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Principal's Forward

The Queensland Government has certain requirements about the way that schools report on student and school performance. These changes ensure Queensland parents receive the information they need to help their children throughout their schooling and make informed choices about schools.

All schools must publish a set of information for parents and the community to read. This publication is also available on our school's website.

The information includes:

- total enrolments and year levels offered at the school
- distinctive curriculum offered at the school
- opportunities for the involvement of parents
- extra-curricular activities
- staff development priorities
- social climate of the school, including pastoral care programs
- strategies used for involving parents in their child's education
- Reading, Writing and Numeracy results for the Year 2 Diagnostic Net and the Years 3, 5 and 7 Tests

Currently, all state schools and many non-state schools provide this information to their communities through a variety of forums and publications such as the fortnightly newsletter, reports to the P&C Association's monthly meeting, the School Annual Report or the Prospectus (Parent Handbook).

If you would like more information about these changes, view the *Changes to Schools Reporting* document at: <http://education.qld.gov.au/schools/reporting/docs/schoolreport.pdf>

This report provides parents of students from **Pomona State School** with the required information as detailed in the points above.

Parents are invited to seek further information about the school, its programs and priorities or about their own child from their child's teacher or from Gwen Sands (Principal). Please don't hesitate to contact the school office to discuss any of the contents of the 2008 School Annual Report.

Gwen Sands

Future outlook

The staff, students and community of Pomona State School are justifiably proud of their school and the range of outcomes for students they are achieving together. These outcomes have dramatically improved over the last 5 years and close attention is being paid to the policies, procedures and programs that are helping to continually improve outcomes in learning, social climate and physical environment.

This annual report contains a snapshot of these outcomes and clearly demonstrates the gains being made in literacy and numeracy, and in the important area of social climate which affects

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everything we do. As a school community we have made a large investment of time and resources in ensuring we are creating the most supportive school for families as possible. In doing this, we have devoted teaching and learning time to the teaching of social and emotional literacy. To support this we engaged with a nation-wide project – KidsMatter – to ensure we are on the right track and are continuing to ensure high quality outcomes for students in all areas. The KidsMatter project which concluded in 2008, has enabled our school to improve community engagement and create community partnerships we are very proud of. Throughout 2009 we will continue to place much effort in ensuring the ongoing success of this project.

Additionally, we will continue to focus on the development of high quality curriculum, assessment and reporting strategies (through the Department's initiative of QCAR). In particular, our focus is on the curriculum areas of Mathematics, English and Science, especially ensuring that the literacies and ICT demands of these curriculum areas are taught well and with integrity. Our commitment to ensuring that students develop literate and numerate skills to their highest potential is second to none.

We believe that the only way to achieve such outcomes is through continually building the capability of teachers and other staff members. To this end, we ensure that professional development in key areas and in individual interest areas remains a budget priority.

School and Community Profile

The community of Pomona is situated in Sunshine Coast Regional Council 10 kilometres north of Cooroy in the Sunshine Coast hinterland. Originally a farming town, Pomona is now a growing rural residential area. A small shopping village offers all the essential amenities and a number of popular cafes. Lake Macdonald, the Noosa Shire water supply, is about 10 kilometres from Pomona, and is the site of the beautiful Noosa Botanical Gardens. Mount Cooroora and the popular annual King of the Mountain race is prominent in Pomona. Pomona offers a variety of sporting clubs and local art and craft groups.

Pomona State School services the communities of Pomona, Kin Kin, Federal, Boreen Point and Cootharaba. Students go on to Noosa District State High School which is situated on two campuses in Pomona and Cooroy when they exit after Year 7.

Pomona State School is a co-educational school and falls under the jurisdiction of Education Queensland (a section of the Queensland Government's Department of Education and Training).

The school's total enrolments at the end of Semester Two 2008 were 300 Primary students (full-time students), including 38 Preparatory Year students (also full-time). These students were enrolled in all year levels from Prep and Years 1 to 7.

Pomona State School has an interesting dynamic – 62% of our students are boys. The staff's efforts to create environments that support the learning of boys is continuing to shape the curriculum and other school offerings.

Curriculum offerings

Pomona State School's learning and teaching program is organised around the core learning outcomes of eight Key Learning Areas (KLAs). The core learnings are delivered in an integrated unit approach planned by teams of teachers who share content and pedagogical knowledge on a regular basis. This is common in many primary schools.

Teachers plan intended units of work using an integrating device. This might be a special

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theme (e.g. Olympic Games) or an investigative question that the class wishes to learn about, or discover an answer to. Once this integrating device has been decided on teachers plan how to create learning situations for students that encourage active involvement and investigation. To do this, they often integrate the outcomes from some of the Key Learning Areas. Many of our integrated units are centred on the skills and concepts from SOSE (Studies of Society and Environment which includes learnings in Social Studies, History and Geography), Science or Health and Physical Education. Other key learning areas such as English, The Arts, and Technology are used as vehicles of expression for the work that students complete.

Teachers include the names of the units of work taught during the semester on the Reports which are issued twice a year at the end of every semester. This provides parents and caregivers with the context in which most learning in the unit of work took place.

Other distinctive curriculum offerings include:

- **Variations to School Routine** through camps, excursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- **Reading Recovery** for students in Years 1 and 2 who are identified as requiring extra support in reading. In 2008 we had one Reading Recovery Teacher. Our Reading Recovery Program catered for 4 students at a time. At the end of 2008 the program ceased to receive funding and the Reading Recovery Teacher returned to classroom duties.
- **Swimming lessons** as part of Health and Physical Education (HPE). Students participate in swimming lessons which include a focus on technique in swimming and on water safety in Terms 1 and 4. The school has its own pool which is also used by other schools in the area. Swimming lessons are also supported by a Teacher Aide who is a trained AustSwim teacher. Many parents also volunteer their time to help classes whilst they are at the pool
- **Science Busters** for Years 4 to 7. This program is offered to a selected group of students in these year levels who show an aptitude for or interest in Science. Students apply for a position on Science Busters and these are hotly contested each year. Science Busters is led by a teacher who has a keen interest in science and science teaching. Science Busters spend the year working on a number of projects including the celebration of National Science Week. In 2008 100 students were involved in Science Busters
- **Project Compassion** – each class selects a charity or community event to support and coordinates the fund raising throughout the school. Some examples include Clean Up Australia Day, SIDS, Butterfly Day, Steve Irwin Day, Day for Daniel, the Wishing Tree Appeal, and the RSPCA.

Some extra-curricular activities are offered by school staff and others are offered by organisations outside of the school. Some examples include:

- **Choir** – in 2008 our choir was run by our Classroom Music Teacher (Susie Lefevre), and students from Years 4-7 attended practice in school time and in lunch times. They are encouraged to perform at Assemblies and at community events. Participation in the Choir is voluntary but is supported strongly by classroom teachers.
- **Instrumental Music** – children from Years 5 to Year 7 have the opportunity to learn a brass or woodwind instrument from a qualified instrumental music teacher (Pat Collis) whom we share with other local schools. Students are selected for the program at the end of Year 4. Newly enrolled students who have accessed an Instrumental Program at

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another school or who are learning to play an instrument are also considered for inclusion in the program. Students can also join the Concert Band and participate in performances and competitions. Our school owns an impressive array of instruments which have been accumulated over a number of years. These are available for student borrowing in Year 5, after which students are required to own their own instrument.

- **Student Leaders program** – a number of students apply to be Student Leaders at the end of Year 6. A rigorous selection process involving a speech and an interview with teachers and members from the school administration determines who will be selected. Students in Year 6 also have an opportunity to vote for the students based on who they would like to see represent them. In 2008 our Student Leaders worked closely with a classroom teacher (Naomi Bradley) and ran a variety of projects focused on student welfare and fun throughout the year. They also represented the school in formal occasions and were visible to other students through Assemblies and other school gatherings such as our ANZAC Day Commemoration.
- **Student Council** – Each class from Years 4 to 7 choose one student to represent their class on the Student Council. These students work closely with the Student Leaders throughout the year. In 2008 both the Student Leaders and the Student Council worked with a classroom teacher (Naomi Bradley) who guided their development as leaders throughout the year.
- **Breakfast Club** – Breakfast Club is offered each morning before school. This is run by students who take the orders, cook and clean up. The students are supervised by a coordinating teacher. Breakfast Club was initiated with funds from the Department of Health and Aging but now operates in a self-sufficient way.
- **Outside School Hours Care Active Sports Afternoons** – twice a week our Outside School Hours Care facility offers Active Sports afternoons. Each term two different sports are offered. These are run by trained coaches. All students can participate free of charge.

Swimming – In Term 4 2008 the Sunshine Coast Regional Council operated the pool outside school hours and employed swimming instructor to provide weekly swimming lessons using the school pool. Many students participated in this program.

ICT and the Curriculum

Computers (and other technology such as cameras and electronic whiteboards) are used to assist learning in many ways. Our school has a 'AA' rating which reflects our commitment to providing up-to-date technology for students to use as well as maintaining and improving staff skills in Information Communication Technology (ICT).

The ratio of computers to students is less than the recommended 1:5. 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 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 Teacher-Librarian.

All teachers use ICT as an integral part of their curriculum offerings. Most units of work feature an ICT perspective and most assignments and assessment pieces for the upper school (i.e. Year 4-7 focus on the use of ICT in some form, i.e. for research, presentation, preparing



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graphs and data bases, etc. The lower school (i.e. Prep and Years 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 2008 four more electronic whiteboards were installed in classrooms in the upper and lower school. This technology has generated much excitement. Teachers have come to rely on this technology as an effective way of communicating concepts and processes with students.

It is recognised that in some cases students' knowledge and use of ICT is at a more developed level than that of the staff. Hence, students gifted in this area are offered opportunities to 'buddy' with their peers or work at levels more suitable to their development.

The Learning Support Program and Students with Disabilities Program has its own designated computers and students who are withdrawn for skill development in literacy and numeracy or keyboarding skills 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, KidPix, Excel and Access.

Many teachers have lap tops to assist them in their daily work.

Social climate

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 your learning
- Care for the environment; and
- Common Courtesies

A complete list of indicators for this code is available to interested parents.

The school experiences a relatively high degree of transience, that is, children moving to the school during the year and children moving away to other schools. This factor carries with it the challenge of constantly changing dynamics in a classroom situation, and the added challenge of catering for students with diverse social needs. The following resources assist us support students experiencing a difficult phase in their lives.

- **A comprehensive management plan** focused on helping students develop positive learning relationship. This management plan is called the *Responsible Behaviour Plan for Students* and is based on the *Code of School Behaviour*, an Education Queensland document guiding school practices. Our *Responsible Behaviour Plan for Students* is consistently applied across the school in classroom and non-classroom settings and is geared towards positive encouragement and the teaching of strategies for self-management. A copy of our Plan and the related Procedures is available from the school office and on the school's website.
- **A qualified Guidance Officer** (1 day per week). Our GO (Annette Te Aho) assists students with behavioural needs through counselling. She also works closely with teachers who have children with low incidence disabilities in their classes. These students require Individual Education Plans and ongoing assessment.

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- **A Head of Student Support** (2 days per week) is a classified position and is funded through the school's staffing allocation. The Head of Student Support (Craig Reid) oversees all programs in behaviour support, learning support for Students with Learning Difficulties, programs for Students with Disabilities, and student leadership.
- Behaviour is taught explicitly in each classroom using a matrix of expectations which has been developed by the staff with input from parents (as a result of the school's engagement with School Wide Positive Behaviour Support.)
- The data generated by the results from the Client Opinion Surveys of 2008 are extremely pleasing and indicative of how our community feel about our school and the confidence they have in the work of all staff. These results have reinforced the high regard with which our school is held in the Pomona community and the surrounding hinterland.

The results indicate:

- Parent satisfaction with school climate is above the State Mean (2.86) at 3.29. This indicates that parents have indicated they are satisfied or very satisfied that their child is happy to go to this school, with the behaviour of students at this school, and with school discipline. They have also strongly indicated that they believe their children are treated fairly. There has been a significant upward trend in this data since 2003.
- Student satisfaction with school climate is equal to the State Mean (2.84) at 2.97. This indicates that students are happy to come to this school and are satisfied or very satisfied with the behaviour of students at this school. They (79.1%) also report to feel safe at school and agree that they are treated fairly.

Involving parents in their child's education.

Pomona State School exercises 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, the Uniform Shop, and Outside School Hours Care. They work throughout the year to raise much needed funds for the school.
- **Classroom volunteers** – a veritable army of 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, Learning Support, and the playground.
- **Parents are encouraged to attend Assemblies.** These are held for Years 4-7 on Monday mornings and Prep and Years 1-3 on Friday mornings. Once per month we have a whole school Assembly which is very well attended by parents and community members. 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 State Education Week.
- **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.

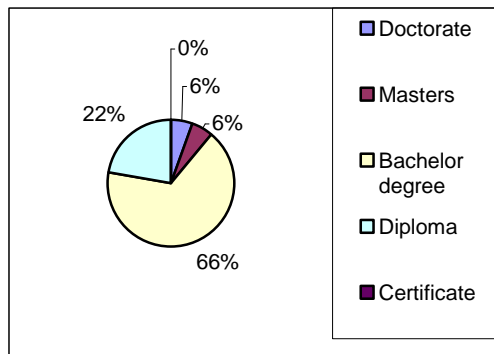


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- Parents also attend **special days and activities** throughout the year. These include sports days, swimming carnivals, commemorative assemblies, Student Leader Induction, Band performances, Year 7 Graduation, etc.
- Parents are encouraged to comment on school practices through surveys and requests for information that are sent home through our fortnightly newsletter.

Qualifications of all teachers

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Bachelor degree	12
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$25 268.72

Staff Development Priorities for 2008

In 2008 the staff of Pomona State School attended numerous professional development opportunities (both in school time and after school and on weekends). All staff members are deeply committed to their own development and are encouraged to pursue their own interests in child development, teaching and learning as well as attend to the priorities of Education Queensland and Pomona State School.

Priorities for 2008 included:

- Queensland Curriculum, Assessment and Reporting (QCAR)
- Essential Learnings
- Integrating ICT across the curriculum
- The teaching of reading using the Four Resources Model
- The teaching of writing
- Functional Grammar
- Catering for individual differences in the classroom
- Integrated curriculum planning
- Social education – some examples are Restorative Justice, KidsMatter (social and emotional learning) and Choice Theory (theory and practices related to human behaviour)
- Student Protection
- Code of Conduct
- Code of School Behaviour
- Diversity Training

Some bigger projects in Professional Development include:

- Literacy Education – we can never know enough about the ever developing area of teaching and learning in literacy. This year’s priorities have again been the teaching of reading, in particular, the teaching of critical literacy and the teaching of writing. We are also focusing on the challenging issue of catering for our boys diverse needs in the literacy

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area.

- Science Education – we have continued to implement the Primary Connections units of work across all year levels in the school. Kent Campbell and Rose Marszalek are trained Primary Connections Facilitators and are working with other staff to improve skills in the teaching of scientific literacy.
- Middle Schooling
- Social Education – Teachers are participating in opportunities such as Choice Theory and Rock and Water (strategies for assisting students to manage their feelings and action). Specialist staff members (e.g. LOTE, Music and PE teachers) are also attending to their skills in being able to cater for students with special behavioural and social needs. We are also participating in the State Wide Positive Behaviour Support Program. This program is contributing to our efforts to provide a safe and supportive environment for all.
- Inclusive Education – catering for students with special needs and abilities. Particular areas of interest related to student needs include students with Speech Language Impairment, Physical Impairment and ASD
- Developing quality units of work
- Implementation of the Preparatory Year – this work includes the development and implementation of an early years’ philosophy and a framework for the Early Years Curriculum.
- The involvement of the teaching staff in professional development activities during 2008 was 89%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 92% of members of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 92%.

Year 2 Diagnostic Net Results - Percentage of students not requiring additional support

Reading	70%
Writing	93%
Number	85%

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	383	535	523
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard. 2008	91%	100%	90%
Writing	Average score for the school	378	487	543
	Average score for Queensland	391.8	468.9	522.7

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	For the school the percentage of students at or above the national minimum standard.	2008	91%	92%	95%
Spelling	Average score for the school		359	484	537
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	89%	94%	95%
Grammar and Punctuation	Average score for the school		384	514	537
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	89%	96%	98%
Numeracy	Average score for the school		379	524	542
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	94%	100%	98%

Value added and Parent, student and teacher satisfaction with the school

Pomona State School has demonstrated significant value-addedness to outcomes across the whole range – both in Student Achievement and Client Satisfaction - since 2004.

Student Achievement

- All categories in the Year 2 Net (Reading, Writing, and Number) are showing a trend upwards (that is, continued improvement) since 2004. Our results are not different from the average of schools in Queensland and across Australia and are often better in some areas, (e.g. Number and Writing).
- All categories in the Year 3, 5 and 7 Tests (Reading, Writing, Spelling, Number, Measurement and Data and Space) are showing a trend upwards since 2004.
- All categories of the Year 3 Test are at the State Mean. This means that our Year 3 students performed similarly on these Tests as the average of other schools in Queensland. Our Year 3 students also performed well against the National Benchmarks.
- All categories of the Year 5 Test are above the State Mean. Our Year 5 students also performed exceptionally well against the National Benchmarks.
- All literacy categories of the Year 7 Test are above the State Mean. All numeracy categories are the same as the State Mean. Our Year 7 students also performed well against the National Benchmarks.

In 2008 Pomona State School was awarded the Regional Showcase Award in Literacy.

Client Satisfaction

All categories in the Parent Opinion Survey (i.e. Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, School Community Relations and Resources) are showing a trend upwards. While our results in all areas are Above State Mean and are satisfactory or very satisfactory some areas are showing greater improvement. These are: Student Outcomes and Pedagogy. Four categories are above the State Mean – Student Outcomes, Pedagogy, Learning Climate and School Climate. This means that in these four categories parents of Pomona State School are reporting more satisfaction than the average of all state schools in Queensland. The Overall Rating for all areas is 3.25 and is above the State Mean at 2.90.

All categories in the Student Opinion Survey (i.e. Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, and Resources) are similar levels to previous years. One

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category is above the State Mean – Resources. This means that in this category students of Pomona State School are reporting more satisfaction than the average of all state schools in Queensland. The Overall Rating for all areas is 3.29 (against a State Mean of 2.85). All seven categories in Staff Workplace Satisfaction (i.e. Environment, Relationships, Operations, Morale, Resources, Work Roles and Work Value) are showing a trend upwards and are well above the State Mean. Three areas – Environment, Relations and Morale – are showing the greatest trend upwards in relation to other state schools in Queensland. The Overall Rating for all areas is 3.29 (against a State Mean of 2.85).