School Context Statement

Rowena Public School is in the Walgett Shire and belongs to the NSW Western Plains Network of Schools. It is located 100 km North East of Walgett and 140km East of Narrabri.

The school is well resourced with excellent facilities for its students; these include stimulating classrooms, a well-resourced library, access to 21st century learning with Ipads for each student, covered playground equipment as well as large playground areas.

The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Rowena Public School.

We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff who are committed to providing quality education for all students. The majority of students live in the outlying districts surrounding Rowena, and travel to and from school by bus.

Rowena Public School is a perfect example of how a quality, first class education can occur in a rural and isolated school.

Principal’s Message – Mr. Paul Cecil

Well, what a year 2014 has been for Rowena Public School.

This report is so much more than a piece of paper. It represents and recognises so much hard work, time, passion and energy. It represents who we are as a community, and it represents what we can achieve when we have a common goal. It reflects the past and where the school has come from, and it begs the question; ‘where to next?’ This report is about us. About Rowena. And about a little school, that seems to consistently punch above its weight.

Riley O’Donnell, an Oxford university professor and the leading world expert in the phenomenon that we call lightening, was once asked how he could dedicate his whole life to such an everyday thing. His reply resonates. He says...

‘The miraculous doesn’t just occur. It’s not typical. Everything must line up. There has to be exact perfection and everything full. Time needs to add up and everything has to equal. It is only ever seen in such minute and treasured amounts, that it’s miraculous we ever even see it at all. So if there ever is a time you catch just a glimpse of the miraculous, grab hold, copy it and never paste it, take it and protect it and replay it every day on repeat, so it’s almost as if the miraculous becomes ordinary...’

Every day, every single day this year, I have done exactly this. I have observed the miraculous over and over and over until now, the miraculous has become ordinary.

You see, I have seen 22 students turn up to school, dressed in uniform, with full lunch boxes, homework in their bags and ready and eager to learn; I have seen 6 year olds learn to read and to write; I have seen children be extended into levels of learning almost 2 grades above their expected level and not just handle the work, but bloom and excel; I have seen 33% of students at our school score in the top 6% of Australasia in Mathematics; I have seen children that require extra support, ACTUALLY get the support they
need and I have seen those students improve and progress; I have seen students sit a NAPLAN test and score not only in the top bands, but show improvement rates nearly TRIPLE that of the state average; I have seen children fall in love with numbers and how they work; I have seen Rowena Public school students take the 6 ways cup; I have seen our school wipe the floor at Walgett Show, taking out nearly every section; I have seen every student stand and present a poem in front of a crowd, all alone; I have seen children come to school and actually WANT to be here; I have seen students engage with topics in science, in HSIE, in PD/H/PE and music; I have seen children laugh and smile at school; I have seen 22 children learn and develop not just as students, but as people.

**Rowena Public School: Where the miraculous has become ordinary.**

Apart from the incredible students, there is another set of people that spend hours of time and huge amounts of energy to ensure the smooth running of our school. You see, as principal I get to be the face of the school and so very often throughout this year, I have taken compliments and praise about events or occasions that I have had little to nothing to do with.

The staff at Rowena Public School are extraordinary. Their commitment, patience, determination and love for our students and school has been second to none. Without quality professionals in our school, the miraculous is simply unattainable. Rowena Public School’s staff is the envy of many principals in our region.

Again:

I have seen quality teachers at work. I have seen students grow, stand taller and smile as they learn. I have seen classrooms transform into places where children actually want to be. I have seen events planned, organised and delivered seamlessly time and time again. I have seen a professional, dedicated and committed teachers put everything they have into our school. Thank you for not only putting up with working with me, but giving everything you have to our little school and its students.

**Rowena Public School; Where the miraculous has become ordinary.**

The final and last group of people are perhaps the most absurd and unusual. The group that probably has the greatest impact on our school. The group that continues to support and care for our students the most. That’s right, it’s you, our parents and community.

In a report released about the worrying trends we are seeing in our schools, it concluded with the following statement: ‘The greatest and most powerful element to impact whether a student will learn, achieve and succeed, the thing that matters the very most to each and every student, is the attitude and priorities of the child’s parents or caregivers’

I’ve said it once, and I’ll say it again. To put it bluntly, our parents, are not normal: I have seen attendance rates at our school remain above 95% all year; I have seen parents volunteer their time in our classrooms every week for the whole year. Thank you Mrs. Coleman and Mrs. Smith; I have seen professional artists become a part of our school and volunteer their time to inspire and let our students’ show their imagination; I have seen parents put their precious time and energy into a fundraiser to ensure that their children are receiving the very very best; I have seen P&C meetings with almost every family represented; I have seen parents not only appreciate what the school is doing for their children, but PARTICIPATE in the process of educating their kids; I have seen parents ship their children to and from events day after day with their own vehicle and their own time; I have seen parents care.

What you just ‘expect to do’, is not even close to what some schools even expect. Thank you for being just that little bit, not normal.

**Rowena Public School; where the miraculous has become ordinary.**
You see, Rowena Public School is not normal. We are unique and the very thing that makes us unique, is sitting in this room. Right now. Our school is living proof that just because you are rural, just because you are remote and isolated, does not mean we have to settle. It doesn’t mean we have to miss out. And it certainly doesn’t mean that our students deserve any less then the very best.

I was asked recently by our State education director what my three greatest accomplishments were this year. Here are my exact words:

1) I survived my first year of being a Principal. Just, and with lots of help!

2) I have been able to establish a school environment where staff feel valued and are encouraged to take ownership of their role, where parents and the community trust and respect staff and can participate in the school and appreciate the things happening, and made a place where children want to be and a place where learning is valued and our sole business.

And finally,

3) As your principal, I can stand here confidently and without question say that every single one of the 22 students that make up our school have been put under a microscope to ensure that they improved, progressed and had their lives enhanced by what happens at my school.

Not all principals can say that with such confidence.

You see, like Riley O’Donnell our lightening expert, I see the miraculous at our school so often. I see things line up. I see the perfect timing and I see the lightening strike and the minds of students like light bulbs, light up. And I have seen this miraculous thing occur over and over again and I look forward to coming back and watching the lightening continue to strike.

To anyone and everyone that has supported us this year, we thank you. I want to wish everyone the safest, happiest and hopefully wettest of Christmas breaks and we look forward to seeing everyone back at Rowena PS in 2015.

I’ll leave you with these words:

Rowena Public School: Where the miraculous WILL CONTINUE to be ordinary.

Until next year,

Mr. Paul Cecil

P&C/School Council Message – Mr. Brad Coleman

Today I would especially like to welcome the students of the Wonderful Rowena Public School – Congratulations for completing a Year of your education. This evening is all about you.

2014 has been a terrific year for the Rowena Public School.

We have been in the enviable position of having an extremely qualified, capable team of Teachers.

We welcomed Paul Cecil at the commencement of 2014 as our principal, along with his wife Renee and son Lincoln, then in May we welcomed the arrival of their daughter Addison. They have become an integral part of our school and community. Your enthusiasm and pride in our school has been admirable and has had such a positive influence on students and parents alike. To have a staff team that are approachable and willing to talk at any time is a rare commitment and one which encourages open communication – the key to a successful teacher – student – parent relationship and hence optimal learning for our children and a healthy working environment.

Miss Marshall has once again proven to be an asset to our school with her dedication to her students and taking it to the next level with her personalised care – getting to know each child’s individual needs to gain the best result possible - which is an exceptional quality. We are delighted that Miss Marshall is keen to continue teaching at Rowena in 2015. Her passion for the School is obvious. Elsie’s professionalism, dedication and
commitment are all 100% and we are extremely fortunate to be retaining her next year.

Also in the Classroom we had Mrs Shearer in Term 1, Mrs Cameron throughout the year and Mrs Smith, Mrs Phelps & Mrs Burke as relief Teachers. They are a wonderful and reliable support group. Thank you and Merci. The children love having you. In the office, we have had Mrs Holland and around the grounds, Mrs Brummell. The continuity of your familiar faces is important and comforting for Students and Parents alike. Thankyou, we appreciate all you do.

We are fortunate to be retaining our high calibre team for 2015 (unless we exceed 26 students!!)

Thankyou to Secretary, Nadine Becker and Treasurer, Christine McDonnell for their efforts in these roles for the P&C this year.

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

- Funding Teacher Staffing
- Paying for The Outback Aussie Show to perform at Rowena
- Fitting Magnets to the bore to improve water quality
- Purchasing the second Bretford Power Sync Tray for iPads
- Hosting a fun Disco for students of Rowena and surrounding Schools
- Co-Hosting tonight’s Presentation night &Christmas tree.
- Most importantly we supplemented the Education Department’s funds to allow this school to retain Elsie. This funding has allowed Rowena to retain 2 Classrooms with a fully qualified teacher in each, 5 days per week. The alternative was a single Composite class with children from Kindergarten through to Year 6 sharing the one Teacher. The Parents and Citizens of the Rowena District decided this was unacceptable and have worked to ensure we have a better outcome for our children and our school and our Teachers. It ensured we could provide Miss Marshall with a minimum of 4 days per week at Rowena. Thanks again to you for being prepared to sacrifice 20% of your income to continue Teaching at Rowena.

To ensure this ongoing financial support for the school, the P & C hosted the second 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 and the attendance of community members. Both were quite humbling given the difficult seasonal conditions everyone has been experiencing.

Thank you to the Parents who have worked hard throughout the year to make all of this support possible. Thanks to this hard work, we are set for another great year in 2015 – hopefully with little less BBQing, and a lot more rain.

Brad Coleman

Student Representative Message – Oscar and Millie McDonnell

It has been a great year for all the students at Rowena Public School. 2014 started with a new principal, Mr Cecil and his family Renee, Lincoln and eventually Addison. We also said farewell to Mrs Shearer following the birth of her daughter Tabitha.

This year we have taken part in a lot of sporting and academic opportunities. We should be very grateful for all the chances we have been offered. Thank you to all the parents & our teachers who helped the school and gave us those opportunities.

This year the children in 5 & 6 went to Moree to attend the Group Leadership Course. In April we went to Narrabri for a science fair. We also held our Easter disco with everyone dressing up for the night. In May we attended our first music eisteddfod in Recorder and came first place. The
Narrabri Arts eisteddfod was also attended by all students with many students returning home with awards. The 3-6 children went to Narrabri to the Science & Engineering challenge, & Mrs Cameron hosted a French day for us in July and book fair & spelling bee in August, congratulations to Lily, Millie, Amber and James for going through to the next stage. This year for international day our country of study was Botswana. A most enjoyable day with great art work by all the students. Lily’s book on Botswana was also sent away for judging in Sydney. In November 8 students travelled to Walgett for the Brain Olympics, with the team coming in equal first. We also had some wonderful results in the icas tests this year, with some students receiving high distinctions, distinctions & credits. The K-2 class travelled to Narrabri to see the stage production of Pete the Sheep.

Some of the sporting events we participated in this year were the pink stumps day at Burren Junction & our school swimming carnival in Collarenebri. Some of the school went on to swim at Narrabri, with Amber going on to Armidale for Breastroke, Lily, the two Millie’s & Myself also competed at Armidale for the P6 relay, with them going on further to Sydney with Eve stepping in for Lily. In May we went to Burren Junction for a soccer school, & some competed in the cross country at Bellata. We also had the opportunity to have lessons in athletics with Ernie Sluiter giving us valuable help with the 4 ways, 6 ways (which we won at Gwabegar) & Wee Waa carnivals. Lily, Baley, Millie Wheeler & Millie Mc went to Tamworth PSSA for the P6 relay team.

A big highlight of our school year though, was a visit from Ernie Dingo and Belinda Williams. We were able to do some collaborative works with them both, and Belinda has returned to us on a number of occasions to teach us many art skills.

Thank you for joining us tonight on our presentation night. We have loved our time here at Rowena Public and will miss the school and our friends next year.

Mille and Oscar McDonnell

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

In 2014, student enrolment numbers have fluctuated greatly. The current drought has reduced numbers to their current levels; however, numbers have steadily increased across the year. At the end of the year enrollments are currently at 23.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>14</td>
<td>17</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>18</td>
<td>16</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

At this stage we are anticipating an enrollment of 24 at the beginning of 2015. If the current drought continues, numbers may continue to fall, however, anticipated enrollment suggests numbers will remain steady over the next 3-5 years.

Student Attendance Profile

Student attendance throughout the year has been outstanding: 96% attendance. This is the highest rate we have achieved in many years and this is a double edge sword. With little wet weather, the usual absent days due to inability to get to school has been limited and this has lead to an outstanding attendance rate as a school. At our annual Presentation Night, three students were awarded for 98% or above attendance.

The importance of attendance at school is well engrained at Rowena Public School. Our parents understand that every day is one to
be at school. We are fortunate to have this as part of our school culture. This will ensure continued excellent attendance at our school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>79.4</td>
<td>96.4</td>
<td>89.6</td>
<td>93.7</td>
<td>86.0</td>
<td>96.9</td>
</tr>
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<td>1</td>
<td>96.9</td>
<td>82.9</td>
<td>91.6</td>
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<td>100.0</td>
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<tr>
<td>2</td>
<td>78.7</td>
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<td>98.2</td>
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<td>96.6</td>
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<tr>
<td>3</td>
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<td>87.6</td>
<td>94.8</td>
<td>94.9</td>
<td>98.8</td>
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</tr>
<tr>
<td>4</td>
<td>86.9</td>
<td>89.9</td>
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<td>96.7</td>
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<td>5</td>
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<td>86.1</td>
<td>94.6</td>
<td>84.8</td>
<td>94.2</td>
<td>90.2</td>
</tr>
<tr>
<td>6</td>
<td>84.6</td>
<td>88.9</td>
<td>89.7</td>
<td>92.9</td>
<td>92.3</td>
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</tr>
<tr>
<td>Total</td>
<td>87.2</td>
<td>90.1</td>
<td>91.6</td>
<td>94.6</td>
<td>92.1</td>
<td>96.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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. In the future when wet weather returns, the school is determined to provide a quality program that mimics that of Distance Ed. programs we see from School of Air schools. This is a focus for the future.

Class Sizes
With student enrolment falling below 26, there is only expected to be one class at Rowena Public School. However, due to parental financial support and contribution, we have been able to sustain two classes at Rowena Public School. We have split students into a K-2 class and a 3-6 class. This ensures our class sizes are well below state average.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

Post-School Destinations
Due to no local high school within 45kms and no bus runs 100% of our students attend private high schools for their high school education.

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

In 2014, a new principal has started at Rowena Public School, after 6 years with the previous principal. We have been very fortunate in gaining an outstanding K-2 teacher for 2014. We also have strong experienced teachers to fill important roles in the school such as the RFF teacher and other casual teachers.

The staff at Rowena Public School are some of the finest and most experienced educators in our region. Heading into 2015, all staff are to be retained for the second year.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We currently have no indigenous workers in the school.
Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.726</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.606</td>
</tr>
</tbody>
</table>

In 2014, the Rowena P&C contributed to the funding of a second, full-time teacher. This extra support is included in these totals. Throughout the year, the P&C funded 3.5 days of a teacher salary.

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>

Professional Learning and Teacher Accreditation

100% of teaching staff at Rowena Public School are accredited with the NSW Institute of Teachers.

Professional learning in 2014 focused heavily upon the organisation and implementation of the New Syllabi requirements. In term 2, all staff attended the Small Schools Conference in Inverell to help support this process. Here, they attended many workshops based around the new syllabi.

Staff designed and implemented K-6 Scope and Sequences in line with new syllabi so, as a school, we are meeting the requirements set out by the DET in the implementation of new syllabi. School reports were also aligned.

Staff were also involved in AustSwim Accreditation, meaning 100% of staff are now AustSwim trained. This supports our school’s Intensive Swimming Program.

Staff attended professional development around literacy and numeracy. Reading continues to be focus, with specific attention given to comprehension skills and the assessment of student’s literacy skills.

Staff were also sent to nearby local schools to collaborate with more experienced teachers and operators. This experience not only created important links, but also brought new and fresh ideas into our school.

Beginning Teachers

We have no beginning teachers at Rowena Public School in 2014.

Financial Summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>24,019.88</td>
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<tr>
<td>Tied funds</td>
<td>19,701.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>165.12</td>
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<tr>
<td>Interest</td>
<td>320.14</td>
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<tr>
<td>Trust receipts</td>
<td>169.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>85,376.09</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>2,870.16</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>1,599.43</td>
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<tr>
<td>Library</td>
<td>173.64</td>
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<tr>
<td>Training &amp; development</td>
<td>1,788.81</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>1,233.26</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>821.46</td>
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<tr>
<td>Maintenance</td>
<td>416.63</td>
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<tr>
<td>Trust accounts</td>
<td>416.29</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>18,313.56</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>67,062.53</td>
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</table>

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

Academic Achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

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 4 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.

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.

<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>

Our Year 3 cohort shows that they are above minimum standards. This is particularly impressive as students in this cohort have been a part of many remediation programs.

<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>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Whilst this graph shows some students are below minimum standards, the progress made by these students from Year 3 to Year 5 have exceeded state average in every aspect tested. This has left us thrilled about these results.

Other Achievements

ICAS Exams

Students from grade 2-6 have sat the University ICAS Exams throughout 2014. These exams test students on a range of key learning areas including computer skills, reading, writing, numeracy and science.

Student results were excellent:

<table>
<thead>
<tr>
<th>Result</th>
<th>Amount of Students Awarded this Result across the exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction Top 1%</td>
<td>5</td>
</tr>
<tr>
<td>Distinction Top 5%</td>
<td>11</td>
</tr>
<tr>
<td>Credit Top 20%</td>
<td>7</td>
</tr>
<tr>
<td>Merit Top 30%</td>
<td>7</td>
</tr>
</tbody>
</table>

In Mathematics in particular, we had 9 student score in the 5% of students that sat this exam. Academic excellence in these areas has been pleasing to see.
The Arts
The Arts have had a strong focus in 2014. In Term 2, students created artworks and projects for the Walgett and Wee Waa Shows. Student’s participation in these events allow them to be a part of these communities. Students took many prizes and awards – too many to mention – showing their prowess in these areas.

During the year, Belinda Williams (Watercolourist) and Ernie Dingo (Contemporary Aboriginal artist and actor) came and completed art workshops. Here, students not only learnt valuable artistic skills, but collaborated and created pieces that would be for sale in an auction for the P&C.

Students once again participated heavily in the Narrabri Eisteddfod – in both Speech and Drama and Music sections. Again, students were outstanding, being awarded first place in both Group Speech and Small School Recorder sections. In individual sections, students were awarded many awards across all disciplines.

At the end of the year, a dance teacher came to school and taught students a dance to perform at the end of year presentation night. This was fantastic to see.

Sport
The absolute highlight was once again Rowena Public School P6 Swimming relay team made it to state and came in 7th. This is an enormous effort for our little school.

Another highlight was Rowena’s winning of the 6 Ways athletics carnival. This was wonderful! Students also participated in the Quad Sports carnival in Mallawa and many students took part in the district Athletics carnival in Wee Waa. Again, our P6 Relay team was selected and went through to Tamworth Regional trials.

We sent a strong team to Bellata for Cross Country this year. Due to wet weather, not many students made the day. We are hoping for a better result next year.

We attended the Pink Stumps Cricket day again, and this day was again a wonderful day.

Baley Chown was selected in the North West Football team and was our only regional representative this year.

Significant programs and initiatives – policy
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 and anti-racism
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.

All students participated in a study of Botswana 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 Botswanan cuisine.

Significant programs and initiatives – equity funding
Aboriginal background
Our school’s focus is on high quality teaching supported by evidence based professional learning that promotes student engagement and active participation in their learning. This is the most effective strategy for improving Aboriginal student engagement, attendance and retention. We provide school-based professional learning that focuses on:

- Effective strategies for explicit instruction of literacy and numeracy across the curriculum.
- Expanding the capacity of teachers to teach, assess and monitor literacy and numeracy development.
- Incorporating and implementing new technologies to promote literacy and numeracy learning outcomes.
- Sharing of knowledge between teachers to embed practices across all learning areas.
- Leading the professional learning of teachers through an analysis of the impact of instructional techniques and the improvement that can be
achieved through the use of explicit strategies in assessment for learning.

We promote a school culture that establishes high expectations for teachers and students and aligns highly effective teaching practices with resource allocation to improve literacy and numeracy. We focus on developing all teachers’ professional knowledge, skills and capacity to use research-based practices to improve their teaching of literacy and numeracy.

In 2014 we utilised funding received to assist Aboriginal students to employ additional teaching staff at school. They implemented targeted support, intervention and extension programs for Aboriginal students which have assisted not only Aboriginal students, but all students, in achieving enhanced learning outcomes.

**Socio-economic background**

In 2014, we implemented successful strategies using equity funding:
- Purchased additional resources for students and teachers.
- Released staff to observe best practice in classrooms and to ensure teaching practice and programs reflect quality teaching and new curriculums.
- Employed additional teachers to reduce class sizes and to allow for increased learning assistance in classrooms during Literacy and numeracy sessions. This also allowed us to streamline the implementation of relief from face to face teaching in the school to maximise learning outcomes and reduce disruption to classroom learning.

The implementation of these practices and programs utilising this funding has:
- Raised the expectations of students, teachers, executive, families and communities;
- Strengthened partnerships between the school and families;
- Developed and sustained a positive and inclusive school culture;
- Enhanced students’ access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational services;
- Increased the effectiveness of classroom and school organisation through the acquisition of 21st century learning furniture in classrooms;
- Improved the quality of teaching and learning;
- Increased the level of students’ participation and engagement in learning; and
- Improved student learning outcomes.

**Learning and Support**

We recognise the importance of seeing students as individuals with differing learning needs. On this basis, we aim to provide additional support and encouragement for students when necessary.

Our Learning and Support program provides skills, strategies and reinforcement of concepts in the areas of reading, literacy and numeracy. Throughout the year students participated in a combination of small group sessions and in class support. There was a focus on educational tasks that were designed to increase the students’ confidence and improve their skills.

In 2014, all staff were trained in the implementation of the Multilit program, ready for full school participation in 2015.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Analysis of: SMART data, school based assessments and wellbeing data;
- School programs, including Literacy, Numeracy, Learning Support and Instructional Leadership.
- School based surveys targeting all parents and staff.
- Interviews with members of the school community, including staff, students, parents, focus groups (P&C and SRC).
- The evaluation of school programs, identification of necessary system and process changes and opportunities for short and long term planning and goal setting.

**School planning 2012-2014:**

**School priority 1: Student Learning Literacy**

Outcomes from 2012–2014
To ensure learning for students is continuous and is based on quality educational delivery and consistent, high standard and shared professional practices.

2014 target to achieve this outcome:
For all students to exceed the average standard achievement as reported in NAPLAN results.

Evidence of achievement of outcomes in 2014:
As reported in the 2014 NAPLAN results:
• 100% of Year 3 students exceeded national average.
• 50% of Year 5 students exceeded national average.

Our Year 3 cohort shows that they are above minimum standards. This is particularly impressive as students in this cohort have been a part of many remediation programs.

Whilst this graph shows some students are below minimum standards, the progress made by these students from Year 3 to Year 5 have exceeded state average in every aspect tested. This has left us thrilled about these results.

Strategies to achieve these outcomes in 2014:
• professional learning of teachers through an analysis of the needs of staff alongside weaknesses identified in NAPLAN analysis.
• Development of STLA position to help support students with identified needs with targeted analysis of student learning.

School priority 2 – Student Learning Numeracy

Outcomes from 2012–2014
To ensure learning for students is continuous and is based on quality educational delivery and consistent, high standard and shared professional practices.

2014 target to achieve this outcome:
For all students to exceed the average standard achievement as reported in NAPLAN results.

Evidence of achievement of outcomes in 2014:
• 100% of Year 3 students exceeded national average.
• 50% of Year 5 students exceeded national average.

Strategies to achieve these outcomes in 2014:
• Utilised support teachers to team teach and provide individualised instruction to assist in improving student outcomes.
• Teachers developed a progression of learning with associated Learning Goals and Success Criteria.
• Incorporated strategies for students to actively monitor and evaluate their own learning.
• Used Formative Assessment to check for understanding and provide timely feedback.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
• 80% of families from the school rated their happiness with the school at 80% or higher.
• Areas of strength recognised were:
  • Enthusiasm, cohesiveness and energy of staff.
  • Planning of curriculum included all areas of learning.
  • Students view school as a positive and challenging place.
  • Parents felt like they were listened to and were collaborated with about school decisions.

• Areas of opportunities for the future recognised were:
  • Musical opportunities.
  • More technology used.
  • Wet weather programs.
  • Continued development of the full wide curriculum including all Key Learning Areas.
Future Directions
2015-2017 School Plan

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

In 2015 – 2017, Rowena Public School will be putting policies and practices into place to ensure the following areas are addressed.

Strategic Direction 1: Innovative and Quality Teaching

The purpose of this direction is to:

Provide a high standard of education through a combination of curriculum resources and teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student and for teaching to become a collaborative pursuit for innovation and excellence within a culture that values quality learning and teaching in all facets of classroom interactions.

Strategic Direction 2: Learning for Improvement

The purpose of this direction is to:

Ensure that student learning will be at the centre of our school practices, with consistent data collected and analysed. Thorough and consistent analysis of learning data should inform and impact teaching programs regularly to ensure efficient and effective teaching and learning. Tools such as PLAN and the Literacy and Numeracy Continuums are utilised to ensure student progress and development.

Strategic Direction 3: Enhance Student Engagement through Broader Opportunity

The purpose of this direction is to:

Students will be exposed to quality learning experiences to engage and challenge them, taking full advantage of external specialist support and expertise to ensure students are exposed to a wide variety of opportunities across all key learning areas. The school will become a leader in rural education utilising new and innovative technologies to overcome rural isolation in providing a quality 21st century education.

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.

Paul Cecil – Principal
Sandy Shearer – Classroom Teacher
Jill Holland – School Administrator Manager
Brad Coleman – P&C President
Oscar McDonnell – Student Representative
Millie McDonnell – Student Representative

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School Code: 3580 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: