

Pomona State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

The staff, students and community of Pomona State School are justifiably proud of their school and the range of outcomes for students that we are achieving together. Pomona State School's learning and teaching programme is organised around the eight Key Learning Areas. Learnings are delivered in an integrated approach, planned by teams of teachers who share content and pedagogical knowledge on a regular basis. The school facilities include a swimming pool and two multi-purpose sports courts. There is an emphasis on the teaching of literacy and numeracy across the curriculum. Teachers use technology as an integral part of their curriculum offerings. As a school community we have worked together to ensure that we maintain a very supportive and safe environment for students and families. The KidsMatter program runs alongside the school wide positive approach to behaviour with support from specialists, including a Guidance Officer. Other programs include learning support and an enrichment programme. We have a specialist teacher for students with disabilities and a school Chaplain. Japanese is offered as the language other than English.

## Principal's Foreword

### Introduction

Pomona State School has a strong focus on supporting each learner to achieve their optimum in a challenging yet supportive environment. Within their context our learners achieve excellent student learning outcomes through the provision of quality teaching by our dedicated teachers and support staff.

To optimise our students learning we provide a comprehensive educational experience through the successful delivery of a balanced program, our staff prepare class programs that are relevant and engaging. To optimise achievement our teachers offer individualised learner programs in the core aspects of literacy and numeracy. This ensures that learners are armed with the necessary skills to engage in the broader curriculum.

Our students perform in a number of areas and these have included significant achievement in national testing in addition to success in ICAS competitions. Our school offers excellence in sport and we achieve many successes in sporting events. Through an inclusive approach we ensure all learners have access to this important aspect of the curriculum. Students can also access activities such as Choir, Instrumental Music, Chess and extension programs in Mathematics, Writing as well as Coding and Robotics.

At Pomona State School we are extremely proud of our whole school community, very high student achievement results and the development of the whole child through a focus on individual progress.

We welcome parents as partners and trust that students find their time at Pomona rewarding and enjoyable.

### School Progress towards its goals in 2017

In 2017 the school made significant progress in a number of areas as outlined in our Annual Implementation Plan.



**Literacy Focus:** Ensured the reading approach is consistently embedded across the school. Worked with new teachers to ensure that they understand the approach to teaching reading within our school – Explicit Teaching. Continued to focus on reading / literacy intervention programs in the P-2 sector. Embedded the MiniLit Program in year 1 and Reading Link in years 3/4/5 to targeted students.

**Attendance:** Raised awareness across the school community of the importance of school attendance. Communicated the expectation to parents and students via newsletter, parades and social media. Reviewed processes to individually track student with poor attendance rates and developed positive reinforcement approach to encourage attendance.

### **Future Outlook**

The ongoing focus and drive toward a consistent, cohesive and strong curriculum in all areas of literacy and numeracy is a key priority for Pomona State School in the forthcoming year. This will include the embedding of the P-2 Letter/Sound/Word program across the junior school, the explicit teaching of reading and consistent measurement and monitoring of student learning outcomes. Design and implement a whole school reading framework and upgrade existing facilities to promote an intentionally inviting environment.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	327	158	169	14	91%
<b>2016</b>	328	164	164	12	91%
<b>2017</b>	315	162	153	4	92%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Pomona's positive reputation attracts students across a wide geographic area. The largest percentage of students come from the Pomona Township itself, but also from neighbouring rural areas. Our student enrolment has held steady over the past 12 months, with 4% of students identifying with a disability and less than 2% identifying as Indigenous.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	27	25	25

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Pomona State School has a long and distinguished history of providing a diverse and rich curriculum. The staff at Pomona State School has a strong focus on literacy, numeracy and the integration of technology as an effective teaching tool. Pomona State School has utilised the Australian Curriculum to create a school based curriculum which maximises student outcomes, develops life-long learning attributes and prepares students to meet the requirements of the complex and diverse nature of our current world.

Our teaching program is organised around the core learning outcomes. The core learnings are delivered in an explicit teaching approach and planned by teams of teachers who share content and pedagogical knowledge on a regular basis as well as using the "Curriculum into the Classroom" resources provided by Education Queensland.

Other Curriculum offerings include:

- Whole school intervention programs
- Individual Support and Learning programs
- Mathletics and Reading Eggs programs available from home
- Swimming lessons as part of HPE Terms 1 & 4
- Surf Awareness Program for students in Year 5 & 6
- Enrichment Program
- Junior Summit Program (NDSHS)
- Robotics and Coding
- Maker Space initiative

## Co-curricular Activities

Our students are well represented in club and school sport. Therefore, the Year 5 and 6 students are actively encouraged to participate in interschool sports and interest is high. Children are offered a large variety of sports throughout the year. We are fortunate enough to have a pool on our school grounds and therefore have two swimming blocks a year. Students from year 5 and 6 participate in Surf Skills as we are also close to Noosa Beach.

Some of the sporting highlights from last year include:

- Whole school participation in the school Athletics Carnival, Swimming Carnival and Cross Country.
- Visits and clinics with a range of specialist coaches
- Numerous students were selected for Noosa District and Sunshine Coast in a vast variety of sports with some going on to State honours.

A number of cultural events and experiences have proved popular and enriching for students including:

- Choir
- Instrumental music for students in years 4 to 6
- Rock Band
- Student Leaders program
- Annual 'Pomona in the Park' which attracts thousands of students and community members each year
- Year 4, 5 & 6 camp programs
- King of the Mountain (Tug-o-war and Relay Race)
- Pomona's Got Talent
- Robotics and Coding Club
- Gardening Club
- Chess Club
- Students Council
- Fun Run Fundraiser
- Eco-Warriors (Recycling, worm farm and composting)

## How Information and Communication Technologies are used to Assist Learning

Computers (and other technology such as cameras and interactive whiteboards) are used to assist learning in many ways. We are committed to providing up-to-date technology for students to use as well as maintaining and improving staff skills in Information Communication Technology (ICT).

Computers are located in every classroom, the main computer laboratory and in a mini-lab in the Resource Centre. Each class is timetabled to use the main computer laboratory each week where a class set of computers and an interactive whiteboard is located. In these lessons students work on teacher directed activities as well as on their own projects. The mini-lab in the Resource Centre can be booked during the day for similar purposes and contains six computers suitable for small group work and research purposes. The mini-lab is also open to students each lunch time through a booking process with the Librarian. All teachers use ICT as an integral part of their curriculum offerings. Most units of work feature an ICT perspective including assignments and assessment pieces for the upper school (i.e. Year 4-6 focus on the use of ICT in some form, i.e. for research, presentation, preparing graphs and data bases, etc). The lower school (i.e. Prep and Year 1-3) also have a commitment to developing these skills with their classes. All teachers provide focused lessons on specific ICT skills which is part of a whole school program. In 2017 each P- Year 2 class had a set of 8 iPads and each Year 3-6 each class had a set of 5 iPads for classroom use.

Teachers now rely on this technology as an effective way of communicating concepts and processes with students.

The Learning Support Program and Students with Disabilities Program has its own designated computers and iPads, and students who are withdrawn for skill development in literacy and numeracy can use these computers to support their learning. Teachers use a variety of software in their programs but emphasis is placed on learning about the applications in the Microsoft suite, e.g. Word, PowerPoint, Publisher and Excel.

All classes accessed online learning material through 'Mathletics' and 'Reading Eggs'. Students can also access these programs from their home computer through the internet.

A portable Maker Space has been established for teachers and students to explore, utilize and learn through 'play' with a range of digital technology as part of our STEAM plan.

## Social Climate

### Overview

Students at Pomona State School are generally well behaved, self-managed, respectful and supportive of each other and the staff of the school. The school focuses on a culture of care and concern for self and others and lives through its code of behaviour which encourages:

- Care for self
- Care for others
- Care for learning; and
- Care for the environment

Awards are presented regularly on school parade to students exhibiting these traits. In 2017 Parent feedback from the School Opinion Survey revealed that a very high percentage of surveyed parents felt that their child was receiving a good education at Pomona State School. For the past several years the school has accessed funding to employ a school based chaplain to enhance our Pastoral Care Program.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	86%	98%	97%
this is a good school (S2035)	95%	95%	88%
their child likes being at this school* (S2001)	91%	88%	91%
their child feels safe at this school* (S2002)	95%	90%	91%
their child's learning needs are being met at this school* (S2003)	86%	88%	91%
their child is making good progress at this school* (S2004)	82%	88%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	88%
teachers at this school motivate their child to learn* (S2007)	91%	88%	84%
teachers at this school treat students fairly* (S2008)	95%	90%	71%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	97%
this school works with them to support their child's learning* (S2010)	95%	90%	85%
this school takes parents' opinions seriously* (S2011)	86%	78%	67%
student behaviour is well managed at this school* (S2012)	90%	85%	72%
this school looks for ways to improve* (S2013)	91%	83%	73%
this school is well maintained* (S2014)	95%	95%	91%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	99%
they like being at their school* (S2036)	96%	99%	93%
they feel safe at their school* (S2037)	99%	98%	95%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	98%
teachers treat students fairly at their school* (S2041)	97%	94%	91%
they can talk to their teachers about their concerns* (S2042)	93%	94%	90%
their school takes students' opinions seriously* (S2043)	90%	93%	85%
student behaviour is well managed at their school* (S2044)	97%	88%	85%
their school looks for ways to improve* (S2045)	98%	100%	95%
their school is well maintained* (S2046)	99%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel that their school is a safe place in which to work (S2070)	96%	94%	100%
they receive useful feedback about their work at their school (S2071)	89%	83%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	93%	89%	100%
staff are well supported at their school (S2075)	79%	69%	81%
their school takes staff opinions seriously (S2076)	86%	67%	80%
their school looks for ways to improve (S2077)	96%	91%	92%
their school is well maintained (S2078)	93%	92%	88%
their school gives them opportunities to do interesting things (S2079)	96%	94%	96%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Pomona State School exercise many strategies for involving parents in their child's education. Parents are involved in their child's education in many forums throughout the school. Some of these include:

- **P&C Association** – many parents participate in the running of the P&C which meets once per month. Our P&C operates the Tuckshop and the Uniform Shop. They work throughout the year to raise much needed funds for the school.
- **Classroom Volunteers** – many parents assist teachers in classrooms with everything from administrative assistance to taking reading, maths, writing or art groups. Some parents have participated in the Ready Reader and Support a Talker program.
- **Volunteers in other areas** – some parents feel more comfortable helping out in areas other than their child's class. These parents are encouraged to assist in our Tuckshop, Resource Centre, swimming classes' and the school grounds.
- **Parent information sessions** and parent forums are held approximately once per term or on an as needed basis on an aspect of the curriculum, for example, helping beginner readers or helping parents understand what teachers are doing in the classroom and to give parents strategies they can use at home.
- Parents are encouraged to attend **Assemblies**. These are held on Monday afternoon. Classes take turns to present work or small performances at Assemblies. Parents also attend special assemblies throughout the year to celebrate such occasions as Book Week and Under 8's Day.
- Parents also attend **special days and activities** throughout the year. These include: sports days, swimming carnivals, commemorative assemblies, Student Leader Induction, Band performances, Year 6 Graduation and ANZAC Day assemblies.
- Parents are encouraged to comment on school practices through surveys and requests for information that are sent home through our **fortnightly newsletter**.
- Students with special needs are catered for in a collaborative manner between parents, external services and school staff. The needs of all students are of the utmost importance and every effort is made to cater for all students.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Our school culture of 'Care for Self' and 'Care for Others' is embedded across the learnings and underpins our programs.

Our proactive social learning program – Focus 40 is part of weekly classroom activities and parade. Targeted programs are used with focus groups when needed and True Relationships sessions are provided to students in years 4 to 6.

Within the curriculum delivery, teachers use the Daniel Morcombe Health Units, to develop students understanding of 'recognise, react and report' when they or others feel unsafe.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	6	0



Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

We continue to be environmentally aware. We have solar panels in place, have increased recycling and our composting efforts are now nurturing our school vegetable garden. Each term we focus on a 'nude food day' to minimize the amount of plastic in our students' lunch boxes.

NOTE: Our school pool was drained, repaired and refilled during the year and this has caused our water usage to increase.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	129,769	660
2015-2016	120,209	942
2016-2017	155,017	11,708

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

## SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	17	<5
Full-time Equivalent	21	11	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	22
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$27 380.

The major professional development initiatives are as follows:

- Planning differentiation strategies
- Daily Rapid Reading
- Reading Links
- Peer mentoring and teaching
- EAL/D Certificate 1 & 2 for teacher Aides
- Cluster schools pre and post moderation
- Mental Health and Wellbeing
- Profiling
- All staff trained in First Aid, CPR, Anaphylaxis and Asthma
- Coding and Robotics

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	90%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

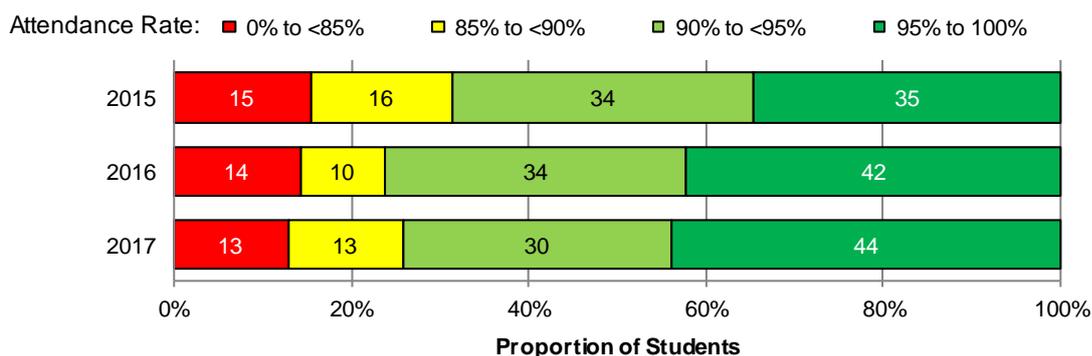
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	91%	91%	92%	91%	92%	93%	93%
2016	92%	91%	92%	93%	93%	93%	93%
2017	92%	93%	93%	93%	89%	93%	94%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range are:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked electronically twice a day as per policy. The school follows up absences with a phone call or letter to parents when no note or call from parents has been received. The school contacts parents of absent students by phone on the day of absence if no notification from the parent/caregiver is received by 9:00am. Students with continuous/high levels of non-attendance parents are contacted for a meeting with administration to discuss concerns and support options. Repeat offenders are added to alert list on OneSchool. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, the school commences the NOTICE – Failure to attend process in line with DETE policy.

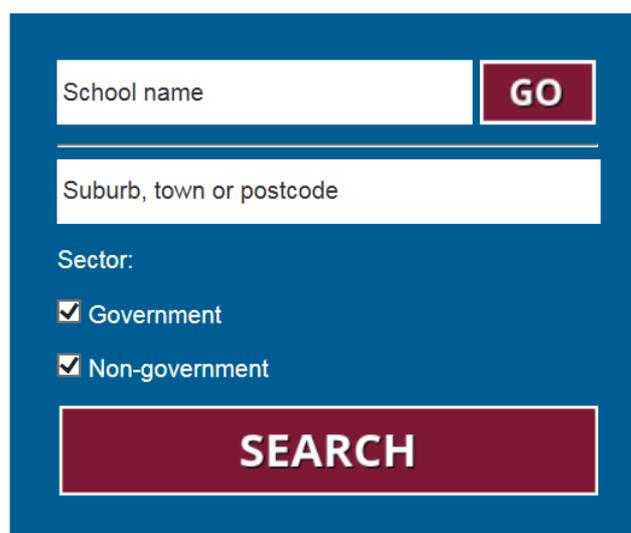
Regular information regarding the importance of school attendance is placed in the fortnightly newsletter and teachers speak regularly with parents regarding school attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.