Rowena Public School
Annual School Report

2012
Our school at a glance

Students
There are currently 33 children enrolled in the school. The K-2 class has 16 children and the 3-6 class has 17 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.

Significant programs and initiatives
Country Areas 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.

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. Enrolments 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 started a three year improvement plan in which we identified spelling, reading, working mathematically and problem solving 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 have trialed a new spelling program with great success and continue to use Accelerated Literacy across the school. We have purchased site licenses that assist the students in their learning.

The school has again received funding through the Country Areas Program (CAP) which drives quality learning through innovative practice.

For a small school we have again excelled in sport and academic areas, with students gaining numerous representation in North West teams, a student making the final of the state wide Spelling Bee and numerous 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
We have also catered for two Athletics’ Carnivals this year. The Quad Sports and the Six Ways. These Carnivals not only take many tireless hours of organisation by the teachers but many sleepless nights by the parent body worrying about having enough food! The Carnivals went off without a hitch. We were congratulated by other schools for the wonderful morning tea we provided at the Quad Sports, and who can forget the yummy lamb and gravy rolls cooked to perfection by Peter and Lisa Hajas at the Six Ways Carnival.

I wish Rowena P&C all the very best for the future as I am moving on with our youngest child leaving the school. The P&C play a very important role within the School community and I hope that it continues to be supported as well as it has been in the past.  (Vanessa Radford)

School Council:

Annual Report for 2012
Chairperson

The 2012 School year was filled with activity at Rowena Primary School. This year the School Council drafted and endorsed two significant policies. A need arose for clarification and consistency with homework resulting in the School Council assisting the Principal with a set of Procedures and Guidelines for Homework.

Also needing some fine tuning and documenting was the school Discipline Policy. Again the Council played a role in completing this goal.

After devastating floods to the community at the start of the year, the parent body took concentrated on supporting parents and keeping pressure away from families struggling. For this reason, the workload was kept to a minimum and expectations were decreased.

The departure from the school of seven families resulted in concerns over filling vacancies and the viability of the Council was challenged for a short time. Seven families out of a school of only

P & C and/or School Council message

With 2011 ending badly with a very wet harvest for many followed by a minor flood and 2012 starting so disastrously with the biggest Thalaba creek flood in living memory our parent body was mentally exhausted. So it was with great trepidation that we decided collectively to cancel our major fundraiser for the year. In my 10 years as a parent at Rowena Public School this has never happened.

Nevertheless, through the help of Bernie Bierhoff and Christine McDonnell who have been able to gain sponsorship from chemical companies, we have still managed to support the school financially on many levels. Guided readers were purchased for the Infants class in late Term 2. In Term 3 six ipad’s were bought to match the six already purchased by the school to embrace technology and further enrich the children’s learning experiences.

Our largest and most important contribution for the year has been the $15000 we have given for the teaching of small groups. This has proven successful, with very pleasing results reported by Andrew.
eighteen families is a huge loss for the community. Mostly, these were families moving on as children completed their primary education.

Despite the hardship, vacancies were filled and the new School Council is looking forward to the challenges 2013 will bring to this school which is located in quite a remote area.

With the ongoing support of the Principal and the commitment of the staff Rowena School has much to look forward to.

Bernadette Phelps

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**Student representative’s message**

What a jam-packed year 2012 has been, from school excursions to state running. This small school has achieved so much and we should all be very proud.

We would like to congratulate some of our peers on their achievements this year.

First, we would like to congratulate Jack Berry on making it all the way to Sydney to the Spelling Bee final and coming 20th out of 42 people - well done Jack!

Well done also, to Lily Coleman, who reached the regional final in the spelling.

Congratulations to all those children who received high distinctions, distinctions and credits for the University Of NSW testing. Our school was formally acknowledged by the organisers for our outstanding results.

We would also like to congratulate the athletics PPS relay team - they ended up being the 5th fastest in the whole state. The swimming PPS relay team made it to Armidale and came in a whopping 3rd place.

We would also like to congratulate Charlie Radford who came 36th out of 48 people in the State 800m running in Sydney. Well done to Ben Sevil, who represented the school at the regional Athletics in Tamworth in several events.

Ben Sevil and Liam Rodgers were selected in the Northwest cricket team to compete in the State carnival in Armidale in November. Congratulations to these boys – the first students from Rowena School to represent the North West in cricket for 20 years.

Well done to the boys for their amazing win in the dance against the girls at the Narrabri Eisteddfod in May! Most of the students who entered in the poetry, public speaking, mime and sight reading sections of the Eisteddfod, were awarded places or Highly Commended.

During the winter, Rowena School successfully hosted the Quad Sports and the 6-Ways Athletics carnivals. Many children from our school excelled and all showed wonderful sportsmanship and competed to the best of their abilities.

This year members of the 3 - 6 class went to Envirobeat in Narrabri, the Technology Camp at Lake Keepit, the Impact Leadership course in Moree and the Amazing Maths Race in Wee Waa. We experienced a range of new experiences and got to interact with peers from around our region.
Students in 3-6 also attended a CAP chef day at Collarenabri and it provided us with such inspiration that we have built a flourishing vegetable garden.

The students this year have been working hard academically to achieve student of the week, diamond, gold, silver and bronze awards - we are extremely proud of everyone for trying so hard.

This year the 3 – 6 class went on their excursion to Lake Keepit in March - it was a blast and we did a lot of fun activities like sailing, rowing, the giant swing and rock climbing. Everyone enjoyed it and had a wonderful experience learning new activities.

The K - 2 class went to Lightning Ridge for the day in September for their excursion. They had been learning about “Underground” and visited an underground mine and the fossil shed, finding small shell fossils.

This term, the 3 – 6 class went to Burren Junction School for another Technology Day, where we learnt about crazy talk, silent film maker and word photo. Clifford Toomey came from Wee Waa for the day and taught us about his culture and we produced some Aboriginal paintings to hang around the school.

One of the best things we did this year was learning about film making with Marty Hallman. We had a lot of fun and learnt a lot about film technique.

As an end of year treat, the whole School went to the new Moree Pool and had a great time on the water slide and swimming in the hot pool and the Olympic sized pool.

We would like to really thank all the teachers that have journeyed with us throughout our schooling and for giving us the best opportunities at primary school. We both have enjoyed our years at Rowena Public School and it is our earnest wish that our younger peers have the same experiences that we did.

Ollie Bierhoff and Grace Ciesiolka.

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.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
Student attendance figures have been showing gradual improvements every year for the last 3 years.

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

All six children who left school last year went to Private Schools.

Class Sizes:

<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>6</td>
<td>15</td>
</tr>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

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

<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>2.436</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>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></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>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.332</td>
</tr>
</tbody>
</table>

We were able to keep the K-2 teacher full time by offering 3 days maternity leave and 2 days above establishment with the help of a generous P@C and school global funding. This meant we were able to free up one of our more experienced teachers into Learning Support role and mentor.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous workers in the school.

Staff retention

We have retained the same staff as last year.
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>

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: 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>48,851.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>53,553.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26,076.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21,495.95</td>
</tr>
<tr>
<td>Interest</td>
<td>2,353.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,306.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>154,636.71</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>15,324.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,933.62</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,357.19</td>
</tr>
<tr>
<td>Library</td>
<td>365.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,776.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26,831.40</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,272.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17,816.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9,281.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,536.61</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,181.81</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>95,679.67</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>58,957.04</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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.

Achievements

Arts
1. Performances by students in dance and drama for all parents and community members.
2. Aboriginal Education Officer visited the school and involved the children in Aboriginal educational activities.
3. Gaining first place in the dance section at the Narrabri Eisteddfod
4. 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 producing outstanding sportspersons and results. Highlights of 2012 were:
1. Charlie Radford representing at state championships in rugby, athletics (individual event and relay) and cross country.
2. Ben Sevil representing at state championships in athletics (relay) and cricket.
3. Olie Bierhoff representing at state championships in athletics (relay).
4. Jake Sevil representing at state championships in athletics (relay).
5. Liam Rodgers representing at state championships in cricket.
6. Charlie Radford winning the North West medal at the state rugby championships.
7. The Rowena PP5 relay team finished 5th in the state athletics final.

Other
Years 3-6 went on an excursion to Lake Keepit. They were immersed in many activities that the Sport and Rec. camp provide, like rock climbing, ropes, canoeing, sailing and kayaking.

School performance 2012
Academic

In ICAS exams the school received one high distinction, five distinctions and eight credits. We received an official commendation from the organizers for such outstanding results.

Jack Berry won the Regional Premiers Spelling Bee Competition in the senior section and competed at the state finals.

Lily Coleman came second in the junior section of the Premier’s Spelling Bee competition.

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 & Numeracy 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 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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
</tbody>
</table>

**Comment:**

In Year 3 the school based performance in reading, spelling, grammar and punctuation and mathematics were down on the state and regional averages. However, when considering the student cohort whom participated in the testing the teachers were very pleased with their results as they exceeded expectations.

In Year 5 it was very difficult to draw conclusions as only two children sat the NAPLAN tests.

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.

**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. He imparted great knowledge with the children on his Aboriginal 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.

**Other programs**

During 2010, CAP funding enabled the school to conduct and provide opportunities for highly successful programs. Initiatives during 2012 included:

- Amazing Math’s Race
- CAP Chef Day
- I Pad Day
- Technology Camp
- Targeted Groups for acceleration.
- School Excursion

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 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. It also provided opportunities for our children to interact with other children.

**Progress on 2012 targets**

**Target 1**

To improve literacy levels through quality teaching and learning.

Our achievements include:

- 5 out of 6 Kindergarten students achieved expected benchmark and 4 of those, achieved the Year 1 benchmark level and beyond.
- Most Year 1 students improved by at least 10 PM reading levels.
- 100% of students in K – 6 have improved in Spelling by more than the set target of 30%.
- 6 out of 7 students who sat the 2012 NAPLAN in writing achieved at or above state average.
- The establishment and success of a consistent spelling program across the school.
- Two teachers trained in Prioritising Grammar in Isolated Schools.

**Target 2**

To improve numeracy levels through quality teaching and learning.

Our achievements include:

- 50% of Year 5 students who sat the 2012 NAPLAN achieved in the top two bands of Numeracy.
- 73% of all K – 2 students achieved stage appropriate outcomes in Number.
- 83% of students in 3 – 6 are achieving at or above stage outcomes in Working Mathematically & Patterns and Algebra.
- Successful implementation of ability based math groups, which has resulted in some students achieving at a Stage 4 level.
- Successful use of designated math text and homework books across the school.
Target 3

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

Our achievements include:

• CAP Technology Camp and an iPad day.
• Leadership course for captains.
• Enviro Beat Day for Years 5 and 6.
• Music, dance days and school discos.
• Aboriginal Cultural day was a success.
• Principal attended State Principals conferences.
• Children entered and achieved outstanding results in speech, drama and dance categories at the Narrabri Eisteddfod.
• Intense dance lessons for 3-6 students.

One of our major targets for our school plan was to lift performance levels of our K-2 children in reading. Hence our evaluation this year was targeted at reading and finding out if we were able to achieve the targets we set for the plan.

Findings and conclusions

The survey indicated that 95% of the participants either strongly agreed or agreed with the following statements and they were areas of strength:

• Reading is valued by parents and students.
• Home reading is important for children’s development and is done by a majority of children.
• The library is well stocked with a variety of books and interest for all ages.
• Reading progress has been reported well to parents.
• All children have improved their reading level.
• 80% of kindergarten children reading above grade 1 level.

Future directions

• Improve the selection of reading books in the library for K-2 children.
• Sort through and accurately level home readers.
• Purchase new home readers for all levels.
• More readers for PM levels 7,8,13 and 15, 26-30.
• Continue small school support with kindergarten concentrating on pre reading skills and in depth phonics program.
• Pick up children in k-2 who are not meeting reading benchmarks.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Students in Years K-6 were surveyed and 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. They enjoyed the new technological programs that were bought for the school and enjoyed the filming unit and the knowledge learnt at the CAP technology camp. The children were happier with the changes to the award system. They believe that it is more consistent and the additions of the diamond award and honour badges were well received.

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.

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 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 a teacher in Accelerated Literacy.
- Principal meetings and conferences.
- Best Start.
- Prioritising Grammar.
- Small Schools Conference.
- Buddy workshop for teachers in another school.
- School development days.
- 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: Literacy**

2013 Targets:

- 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 Year 5)
- That 80% of all students meet state National Standards in reading.

**Strategies to achieve these targets include:**

- Accurately leveled Home Readers
- Purchase more interesting, quality Home Readers
- Purchased additional, multi copy PM Readers in Levels 1 - 23
- Purchase additional, multi copy PM Readers in Levels 7, 8, 13, 14 and 23 +
- Utilize Prioritizing Grammar in-serviceing to guide teaching and learning programs.
- Investigate a whole school program focusing on Grammar & punctuation.
- Create an Editing Key using symbols that is consistent across all grades.
- Purchased Reading Eggs & Spellodrome to integrate into classroom programs.

**School priority 2: Numeracy**

2013 Targets:

- 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.

**Strategies to achieve these targets include:**

- Establish targeted Maths groups.
- To lift performance levels of times table knowledge to ensure success in meeting whole number outcomes
- To lift performance levels of all K – 2 students in knowledge of addition & subtraction combinations to twenty.
- Purchase software & visual aids to assist learning to meet outcomes

**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
Bernadette Phelps President of School Council
Vanessa Radford P@C President
Ollie Bierhoff School Captain
Grace Ciesiolka School Captain
Alicia Goodridge classroom teacher
Sandy Shearer classroom teacher
Monica Rodgers classroom teacher

**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
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: