, work is either faxed or emailed home.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

We have two classes: a K-2 composite and a 3-6 composite class.

Roll class	Year	Total per year	Total In class
INFANTS	K	3	11
INFANTS	1	4	11
INFANTS	2	4	11
PRIMARY	3	5	16
PRIMARY	4	2	16
PRIMARY	5	6	16
PRIMARY	6	3	16

Staff information

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

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teachers	1.252
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	0.5
Teacher Librarian	0.84
Teacher of ESL	
Counsellor	
School Administrative & Support Staff	0.696
Total	4.288

Staff retention

We have been very fortunate in gaining an outstanding K-2 teacher for the whole of 2011 because of maternity leave. We also have strong experienced teachers to fill important roles in the school such as the enrichment mathematics teacher and the RFF teacher.

We currently have no indigenous workers in the school.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	



Financial summary

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

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	58119.93
Global funds	52402.30
Tied funds	26560.00
School & community sources	21778.13
Interest	3519.77
Trust receipts	1141.50
Canteen	0.00
Total income	163521.63
Expenditure	
Teaching & learning	
Key learning areas	25401.10
Excursions	5647.35
Extracurricular dissections	9648.00
Library	379.49
Training & development	1765.10
Tied funds	29298.59
Casual relief teachers	2476.92
Administration & office	22350.59
School-operated canteen	0.00
Utilities	9673.91
Maintenance	6962.30
Trust accounts	1067.00
Capital programs	0.00
Total expenditure	114670.35
Balance carried forward	48851.28

A full copy of the school's 2011 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 2011

Students at Rowena Public School are offered varied and exciting extracurricular activities. Highlights of 2011 were:

Achievements

Arts

- Performances by students in dance and drama for all parents and community members.

- Aboriginal Education Officer visited the school and involved the children in Aboriginal educational activities.
- Children participated in "Artists Online" program from CAP
- Gaining first place in the dance section at the Narrabri Eisteddfod
- Students competing individually or in pairs in the speech and drama section and gaining a number of first place positions.
- The girls in 3-6 did a cultural study on orphaned children in Zimbabwe as part of a CAP unit of study. The children were responsible for organizing and designing packs for the orphans factoring in needs like social supplies for which they are desperate for. The children also had direct contact with the orphans through email.

Sport

Rowena Public School prides itself on producing outstanding sportspersons and results. Highlights of 2011 were:

- Winning the PSSA Small Schools touch Football competition for the fourth consecutive year.
- Charlie Radford competed in the junior boys 800m at the state athletics championships.
- Charlie Radford represented North West at the 11 years state league titles.
- Ben Sevil and Charlie Radford competed at the state cross country titles. With Charlie gaining a bronze medal for the team event.

Other

- Years 3-6 went on an excursion to Canberra where they were involved in visiting education centres like: Old Parliament House, New Parliament House, The National Art Gallery, Questacon, The Royal Australian Mint, CSIRO and the Australian War Memorial. The children were thoroughly immersed

in many of the learning activities that the centres provided.

- K-2 went on a minor excursion to watch a live exhibition ‘Walking with the dinosaurs’. This was a wonderful opportunity to study and get first-hand knowledge and experience of work done in the unit of study on dinosaurs.
- Many children sat the University of NSW testing. We had tremendous success with children receiving one high distinction, three distinctions and eight credits in the various tests.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3 and Year 5

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. As we had a cohort of less than 7 children sitting the test we cannot report on percentages in band, average mark for year 3 students three-year school average, and average growth information for year 5 students.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Comment:

In Year 3 the school based performances in reading, writing, spelling, grammar and punctuation and mathematics were consistently 40 to 80 points higher than that of the state and Regional average scores.

In Year 5 the school based performances in reading, spelling, grammar and punctuation and mathematics were consistently 30 to 60 points higher than that of the state average scores. However writing scores were comparable with that of state and slightly behind school education groups average.

From analysis of NAPLAN results the school has identified areas of improvement needed in spelling, writing, problem solving and working mathematically.

Significant programs and initiatives

Aboriginal education

Rowena Public School provides programs designed to educate all students about Aboriginal history, culture and contemporary Australia.

All teacher learning programs have aspects of Aboriginal culture embedded in them.

One of the highlights of the year was having Mr Clifford Toomey visit our school and share his Aboriginal heritage with our students and some visiting students from Carinda Public School. He imparted great knowledge with the children on such things as his culture (artifacts, paintings and bush tucker).

Multicultural education

Rowena Public School has maintained a focus on multicultural education in the curriculum, by providing innovative learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

The girls in 3-6 have undertaken a Country Areas Program called 'Girl Power'. It was a creative unit designed by the girls to study a country other than their own and create a portfolio of all work undertaken. The girls through a contact decided to help a poor school/orphanage in Zimbabwe. They raised money through a barn dance and made and designed helpful packs to be sent to these orphans. They enjoyed the unit and were pleased their efforts will make a difference in an orphan's life.

All students participated in a study of Iceland during term 3. The students produced assignments that were Creative and Practical Arts-based and presented to the local CWA members for International Day. This is a big day in our school calendar as the children also share a lunch with the community of Icelandic cuisine.

Other programs

Rowena Public School is supported by a significant allocation of funds from the Country Areas Program (CAP). The objective of CAP is to help schools and school communities improve the educational outcomes and opportunities of students which are educationally disadvantaged because of geographical isolation. The goal is to ensure learning outcomes match those of other students.

During 2010, CAP funding enabled the school to conduct and provide opportunities for highly successful programs. Initiatives during 2011 included:

- Girls on the move
- Boys on the move
- Excursion to Canberra
- Supplementing school resources
- Whole school dance focus.
- Artist online.

These wonderful opportunities provided by CAP enabled our children to break down the isolation barrier and enjoy and experience new and exciting ways of learning. The boys and girls initiatives allowed our children to be creative and demonstrate greater engagement in learning using collaborative technologies and acquiring new skills in the process of planning, designing and making.

Because of the funding the children were given wonderful experiences in CAPA through an expert coming into the school and delivering a quality teaching program which produced very engaged and motivated children in dance.

Progress on 2011 targets

Target 1

To produce a piece of writing showing evidence of deep understanding of literacy devices used by authors through Accelerated Literacy. There will be particular emphasis on developing language choices and grammatical features.

Our achievements include:

- Teacher's participation in Grammar workshop enabled greater understanding on how to assist children in their writing.
- Work samples by the majority reflected knowledge of literacy devices used by the authors that were studied.
- Students increased understanding on how to write a cohesive and interesting text.

Target 2

That 66% of students sitting NAPLAN will be at or around state average *growth* for Numeracy.

Our achievements include:

- All students in year 5 achieved this target.

Target 3:

For the children in years 3-6 to demonstrate greater engagement in learning using collaborative technologies and acquiring new skills in the process of planning, designing and making.

Our achievements include:

- Completed CAP 'Boys on the Move' initiative.
- Developed, designed and built two functioning billy-carts and accompanying portfolio.
- Completed CAP 'Girl Power' initiative.
- Planned a comprehensive fundraising effort for a Zimbabwean Orphanage in conjunction with a neighbouring school.
- The participating girls developed and communicated to all students and community members an appreciation and awareness of poverty and struggle outside their everyday lives.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Leadership and Human Society and Its Environment (H.S.I.E.).

Educational and management practice

Leadership

Background

The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make

the team function. They accept responsibility and don't sidestep it, but "we" get the credit.... This is what creates trust, what enables you to get the task done.

Peter Drucker

Findings and conclusions

All staff, students and 95% of families returned the surveys. The survey indicated that 95% of the participants either strongly agreed or agreed with the following statements and they were areas of strength:

- This school has clear goals and a positive school identity
- The Principal clearly communicates the school's goals and priorities.
- The school is well organised and runs smoothly.
- Change is managed effectively.
- The Principal actively involves parents in planning and reviewing of school programs.
- The principal is concerned with improving the school.
- The Principal is an effective listener.
- The Principal sets a good example for students.
- The Principal at Rowena Public School is respected.
- The Principal is knowledgeable and professional.

Future directions:

While the majority of those surveyed were satisfied with the leadership in the school, the following areas will be improved on in 2012.

- More information about child's progress and achievement to be communicated to parents.
- Greater communication of learning goals for students in classes.
- School goals, priorities and school identity outlined to parents at an afternoon parent information evening.

Curriculum

H.S.I.E.

Background

The school regularly evaluates Key Learning Areas (KLA's) to ensure a high level of quality teaching and learning across the school. In 2010 Rowena

Public School evaluated H.S.I.E., through the administration of student, staff and teacher surveys.

Findings and conclusions

- All parties agreed that H.S.I.E was an essential part of learning.
- The children have acquired new skills in H.S.I.E this year.
- The school has plenty of resources to teach H.S.I.E.
- The excursion was an excellent way to supplement learning in the classroom.

Future directions

- Technology needs to be used more effectively in the classroom.
- More information about child's progress and achievement to be communicated to parents.
- Greater communication of learning goals for students in classes.
- An information evening needed to give parents information about units studied in class.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students in Years 3-6 were surveyed using a force field analysis. Every student stated school was a great place to learn and that they had an excellent safe working environment in which to learn. They also mentioned they enjoyed the variety of lessons and were fully engaged with all group work. They found that there was a great deal of satisfaction in their learning due to the improvements made by the programs being run in the school.

A majority of the parents stated they were impressed with the teaching and learning happening in the school. They maintain we have a balanced curriculum and lessons are catering to

the individual needs of the children. There has been some dissatisfaction with the reporting to parents of children's results. This will be rectified via close consultation with the parent body and an understanding is to be developed of what the parent's expectations are of school reporting. All parents expressed that more could be done with the technology skills that have been taught to the children.

All parents have expressed their delight with the work that has been put in to improve the grounds. They are impressed with how they look.

Professional learning

The school's plan and Country Areas Plan were aligned so that professional learning activities assisted the school in meeting the areas of identified need and staff and students interests. As such, funds were made available from the Teacher Professional Learning Grant, global funds and CAP funds.

The average expenditure per teacher for professional learning was \$1200. All permanent and temporary teachers were involved in professional learning activities. A majority of the money was used to train three teachers in Accelerated Literacy. Other activities included:

- Small Schools' Conference.
- Prioritising Grammar
- Literacy and Numeracy in the classroom.
- Best Start.
- Buddy workshop for teachers in another school.
- School development days.
- Principal conferences
- Principal Assessment and Review meetings

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

- To improve literacy levels through quality teaching and learning.

2012 Targets to achieve this outcome include:

- All children in Early Stage 1 and Stage 1 meet the PM reading benchmark level 8 and 16 respectively.
- Spelling levels for targeted students in stage 1, 2 and 3 will be raised by 30%.

Strategies to achieve these targets include:

- Establish literacy groups (ability based) across the school.
- Establish a consistent spelling program across the school. (PEG Spelling)
- Provide professional learning to assist staff to analyse data across the school in the area of spelling and reading and use this to inform teaching and learning in literacy.
- Structure professional learning opportunities for K-2 teacher with a focus on teaching reading.
- Continue with explicit teaching of Accelerated Literacy.
- Explicit teaching of spelling.
- Provision of a greater range of visual texts.
- Establish a talented literacy group.
- Participation in the Best Start Assessment Program designed to identify the literacy knowledge and skills of all children in Kindergarten and Year1.
- Participation in Country Areas Program initiative 'Prioritising Grammar in Isolated schools'
- Partnership between parents and school to be strengthened through parent information days.
- Up skill all teachers in the use of technology including IWB's to improve a balanced literacy program in the classroom.
- Identified person with literacy expertise to work across a cluster/community of schools to:
 1. Lead whole school and community of schools professional learning in writing and student assessment.

2. Provide ways of integrating effective and practical uses of technology into literacy lessons.

School priority 2

Outcome for 2012–2014

- To improve numeracy levels through quality teaching and learning.

2012 Targets to achieve this outcome include:

- Increase the three year aggregate percentage of Year 5 students achieving in the top two bands in Numeracy over the three years to 70% (from the 2008 – 2010 average of 45%)
- For all students in K-2 to achieve stage appropriate outcomes in Number.
- Majority of children in 3-6 are achieving at or above stage outcomes in working mathematically and patterns and algebra.

Strategies to achieve these targets include:

- Establish ability based maths groups across the school.
- Establish consistent maths program across the school. (North Coast maths scope and sequence)
- Use Count Me In Too (CMIT) and Counting On in K-2 to ensure quality of implementation and assessment.
- Development of resources for CMIT.
- Participation in Best Start Assessment Program to inform teaching practice.
- Participation in Country Areas Program initiative 'The Amazing Maths Race'
- Numeracy workshops for parents to support students at home.
- Target selected children for support with a focus on the areas of higher order thinking (problem solving) and patterns within numbers.
- Identify a consultant to work across cluster/ community of schools to:
 1. Lead whole school and community of schools professional learning in problem solving and working mathematically.

2. Provide ways of integrating effective and practical uses of technology in the classroom in mathematics.

- Establish a talented Maths group.
- Complementary text and homework books that reflect consistency in the maths program and the school plan.

School priority 3

Outcomes for 2012–2014

- To provide a broad and flexible range of opportunities for all students in CAPA.
- Enhanced school leadership capacity for school improvement.
- To improve students and teachers skills in technology.

Strategies to achieve these targets include:

- Employ experts to deliver and upskill students and staff with engaging and quality programs in CAPA with a focus on dance, drama and art.
- Participation in technology camps developed by CAP.
- Participation in Narrabri Eisteddfod.
- Training and development for staff on IWB and classroom computers and their useful application in the classroom.
- Training for teachers and students on maintaining and improving the capacity to run lessons more effectively using technology.
- Participation in Environmental Day. Selected children develop a strategy using writing and technology as a focus.
- Integrate the use of technology into our everyday teaching and learning.
- Address Aboriginal culture through classroom programs and celebrate cultural days.
- Aboriginal Education Officer is employed from a neighboring school to assist with cultural day.
- Principal to attend Stephen Coveys training (2nd phase)
- Principal to shadow another Principal in a bigger school for a day.

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.

Andrew Rodgers Principal

Bernie Phelps President of School Council

Tehneka Rodgers School Captain

Alicia Goodridge classroom teacher

School contact information

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

<http://www.schools.nsw.edu.au/asr>