

Pomona State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Principal – Alyson Covey



## From the Principal

### 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 two ovals, 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 enrichment programme. We have a specialist teacher for students with disabilities and a school Chaplain. Japanese is offered as the language other than English.

### School progress towards its goals in 2018

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 well 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 at a district and regional level. 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.

In 2018, the collaboratively developed PSS Reading Framework was put into practice, with the focus on how and what to teach in a balanced reading program. The continued commitment to a consistent embedding of practice was evident across learning areas with a particular focus on reading.

Focussed professional conversations and moderation (both internal and external) of student work continued to be an avenue for forward planning to tailor differentiation for students in their class and accessing our support programs.

### Future outlook

Pomona State School's ongoing focus is the delivery of the Australian Curriculum within a consistent and cohesive practice. This includes the explicit teaching of writing across Prep to Year 6, consistent measurement and monitoring of student outcomes and the embedding of the Technology curriculum with a strong focus on literacy and numeracy in all STEM learning areas.



# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	328	315	303
Girls	164	162	164
Boys	164	153	139
Indigenous	12	4	6
Enrolment continuity (Feb. – Nov.)	91%	92%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 fell in 2018 due to lower Prep enrolment. Our enrolment consists of 4% of students identifying with a disability and less than 2% identifying as Indigenous.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	21
Year 4 – Year 6	25	25	25

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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.



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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 and future 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
- Athletics 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 each 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

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

- Choir
- Instrumental music lessons for students in years 4 to 6
- Instrumental Band
- Rock Band
- Student Leaders program
- Annual ‘Pomona in the Park’ which attracts thousands of community members each year
- Year 4, 5 & 6 camp programs
- Maths Olympiad
- King of the Mountain (Tug-o-war and Relay Race)
- Pomona’s Got Talent
- Robotics and Coding Club
- Gardening Club
- Chess Club
- Students Council
- Spelling Bee Fundraiser
- Science Week Expo



- Book Week Activities
- NAIDOC Activities
- Eco-Warriors (Recycling, worm farm and composting)
- School Incursion program – visiting performing artists
- Runners' Club – after school activity in preparation for KOTM Prince and Princess' Race

## How information and communication technologies are used to assist learning

Computers (and other technology such as i-pads 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 ten 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 within their classrooms. All teachers provide focused lessons on specific ICT skills which is part of a whole school program. In 2018 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 incorporate this technology into learning experiences 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 over the internet.

A portable Maker Space has been established for teachers and students to explore, utilise and learn through enquiry-based learning with a suite digital technologies as part of our STEAM plan. Robotic resources complement the technology program.

## 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. School leaders and class representatives from Year 4 to 6 form the Student Council / Early Act Club. Through this avenue students can voice concerns about the school environment and take part in fund raising for international, local and school based needs. In 2018 Parent feedback from the School Opinion Survey revealed that a very high percentage of surveyed parents felt that their child likes being at Pomona State School. Parents agreed that teachers expect their child to do their best and they can talk to their child's teacher about their concerns. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	97%	88%
• this is a good school (S2035)	95%	88%	86%
• their child likes being at this school* (S2001)	88%	91%	93%
• their child feels safe at this school* (S2002)	90%	91%	86%
• their child's learning needs are being met at this school* (S2003)	88%	91%	84%
• their child is making good progress at this school* (S2004)	88%	97%	86%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	88%	83%
• teachers at this school motivate their child to learn* (S2007)	88%	84%	88%
• teachers at this school treat students fairly* (S2008)	90%	71%	85%
• they can talk to their child's teachers about their concerns* (S2009)	90%	97%	91%
• this school works with them to support their child's learning* (S2010)	90%	85%	86%
• this school takes parents' opinions seriously* (S2011)	78%	67%	75%
• student behaviour is well managed at this school* (S2012)	85%	72%	66%
• this school looks for ways to improve* (S2013)	83%	73%	83%
• this school is well maintained* (S2014)	95%	91%	90%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	92%
• they like being at their school* (S2036)	99%	93%	82%
• they feel safe at their school* (S2037)	98%	95%	92%
• their teachers motivate them to learn* (S2038)	100%	98%	95%
• their teachers expect them to do their best* (S2039)	99%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	91%
• teachers treat students fairly at their school* (S2041)	94%	91%	83%
• they can talk to their teachers about their concerns* (S2042)	94%	90%	88%
• their school takes students' opinions seriously* (S2043)	93%	85%	78%
• student behaviour is well managed at their school* (S2044)	88%	85%	67%
• their school looks for ways to improve* (S2045)	100%	95%	93%
• their school is well maintained* (S2046)	95%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	96%	94%



Percentage of students who agree# that:	2016	2017	2018
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\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	96%
• they receive useful feedback about their work at their school (S2071)	83%	92%	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)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	89%	100%	96%
• staff are well supported at their school (S2075)	69%	81%	96%
• their school takes staff opinions seriously (S2076)	67%	80%	96%
• their school looks for ways to improve (S2077)	91%	92%	100%
• their school is well maintained (S2078)	92%	88%	75%
• their school gives them opportunities to do interesting things (S2079)	94%	96%	100%

\* 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 implement 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.
- **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 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 to give parents strategies they can use at home. Our pre-Prep parents are invited to attend a workshop that outlines important topics to assist in transitioning to primary school.
- Parents are encouraged to attend **Parade**. These are held on Monday afternoon. Classes take turns to present work or small performances at Parade. Parents also attend special Parades (on other days) throughout the year to celebrate such occasions as Book Week, the Grand Final of Pomona's Got Talent and the Academic Award Ceremony.
- 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, ANZAC Day Ceremony and classroom presentations.



- 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 education 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. To develop resilience the "High 5" strategy has been implemented across the school. 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 every second years. Within 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	0	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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. The Eco Warriors (students) assist in managing the recycling for composting purposes and classroom and admin waste paper management.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	120,209	155,017	156,219
Water (kL)	942	11,708	654

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



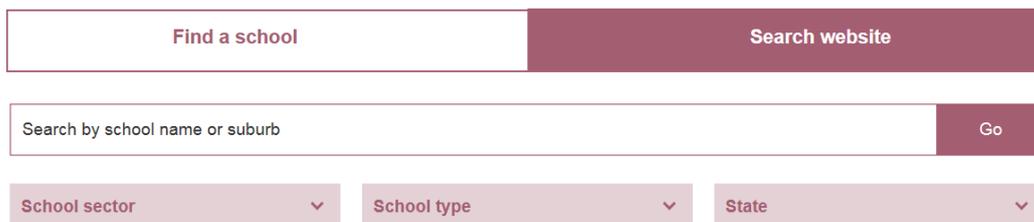
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	16	<5
Full-time equivalents	21	10	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	22
Diploma	
Certificate	

\*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 2018 were **\$30240**.

The major professional development initiatives are as follows:

- Minilit
- Moderation Professional Development
- Planning Meetings
- Anita Archer
- Maths Mastery
- Crossing Cultures
- Sheena Cameron
- Play, Wonder and Learn Conference
- Robotics
- Digital Technologies
- All staff First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	91%	90%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	92%	91%
Year 1	91%	93%	90%
Year 2	92%	93%	92%
Year 3	93%	93%	92%
Year 4	93%	89%	92%
Year 5	93%	93%	92%
Year 6	93%	94%	95%

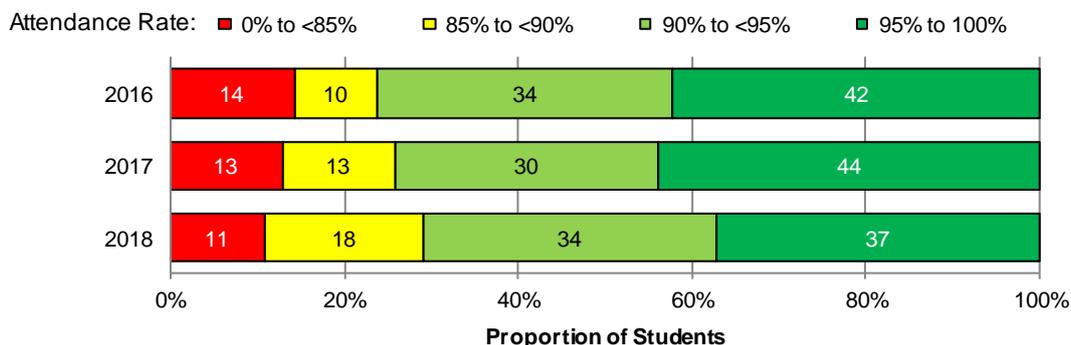
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 requirements. 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 form the parent/caregiver is received by 9:00am. The parents of students with continuous/high levels of non-attendance are contacted for a meeting with administration to discuss concerns and support options. Continual non-attendees 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 DOE 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, NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

