Our school at a glance

Students
There are 28 children enrolled in the school. The K-2 class has 13 children and the 3-6 class has 15 children. At this stage we are anticipating an enrollment of 27 children in 2011.

Staff
2010 staff included 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.

Significant programs and initiatives
- Accelerated Literacy
- Creative and Practical Arts (focus on dance and drama)
- Country Areas Programs

CAP funding enabled the school to provide opportunities for children in technology, environmental education and for us to employ experts to deliver quality programs in CAPA. Also provided opportunities for staff in training and development.

Messages

Principal’s message
Rowena Public School is a small isolated rural school in the far north-west, in Moree District. Enrolments have been consistently between 27 and 30 children for the past 4 years. The school aims to provide a safe and secure environment in which students 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 outcomes are provided for every student, and stake-holders work together to ensure students have an equal opportunity to participate. The school provides individual support for all students. The school is a focus of community activities and provides access for local residents to the pool, library, photocopying, fax and computer services. It is justly proud of its buildings and facilities.

This year we have had a major focus in training our staff in Accelerated Literacy. Most of our professional learning budget was allocated to this excellent program. The school also receives funding through the Country Areas Program (CAP) which helps drive quality learning through innovative practice.

This year our parent body has instituted changes. A new school council has been reformed after 5 years and the Progress Association has reverted back to a Parents and Citizens Association.

We have again excelled in sport this year, winning the Small Schools State Touch title for the third year in a row.

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
Well another year has passed and for a few years now I have looked back on some really successful years and wondered just how much more success this mighty school can have. Well the answer is ‘heaps more!’ We have had another cracker, largely thanks to the kids.

As for the teachers and staff well they deserve a big thank you too as they successfully balance their time between developing the children academically, socially, culturally and on the sporting fields. Maintaining this balance deserves to be a primary objective of schooling. I think it is
an absolute credit to all the staff that students actually encourage their parents to tackle wet black soil roads and swollen creeks so they don’t miss school.

Thankyou to Andrew, Monica, Sandy, Mark, Joc, Jill and Jenny.

Progress has had a particularly busy year that was highlighted by a restructure and a Melbourne Cup Fundraiser that successfully raised approx $20,000 for the school. This was indeed a community effort and a credit to teamwork and the organizational skills of Bern Phelps.

The restructure involved the reformation of the School Council in order to bring us into line with other small schools and to provide a vehicle to not only support Andrew and his staff but also to become more involved in the strategic direction of the school.

The Progress Association now stands purely as a body to administer the pool whilst the reinstatement of the P & C exists solely as a fundraising arm. For now the structure may appear confusing but is our only real option in today’s world of litigation, bureaucracy and policy.

Finally on behalf of all of us I just wanted to congratulate and farewell Toby, Jack, Logan, and Zoe as they move on to a big school. Good luck!

Matt Berry, President, Rowena Progress Assoc.

Student representative’s message

In 2010 the students of Rowena Public School won the Small School’s State Touch Football for the third year in a row. We had two students compete in the State Cross Country at Eastern Creek, both doing very well. We also had the PP5 relay team represent Rowena Public School in the state running coming 5th place, as well as one student represent the school in the 800m. We had two students represent the school at the state level for Rugby League and one of them also represented us in Rugby Union. This year we combined with Burren Junction to play cricket and we made it as far as the semi-finals of the North West in the state knockout.

Rowena also won the Narrabri Eisteddfod Small School Speech award again this year with Mrs Shearer at the helm. We have done jazz and hip hop dance with Miss Wilcox and drama with Miss Pollock which were both lots of fun.

This year: Stage 2 and 3 went on an excursion to Armidale where we went orienteering and all sorts of other fun activities. It was also very cold and we had a very wet trip up to Armidale in our bus!

We had lots of fun doing our gold projects with Mrs Shearer and it was fun having the gold day. We also did the Scotland projects with Mrs Cameron for the CWA International Day and the parents.

Four students attended the Premier’s Spelling Bee in Glenn Innes all going very well and we had great results in the University tests from some of the students.

Congratulations to all the students on a great year.

We all will miss it here so much and have enjoyed being students of Rowena Public School. We hope next year will be as fun and rewarding as this one.

Thank You

Zoe Sevil, Student Representative.

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.
Management of non-attendance

Children’s non attendance is due to isolation by wet, dirt roads. There is unfortunately no way to manage the weather so we try and assist parents by faxing work home where possible.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
<td>K</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

Our class sizes have been reduced by three children due to a family moving from the district.

Post-school destinations

Due to no local high school within 45km and no bus runs all our children have to go to private schools for their high school education.

Staff information

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

We have been very fortunate in gaining an outstanding K-2 teacher for the last semester after the existing K-2 teacher went on 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.

Student enrolment profile

The current enrolment is 29 and this has been consistent throughout the year. The expected enrolment for 2011 is 27 children.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>79.4</td>
<td>96.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.9</td>
<td>82.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>78.7</td>
<td>93.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.3</td>
<td>87.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>86.9</td>
<td>89.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>88.2</td>
<td>86.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>84.6</td>
<td>88.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.3</td>
<td>88.1</td>
<td>87.2</td>
<td>90.1</td>
</tr>
</tbody>
</table>

| Region |
| K    | 92.0 | 93.2 |
| 1    | 92.0 | 92.3 |
| 2    | 92.5 | 93.0 |
| 3    | 92.0 | 92.9 |
| 4    | 92.3 | 92.7 |
| 5    | 92.2 | 92.8 |
| 6    | 92.0 | 92.0 |
| Total| 92.5 | 92.1 | 89.9 | 92.7 |

| State DET |
| K    | 94.3 | 94.7 |
| 1    | 93.7 | 94.2 |
| 2    | 94.0 | 94.4 |
| 3    | 94.1 | 94.5 |
| 4    | 94.0 | 94.5 |
| 5    | 94.0 | 94.4 |
| 6    | 93.6 | 94.0 |
| Total| 94.0 | 94.1 | 92.1 | 94.4 |
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning Support Coordinator</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.84</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>4.288</td>
</tr>
</tbody>
</table>

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></td>
</tr>
</tbody>
</table>

Date of financial summary 30/11/2010

Income

- Balance brought forward 62 212.17
- Global funds 52 655.14
- Tied funds 24 397.92
- School & community sources 12 131.74
- Interest 2 967.75
- Trust receipts 1 536.15
- Canteen 0.00
- Total income 155 900.87

Expenditure

- Teaching & learning 17 992.57
  - Key learning areas 17 992.57
  - Excursions 3 171.30
  - Extracurricular dissections 4 451.47
- Library 252.93
- Training & development 4 608.27
- Tied funds 25 508.62
- Casual relief teachers 1 788.44
- Administration & office 18 579.00
- School-operated canteen 0.00
- Utilities 9 699.44
- Maintenance 10 191.25
- Trust accounts 1 537.65
- Capital programs 0.00
- Total expenditure 97 780.94
- Balance carried forward 58 119.93

Financial summary

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

A full copy of the school’s 2010 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 2010

Achievements

Arts

The students at Rowena Public School are encouraged to participate in cultural activities within the district. Highlights of 2010 included:

- A school mural painted by all the students under the guidance of a visiting artist.
• Performances in dance and drama for the parents and community members.
• Gaining first place in the Group Speech section at the Narrabri Eistedfod.
• Students competing individually or in pairs in the speech and drama section and gaining a number of first place positions.

Sport
Rowena Public School prides itself on its ability to produce outstanding sportspersons. Highlights of 2010 were:
• Winning for the third year in a row the Division One Small Schools State Touch titles.
• The PPS relay finishing fifth in the final of the State Athletics trials in Homebush. Charlie Radford competed in the junior boys 800m.
• Jack Radford and Logan Chown representing North West in the Opens and 11yrs rugby league at the state carnival.
• Jack Radford representing North West at Rugby Union state titles and winning the North West medal.
• Ben Sevil and Charlie Radford competed at the state cross country championships.
• Two relay teams and two individual swimmers competed in the North West swimming carnival in Armidale.

Other
• Years 3-6 went on an excursion to the Thalgarah Field Centre where they were involved in studying issues related to the ecosystem and environment. The children were thoroughly immersed in many activities that the centre provided.
• K-2 went on a minor excursion to Dubbo Zoo. This was a wonderful opportunity to study and get first hand experience of the work done in the HSIE unit ‘shelters’
• In the University of NSW testing the children who sat the test achieved one high distinction, two distinctions and six credits.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy and Numeracy

Naplan Year 3 and 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 3 children sitting the test we cannot report on percentage 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 in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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 incorporated aspects of Aboriginal culture in their programs.

**Multicultural education**

Rowena Public School has maintained a focus on multicultural education in the curriculum, particularly in Human Society and Its Environment (HSIE) by providing innovative learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

3-6 studied the unit ‘Gold’ and through their wonderful ‘gold game’ learnt firsthand the trials the Chinese had on the goldfields and this is where multicultural Australia had its first beginnings.

All students participated in a study of Scotland during term 3. The students produced assignments on well known historical figures and presented speeches on their assigned topic 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 Scottish cuisine.

**Respect and responsibility**

“Respect for All” is the school motto and has been for many years. Respect and responsibility are emphasized each day through constant focus from in the school setting. Within multistage classrooms older students are encouraged to help with the younger students taking on leadership roles as part of their normal school day.
The commendation system rewards children for citizenship and responsibility in the school setting. It fosters self discipline and requires each child K-6 to be responsible for collecting, counting and handing in their commendations to ensure their progress through the bronze, silver and gold levels. Student of the week is another award which promotes great behavior and responsibility in the children in the school. This is a very prestigious award and valued by the children.

Respect among students, staff, parents and community members is mutual, with all working together to ensure a quality learning environment for the students of Rowena Public School.

Connected learning
Rowena Public School had its Connected Classroom connected at the end of the second semester. Staff has been trained in the use of the smart board and how to utilize it best in the classroom.

Rowena Public School connected with St Ives primary school via video conference so that the two schools could compare likes and differences between the school communities. Both schools developed photo stories to share with each other. This gave real meaning to the HSIE unit Cooperating Communities.

Country Areas Program
Background
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.

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

- **Whole school creative art focus.** The children were given wonderful experiences in CAPA through experts coming into the school and delivering quality teaching programs which produced very engaged and motivated children in the area of drama, art and dance.

- **Smart and Sassy.** School Administrator Manager participated in a workshop on technology. This gave her great motivation and inspiration to experiment and use different programs on the computer.

- **Thalgarah Field Centre Excursion. (3-6) and Dubbo Excursion (K-2)** Funding enabled us to assist the children to be able to experience two wonderful excursions. We were able to subsidize the excursions and make it more affordable to families with multiple children in composite classes.

- **Literacy – Teacher’s Workshop.** Funding enabled a two day workshop for teachers focused on how to use thinking tools and stimulus to promote and improve writing.

- **Supplementing School Resources:** Funding enabled school to purchase valuable resources to supplement programs running in the classroom. Accelerated Literacy books were purchase so too were props for drama and dance.

- **Motivating Maths – Primary.** Funding enabled a two day workshop for teachers focused on enhancing knowledge and understanding of working mathematically and how to embed classroom mathematics teaching and learning programs. Also it provided opportunities for setting up networks of schools to enable both teaching networking and student culture and video conferencing based activities.
Progress on 2010 targets

Target 1
To identify and edit a piece of writing which illustrates knowledge of both punctuation and grammar.

Our achievements include:

- All staff trained in Accelerated Literacy.
- All students who sat University of NSW Writing test received 4 awards. (3 credits and 1 distinction)
- Successfully produced photo stories based on their community and shared them with a sister school in Sydney.
- Students are utilizing literary techniques used by authors they have studied to great effect, in particular writing narratives which illustrate knowledge of both punctuation and grammar.
- Two thirds of the students who sat NAPLAN test achieved significant growth in grammar and punctuation.

Target 2
To teach and foster strategies that encourage resilience when dealing with criticism and everyday life situations.

- A reduction of parental complaints because of a lack of resilience from children is nonexistent.
- Fostered peer support leadership through our captains to monitor and encourage resilience throughout the school.
- Counseling students that were affected by the death of a valued parent of the school body.

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 2010 our school carried out evaluations of student learning.

Educational and management practice

Student learning.

Background
All teachers should provide students with a relevant and engaging curriculum to respond to students’ interests, needs and abilities.

Findings and conclusions
All staff, students and 95% of families returned the surveys identifying the following areas of strength:

- Quality equipment is supplied by the school to assist learning.
- Teachers at school are continually upgrading their skills.
- The children’s classroom is an interesting place to learn.
- During class the child’s teacher provides a balance of independent and group learning activities.

Future directions
While the majority of those surveyed were satisfied with the teaching and learning in the school, the following areas will be improved on in 2011.

- Reporting to parents of child’s progress in class.
- Reflection of children on their own work over time to check improvement.

Curriculum

English

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 English, through the administration of student, staff and teacher surveys.

Findings and conclusions

- All parties agreed that English was an essential part of learning.
- The children have acquired new skills in English this year.
Accelerated Literacy groups were a success.

Children’s reading improved due to Accelerated Literacy.

Children’s writing improved due to Accelerated Literacy.

The school has plenty of resources to teach English.

**Future directions**

- Reporting to parents on progress in English needs improvement.
- Training parents in a core understanding of the principles of Accelerated literacy.
- Greater consistency in the delivery of the Accelerated literacy program.

**Parent, student, and teacher satisfaction**

In 2010 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 into 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 developed of what the parent’s expectations are of school reporting. All parents expressed satisfaction with the technology skills that have been taught to the children.

All permanent, temporary teaching and SASS staff indicated that they loved working at Rowena Public School and are professionally supported and satisfied that the school is meeting the learning needs of all students.

**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
- Student support Learning Co-ordinator training.
- Drug education training
- Austswim accreditation training
- Games and skills coaching
- Principal conferences
- Principal Assessment and Review meetings
School based workshops on policy and curriculum development.

CAP courses

School development 2009 – 2011

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.

Strategies to achieve this target include:

- Complete an appropriate writing assessment at the beginning and the end of the year.
- Teachers to use a writing rubric to make quality teacher judgments about student achievement.
- All teachers trained in NAPLAN writing marking.
- Staff Development Day for teachers trained in argument and exposition writing.
- Collect individual writing samples throughout the year to monitor writing development.
- Maintain Accelerated Literacy learning in the classroom.

Our success will be measured by:

- 75% of students sitting NAPLAN writing at or above state average growth.
- Growth rate of children sitting NAPLAN writing test is equivalent to state growth rates.

Target 2

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

Strategies to achieve this target include:

- Parent workshops to assist children with mathematics at home.
- Utilise maths consultant to develop strategies to assist staff to explicitly teach Numeracy focusing on whole number.
- K-2 teacher trained in Best Start Analysis.
- Develop resources for parents to use at home with their children.
- Purchase additional teacher resources to assist with teaching numeracy.
- Provide additional teacher release for developing and purchasing resources.

Our success will be measured by:

- Pre and post testing of indicators for the Number strand.
- Year 3 and 5 students achieve NAPLAN results as indicated in target.
- Year 5 students showing growth that is equal or better than state in number.
- Children’s engagement in mathematics.
- Feedback from parents about math workshops.

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.

Strategies to achieve this target include:

- Teachers and students attending workshops offered by CAP for ‘Boys On The Move’ and ‘Girl Power’
- Teachers to lead design processes in schools.
- Setting up of a school wiki space.
- Student learning planning days.
- Student setting goals.
- Student portfolios.

Our success will be measured by:
• Greater self esteem and accomplishment of set tasks.
• Parental understanding and support of program at school and at home.
• Success of the end product and finished portfolio.
• Surveys to teachers, students and teachers.

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
Matthew Berry P&C President
Zoe Sevil Student Representative
Jill Holland School Administrator Manager

School contact information

Rowena Public School
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Ph: 67965145
Fax: 67965271
Email: Rowena_p.schoo@det.nsw.edu.au
Web: www. Rowena_p.schoo.nsw.edu.au
School Code: 3580

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: