

# Pomona State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pomona State School** from **28 February** to **4 March 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

|                 |                                       |
|-----------------|---------------------------------------|
| Stephen Bobby   | Internal reviewer, SIU (review chair) |
| Kylie Todhunter | Peer reviewer                         |
| Pamela Hall     | External reviewer                     |



## 1.2 School context

|  |  |
|--|--|
| <b>Location:</b>   | Station Street, Pomona   |
| <b>Education region:</b>   | North Coast Region   |
| <b>Year opened:</b>  | 1897   |
| <b>Year levels:</b>  | Prep to Year 6   |
| <b>Enrolment:</b>  | 329  |
| <b>Indigenous enrolment percentage:</b>                              | 3 per cent   |
| <b>Students with disability enrolment percentage:</b>                | 4 per cent   |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 1034   |
| <b>Year principal appointed:</b>                                     | 2015   |
| <b>Day 8 Staffing teacher full-time equivalent (FTE):</b>            | 24   |
| <b>Significant partner schools:</b>                                  | Noosa District State High School – Pomona Campus   |
| <b>Significant community partnerships:</b>                           | Bendigo Bank Pomona, Cooroy Pomona Lions Club, Pomona Crèche and Kindergarten (C&K), Hill Street Early Learning Centre |
| <b>Significant school programs:</b>                                  | Eco-Warriors, Student Council/Early Act, Choir/Rock Band, Enrichment Program, RoboTech – launching in 2019             |



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Support Teachers Literacy and Numeracy (STLaN), support students with disability teacher, 15 classroom teachers, three specialist teachers, seven teacher aides, Business Manager (BM), two administration officers, three school cleaners, grounds person, 23 parents and 28 students.

Community and business groups:

- Coordinator of Pomona Community House, Parents and Citizens' Association (P&C) representatives, member of Cooroy Pomona Lions Club, coordinator of King of the Mountain Festival and manager of Pomona Bendigo Bank.

Partner schools and other educational providers:

- Noosa District State High School – Pomona Campus Head, educator Pomona C&K Kindergarten and coordinator of Pomona Early Childhood Centre.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

|   |  |
|---|--|
| Annual Implementation Plan 2019                             | Strategic Plan 2016-2019                                   |
| Investing for Success 2019                                  | Responsible Behaviour Plan for Students                    |
| School Opinion Survey                                       | School budget overview                                     |
| OneSchool   | Curriculum planning documents                              |
| Professional learning plan 2019                             | School differentiation Surfboards                          |
| School pedagogical framework                                | School newsletters and website                             |
| School based curriculum, assessment and reporting framework | School Data Profile (Semester 2, 2018 release)             |
| Headline Indicators (Semester 2, 2018 release)              | Pomona Curriculum and Learning documents – <i>The Tree</i> |
| School data plan  |  |



## 2. Executive summary

### 2.1 Key findings

**The school team is committed to providing a positive learning environment for all students.**

All staff members express the belief that students come to school to learn, be safe and be happy, and are eager to improve learning outcomes for students. Staff members articulate and understand that quality educational outcomes are dependent on a positive and successful partnership between students, staff, parents and the wider school community.

**Community members comment that the school is widely known as a welcoming school.**

The tone of the school reflects the commitment of staff to create a successful learning environment for every student. Most parents of the school community speak with passion of their relationship with the school. Class teachers predominantly prioritise communication with parents regarding their child's learning, behaviour and engagement.

**The leadership team is driving a tight improvement agenda that focuses on improving student achievement outcomes.**

Teachers are aware of the reading and writing improvement priorities and some staff articulate what it means for them in their day-to-day teaching. The principal has established a model of shared leadership to implement school programs and operations. Some staff members articulate that increased visibility of all leadership team members and clarification of their roles, responsibilities and accountabilities would be beneficial for all staff.

**The school has adopted Curriculum into the Classroom (C2C) resources as a scaffold for teachers' curriculum planning.**

Planning days are provided to teaching teams each term and are supported with tools provided by the HOC and collaboratively developed by the Gympie Alliance and Noosa Hinterland Cluster HOC network. Teachers express a desire to engage further with administration support during collaborative planning opportunities to build their professional understanding of the Australian Curriculum (AC) and curriculum planning processes.

**A whole-school curriculum plan and an associated curriculum overview have been developed by the school.**

This work was undertaken in response to the previous review. A range of assessment processes is utilised and teachers adapt the C2C assessment tasks to meet the needs of students and the local context. The school is yet to develop a rigorous, school-wide quality assured and shared curriculum monitoring process. Monitoring of the implementation of the school's curriculum plan to ensure that all students are consistently and effectively provided with opportunities to develop their learning aligned to the AC achievement standards is emerging.

**Staff members speak highly of the culture of mutual trust across the school.**

The school has a number of experienced staff members who are committed to the school and they work together in an environment in which strong collegial trust and respect are apparent. All staff members are willing to expand their skills and knowledge and discuss the informal feedback they receive from students and parents. Staff members indicate they are open and ready for further formal coaching and feedback and the opportunity to observe and learn from each other's work.

**School leaders have utilised data as a catalyst to implement improvement agenda priorities.**

The school's leadership team gives priority to the collection and analysis of systemic and school-based achievement data to enhance their understanding of student outcomes and the range of determining factors that may impact improvement in learning. In response to the previous review, the school has developed a Diagnostic Assessment Schedule for the systematic collection of data that includes timelines. Teachers articulate confidence in the collection of this data. The rigour and depth regarding analysis and deep understanding of data are emerging.

**School leaders, parents and students speak highly of the professional, dedicated and capable teaching and non-teaching members of staff.**

The broader school community values the commitment and support that staff members at the school demonstrate for all students. Teachers and teacher aides have a high level of confidence in their field and are keen to learn from each other to further develop their knowledge regarding how students learn.

**Numerous community partnerships have become an accepted part of the school culture.**

The school leadership team actively seeks ways to enhance student learning and wellbeing by collaborating with parents and families, and other educational and community organisations. The Parents and Citizens' Association (P&C) works closely with the school and community organisations to present highly valued community events including Pomona in the Park and the King of the Mountain Festival. A strong community link exists with Pomona Rotary Club, Lions Club and the Pomona Community House. These well-established partnerships contribute to student wellbeing and a strong sense of community within the school and the positive profile of the school in the area.



## 2.2 Key improvement strategies

Document and clearly communicate roles, responsibilities and accountabilities for members of the leadership team, and ensure all staff are familiar with these and how each role supports the Explicit Improvement Agenda (EIA) and school operations.

Strengthen the established school curriculum planning process through the intentional collaboration of key curriculum planning stakeholders and teaching staff to further guide teachers in the planning process.

Establish systematic Quality Assurance (QA) processes to ensure that all required AC content descriptions are taught and students are provided with opportunity to demonstrate the achievement standards.

Collaboratively develop an approach for all staff to participate in Professional Development (PD) that includes modelling, coaching and mentoring opportunities, and the provision of formal feedback.

Work with teams of teachers in building capacity to enable deeper discussions of data, generate strategies for continuous improvement and measure success against established targets.