School Improvement Unit
Report

Pomona State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Pomona State School from 13 to 15 July 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>74 Station Street, Pomona</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
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<tr>
<td>The school opened in:</td>
<td>1897</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>333</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>4 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>2 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1021</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>17.69 Full-time equivalent</td>
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<td>Nearby schools:</td>
<td>Noosa District State High School, Kin Kin State School, Federal State School, Cooran State School, Cooroy State School</td>
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<td>Significant community partnerships:</td>
<td>Cooroy Pomona Rotary Club, Pomona Lions Club, Pomona Community House</td>
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<td>Unique school programs:</td>
<td>Chess Club, Garden Club, Sensory Garden, Eco-warriors</td>
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1.3 Review methodology
The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal and Curriculum Coordinator
  - Master teacher
  - Business Services Manager (BSM)
  - 16 teachers, including specialist teachers
  - Seven teacher aides
  - 21 students, including student leaders
  - Two principals of neighbouring schools
  - Three community partners, including local business owners

1.4 Review team
Gary Austen Internal reviewer, SIU (review chair)
Peter Lund Peer reviewer
Sevil Aldas Peer reviewer
Ian Hall External reviewer
2. Executive summary

2.1 Key findings

- The school has a positive learning culture and its members speak highly of the school.

  There is a strong commitment to maintaining a positive culture at the school. Staff value the collegial nature of the school and the way in which the school is an integral part of the local community. This is endorsed by students, parents and community partners.

- The school has a new leadership team who are identifying opportunities to build a school improvement agenda that will align key actions and drive improved student achievement.

  The principal and deputy principal have recently been appointed to the school. This has impacted on the development and implementation of the school improvement agenda. Roles and responsibilities of the leadership team are yet to be developed.

- The school is developing the use of data to inform progress to achieving goals and targets.

  Professional development to support staff understand and analyse data has been limited. Teacher ability to understand class data and respond to the implications for differentiation is a developing practice across the school. Teachers are beginning to identify ways in which data can inform pedagogical practice across the school.

- School leaders have identified the need to develop a school curriculum plan.

  Teachers use the Curriculum to the Classroom resource to inform their planning. Some teachers adapt units of work to meet the specific needs of their class and to provide locally responsive curriculum. The way in which curriculum planning aligns across year levels is not clear.

- The school has many quality teachers who informally share expertise and support each other in their work.

  Teachers demonstrate expertise in their teaching. A strategic and formalised approach to lesson observation, feedback and coaching and mentoring is yet to be embedded.

- The school has a stated pedagogical framework, however teaching practice across the school lacks consistency.

  Teachers use a range of evidence and research-based approaches across the school. The way in which these approaches align with the school improvement agenda and provide consistency across the school is yet to be developed.
2.2 Key improvement strategies

- Sharpen the school's improvement agenda to include specific strategies, targets and milestones for improvement that directly relate to student learning gains. Develop clear roles and responsibilities for the leadership of the improvement agenda. Identify opportunities to develop individual and collective instructional leadership capability.

- Embed a strategic approach to develop a feedback culture across the school. Align the provision of formalised observation, feedback, coaching and mentoring to the school improvement agenda.

- Review the school data plan. Build teachers data literacy to enable the use of formative assessment as a key element in the regular tracking of student progress. Ensure the use of short-term data cycles across all year levels.

- Develop a school curriculum plan and pedagogical framework to enable the consistent delivery and monitoring of learning across the whole school. Build systematic planning and evaluation processes, make modifications to units where required, and ensure a cohesive program of instruction across the school.