



Rowena Public School
Annual School Report 2013
3580

School context

There are currently 20 children enrolled in the school. The K-2 class has 9 children and the 3-6 class has 11 children.

Staff

There is a teaching principal, a classroom teacher, a part time teacher, a School Administration Manager (three and a half days a week) and a General Assistant one day a week.

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

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.

Enrolments have dropped significantly due to families moving out of the district and a generation of farming children moving on into high school. This has put us in a situation where we will be classified as a P6 school.

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 are in the second year of an improvement plan in which we identified spelling, reading, numeration, grammar and punctuation, problem solving and improving teacher quality in using digital resources as major areas of improvement. We have allocated a considerable amount of time and the budget to achieving the outcomes we have set in these areas.

With the considerable assistance of the P&C we have employed an extra teacher above establishment for two days per week to improve student outcomes across K-6.

We continue using the spelling program with great success and continue to use Accelerated Literacy strategies across the school. We have purchased site licenses that assist the students in their learning.

The school has used Equity funding to great effect, which drives quality learning through innovative practice.

For a small school we have again excelled in sport and academic areas, with students gaining numerous representations in North West teams, and many students gaining credits, distinctions and high distinctions in the ICAS tests.

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

2013 has been a fantastic year for the Rowena Public School. We have had the enviable position of having an extremely qualified, capable team of Teachers. Led by Andrew Rodgers in his sixth year as Principal, the school has been transformed into a well-run, friendly and happy educational centre. We welcomed Elsie Marshall into the full-time position of K-2 teacher and she has proven to be an excellent addition to the

school and is competent at extending the younger children to achieve extraordinary results. Monica Rodgers and Sandy Shearer have been an integral part of the team and have worked a combined five days per week, effectively giving us a three teacher school in 2013. The continuity of having these two valuable teachers in the classroom on such a regular basis is evident in the performance of the students of the school this year. In addition, Joc Cameron's weekly attendance continues to provide invaluable general knowledge and ensures the children come home and teach their parents some of this interesting information.

The P & C have been of financial assistance to the School this year in the following areas:

- Helping to fund Teacher Staffing
- Assisting to reduce the cost of the 3 – 6 Class Sydney excursion
- Assisting in subsidising the K – 2 Class Dubbo excursion
- Providing Readers for the K – 2 Class
- Purchasing 10 iPads and an iPad Storage unit
- Hosting a fun Disco for students of Rowena and surrounding Schools

To ensure this ongoing financial support for the school, the P & C hosted a successful Oktoberfest fundraiser early in Term 4. This has raised valuable funds for the future education of our children. The success of this event was due to the generous support of local businesses, the attendance of community members and most of all the hard work of Parents and Teachers.

The children have been fortunate to have exposure to numerous extra-curricular activities this year provided by the school including music with Mrs. O'Hara, Bookfair with Mrs. C, musical production of Cinderella, Leadership course, International Day, Athletics carnivals, Cross Country, Touch football, Cricket, Softball, Spelling Bee, Science day and the Eisteddfod.

Brad Coleman



Student representative's message

What a great year 2013 has been for students at Rowena Public School. We have participated in many academic and sporting endeavors. We should be very thankful for all the great opportunities we have been offered!

Some of the great things we have been involved in have been the milo cricket day at Burren and the leadership course in Moree for our captains. The 3-6 class went on an excursion to Sydney. It was amazing! We went to Luna Park, the Opera house and to many other famous and fun attractions. The k-2 class went to Dubbo Zoo on an excursion. They loved getting up close and personal with the animals and learnt how to feed them. We participated in two very enjoyable and challenging days in the critical thinking days and Mr Len Flemming entertained us with scientific endeavor. We participated in some amazing experiments!

We would like to congratulate some of the individual efforts of some of our students.

Congratulations to all the students who received high distinctions, distinctions and credits in the University of New South Wales

testing. For a small amount of children who sat the test we certainly did very well. Congratulations to Lily, Amber and James for making it to the regional spelling bee at Tamworth. A fine achievement!

Congratulations to Liam for making it to the NSW cricket and softball carnival and winning the North West medal for the best player at the carnival. We would also like to congratulate the PP5 relay team for coming third in their heat.

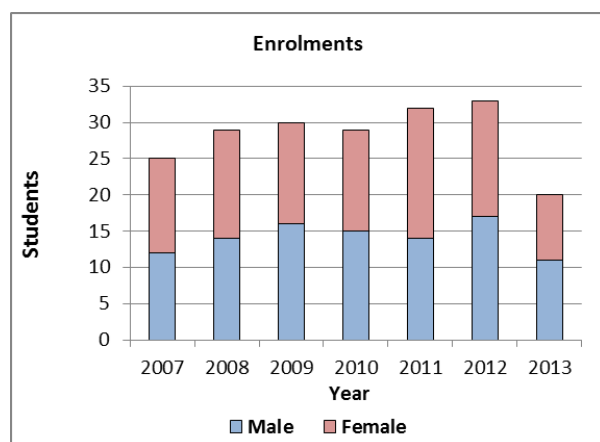
We would like to thank all the parents and teachers for giving us so many great opportunities to succeed and show our potential. We hope the future captains have a great year and have as much fun as we have. We would like to wish the Rodgers family all the best on their move to Tamworth. We will miss the school and everyone here.

Madison Chown and Jason Keys

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



The current drought has impacted enrollment numbers at the school heavily. This has meant families have had to leave to seek employment elsewhere.

Gender	2009	2010	2011	2012	2013
Male	16	15	14	17	11
Female	14	14	18	16	9

Student attendance profile

Year	2009	2010	2011	2012	2013
K	79.4	96.4	89.6	93.7	86.0
1	96.9	82.9	91.6	95.8	93.0
2	78.7	93.7	89.7	98.2	88.5
3	87.3	87.6	94.8	94.9	98.8
4	86.9	89.9	84.5	96.8	92.1
5	88.2	86.1	94.6	84.8	94.2
6	84.6	88.9	89.7	92.9	92.3
Total	87.2	90.1	91.6	94.6	92.1

Management of non-attendance

It is an expectation of the parents to notify the school either by note or phone call if their child is absent from school. If no notification is forthcoming the Principal will notify the parents and follow up. Attendance notes are sent home for parents to sign.

Post-school destinations

The two children who left school last year went to Private Schools.

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

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teacher(s)	1.436
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	
Teacher of ESL	0.1
School Counsellor	
School Administrative & Support Staff	0.896
Total	3.432

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are 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	
NSW Institute of Teachers Accreditation	

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	30/11/2013
Income	\$
Balance brought forward	51,782.35
Global funds	53,002.88
Tied funds	28,660.78
School & community sources	26,223.60
Interest	1,678.47
Trust receipts	1,616.15
Canteen	0.00
Total income	111,181.88
Expenditure	
Teaching & learning	
Key learning areas	23,799.80
Excursions	7,550.70
Extracurricular dissections	8,328.15
Library	426.30
Training & development	4,617.48
Tied funds	22,905.52
Casual relief teachers	4,085.79
Administration & office	15,234.22
School-operated canteen	0.00
Utilities	9,711.17
Maintenance	23,884.20
Trust accounts	1,421.00
Capital programs	0.00
Total expenditure	121,964.33
Balance carried forward	40,999.90

A full copy of the school's 2013 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 2013

Academic achievements

NAPLAN

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 seven children we are unable to report on percentages in bands, average mark for year 3 and 5 students and growth scales for year 5.

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 and Year 5 the school based performance in reading, spelling, grammar and punctuation and mathematics show all students are achieving the minimum standards

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> and enter the school name in the *Find a school* and select *GO*.

Other achievements

Out of a small percentage of students who sat the University of NSW testing we received 1 High Distinction, 4 Distinctions and 9 credits.

Significant programs and initiatives

- Creative and Practical Thinking Days.

The children of Rowena Public School were involved in two fabulous days of hands on and practical learning. They were broken into four groups and were required to use ingenuity, team work and practical and problem solving skills to solve many tasks.

- Science Days.

The children of Rowena Public School involved in two fun packed hands on science days, whereby they were involved in a number of experiments with a visiting scientist.

- Art and Music Program.

An art and music teacher was employed by the school to teach an art and music programs across the two classes.

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. He imparted great knowledge with the children on his Aboriginal culture and gave a wonderful presentation on 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 school joined forces with the CWA to study the country of Morocco.

Transitional Equity Funding

Rowena Public School received Transitional Equity Funding (TEF) in 2013 of \$15137. School planning and evaluation 2012—2014 we decided to use that funding to extend our students in Literacy and Numeracy groups k-6, provide assistance to students on Sydney excursion, provide opportunities for children in music and art by employing outside agencies.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of the school reporting system to parents. Parents were asked to fill in a survey regarding the new changes. We received 84% of the surveys back. The results are as follows:

- 100% of parents feel the report explains to them what level their child is working at.
- 75% of parents believed the report provided them with information that allowed them to support their child with their learning.
- 50% of parents thought the report was presented in an effective manner.

- Positive comments about the strengths of the reporting format were:
 - It makes it easier to identify student's weaknesses.
 - Good detail outlining each strand and outcomes.
 - General comment well individualized.
 - Pinpoints each area of learning.
- Improvements suggested included:
 - Teachers being able to make their individual comments on the children's achievements.
 - More personalized comments.
 - Parent/Teacher interviews following the report would be beneficial.
 - The staged reporting system is confusing.
 - How is data gathered, measured and recorded to justify levels.
 - Would prefer comments about KLA's to be attached to those areas with one general comment.

The report formatting will continue to seek improvement.

School planning 2012—2014: progress in 2013

School priority 1

Numeracy

Targets from 2012–2014

- 50% of students in Years 3-6 achieving proficiency in outcomes in the number strand; in particular place value and its application to operations with whole numbers, decimals and fractions. (Currently at 35%)
- 100% of students improve growth in Numeracy in NAPLAN between Years 5 & 7.
- To lift performance levels of all K – 2 students in knowledge of addition & subtraction combinations to twenty.

- The majority of children in k-6 need to reach their year appropriate level on the k-6 continuum in numeracy.
- 80% of student's k-6 achieving proficiency in outcomes in the measurement strand. (currently at 60%)

Evidence of progress towards targets in 2013:

- After significant testing 75% of students have achieved proficiency in the number strand.
- 6 out of 7 students who sat NAPLAN were well above state average in number.
- 5 out of 6 students showed improved growth in Numeracy in NAPLAN between years 5 and 7.

Strategies to achieve these outcomes in 2014

- Plot all students on numeracy continuum.
- Weeks 5 and 10 of each term, all students k-6 recorded on PLAN.
- Purchasing hands on measurement materials.
- Manage smaller learning group sizes.
- Use specialized learning plans to extend targeted students.
- Create a critical thinking Measurement day and invite neighbouring schools to participate.

School priority 2

Literacy

Targets from 2012–2014

- That 50% of students in year 3 and 5 be at proficiency level in NAPLAN in Grammar and Punctuation (currently 0% in Year 3 and 33% in Year5) and continue focus into 2014.
- That 80% of all students meet state and National Standards in reading.
- The majority of children in k-6 need to reach their year appropriate level on the k-6 continuum in Literacy.

- Engagement and achievement in higher leveled Literacy outcomes for targeted students.
- Encourage our students to be more imaginative, creative, interpretive and critical when responding to and composing texts.

Evidence of progress towards targets in 2013:

- 90% of the children k-6 have reached state and National standards in reading.
- 75% of students in year 3 and 5 at proficiency level in NAPLAN in Grammar and Punctuation.

Strategies to achieve targets in 2014:

- Plot all students on literacy continuum.
- Weeks 5 and 10 of each term, all students k-6 recorded on PLAN.
- Use a variety of different media other than print to encourage students to be more imaginative, creative, interpretive and critical when responding to and composing texts.

Professional learning

The school's plan was 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 Equity funds.

The expenditure for professional learning for the year was \$5800. All permanent and temporary teachers were involved in professional learning activities. Money was used to train teachers in:

- Best Start Training
- Electroboard training in how to use whiteboards effectively in the classroom using Smart Notebook..
- New curriculum and writing units of works for a composite classes.
- Adobe Photoshop elements.
- Principal meetings and conferences.
- School Development Days.

- First Aid Course.
- Sports Organiser's Workshop.
- Live. Life Well Course.
- Ralph Pirozzo 'Differentiating the curriculum.'

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Students in Years K-6 were interviewed and stated school was a fantastic place to learn and that they felt safe and secure when coming to school. They also mentioned they really enjoyed the science, art, music and critical thinking days. 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. They enjoyed the new technological programs that were bought for 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. The use of above establishment teacher has led to improved learning outcomes in children across the grades. Parents were pleased that more emphasis has been put into technology but they have expressed a desire for more to happen.

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.

Program evaluations

Background

One of our major targets for our school plan was to lift performance levels of all our children in numeracy. Hence our evaluation this year was targeted at numeracy and finding out if we were able to achieve the targets we set for the plan

Findings and conclusions

- 90% of students achieved proficiency level in NAPLAN in the Numeracy.

- All children in k-2 have increased knowledge of addition & subtraction combinations to twenty.
- Children have been extended into stage 4 outcomes.
- Parents were impressed with math's text books and homework books.
- Parents expressed that they were impressed with children's progress in numeracy.
- The purchase of Mathletic's program was very worthwhile and helped improve the children.

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

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

Sandy Shearer classroom teacher

Monica Rodgers classroom teacher

Brad Coleman P@C President

Jason Keys School Captain

Madison Chown School Captain.

School contact information

Rowena Public School

Shaw St Rowena 2387

Ph: 67965145

Fax: 67965271

Email: rowena-p.school@det.nsw.edu.au

Web: www.rowena-p.school@det.nsw.edu.au

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: