

2017 Annual Report to the School Community



School Name: Pomonal Primary School

School Number: 2859



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 May 2018 at 02:41 PM by Belinda Wethers (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 August 2018 at 06:38 PM by Sarah Sargeant (School Council President)



About Our School

School Context

Pomonal Primary School (PPS), established in 1874, is a small rural school located at the base of the Grampians nine kilometres south of Halls Gap. Students come from the vicinity of the township of Pomonal. In 2017, there were 31 students and 3 classes. The school offered a P-2, 3-4 and 5-6 class and was staffed with 8 staff, consisting of one principal who was overseeing two schools; two full time teachers, two part-time teachers Effective Full Time (EFT) 0.4 and EFT 0.4; EFT 0.2 art teacher, EFT 0.05 Chinese Teacher, full time teachers aid and EFT 0.4 Business Manager.

With small class sizes, children are provided with one on one support and an individualised approach to teaching and learning. There is an integrated approach to learning within agreed classroom lesson structures and routines.

The curriculum is based on the Victorian Curriculum with a strong emphasis on English and Mathematics and the Arts. The school is committed to a whole school approach to Student Learning, Wellbeing and Engagement. The school's curriculum is comprehensive and well resourced, and includes a purpose designed art room. Numeracy and Literacy Intervention programs are implemented to enhance the attainment of numeracy and literacy skills. Specialist programs offered, include an art and garden program, music and physical education.

Students develop an appreciation of the close community in which they live and are supported to be active members of their community and the wider global community. Learning through real-life experiences is a focus through structured gardening and outdoor education programs, community learning activities, camps and excursion, sports days, swimming program, sleepovers, involvement in the Grampians Small Rural Primary Schools Cluster and leadership programs for Years 5–6 students compliment classroom activities. Each of the Victorian Curriculum Domains is covered.

Pomonal Primary School is set in attractive, spacious, well maintained grounds, that overlook the Grampians National Park, and include: a sports oval, tennis court, volleyball court, adventure playground, bmx track, cubby house, sand pit and a variety of garden spaces used for learning. Interactive whiteboards are utilised in both classrooms which are equipped with computers and iPads. A Polycom unit is used for staff and student collaboration with other schools, particularly for staff professional learning. A local playgroup operates fortnightly on site, co-sharing school facilities.

PPS welcomes the active support of parents, carers and the local community with school council and classroom support. Parent and community participation is encouraged and highly valued with many opportunities to become involved in school activities. In a warm and nurturing environment students are encouraged to be curious, enthusiastic and self-motivated learners assisted by integrated modern technology. The development of leadership skills and independence is an important focus for each individual along with a respect of the natural environment.

In 2018 we will continue to work towards whole school curriculum planning, teacher effectiveness, innovative and engaging curriculum, improved student learning outcomes, and improved wellbeing and engagement practices.

Framework for Improving Student Outcomes (FISO)

Below is a summary of recommended considerations from the Peer Review Report 2017

Each recommendation has a list of FISO Essential Elements (EE).

- Engage parents and strengthen local partnerships, promote and support a community of learners (EE 4,5) - Develop excellence in teaching and learning (EE 2,6,7,8)

- Develop increased opportunities for student feedback, student voice and student ownership of their data and learning (EE 4,5)
- Develop a whole school curriculum document and approach to teaching and learning for a sequential and logical implementation of the Victorian Curriculum (EE 1, 3)

Achievement

During 2017 Pomonal Primary Schools' focus was on the delivery of a whole school approach to Literacy. Sound Waves Spelling program was introduced in both the Junior and Senior Classes. In 2017 the Literacy Focus continued with staff Professional Learning focusing on Big Write and VCOP. Pomonal Primary Schools whole school approach to literacy provides staff and students with a continuous, cohesive approach to teaching and learning.

Our 2017 NAPLAN for students in Year 3 and 5 is not available. The four year data indicates that students in Year 3 were achieving 'slightly lower' level than that of the State Reading and Numeracy. The four year data has Year 5 achieving at a 'higher' level in Reading and 'slightly above' level to state in Numeracy.

Teacher judgement shows Prep -Year 6 standards being slightly below State average in English and slightly above the State average in mathematics.

In 2017 Big Write and VCOP and the whole school (sound waves) spelling approach was introduced in an attempt to improve student learning with the focus on Writing. This continues to be embedded in 2018 with the focus on improving student outcomes in Writing.

In 2018, we will continue to provide differentiated learning based on individual student needs and abilities and provide an engaging and integrated curriculum. Imaths has been adopted in Year 3-6.



Improved student growth and outcomes will be the focus of whole school teaching and learning with particular emphasis on Literacy and Numeracy for the next Strategic Plan.

Engagement

Student engagement is essential for continuous growth and improved student outcomes. Unfortunately, there is no data from the students attitude to school. However, student attendance was very pleasing, with all age groups attending school over 94% of the time (except the Year 5 age group, and the students in this year level wen on an extended family holiday, which reduced the attendance percentage).

2017 provided students with many learning opportunities aimed at nurturing engagement including:

- Weekly art/ music and drama sesssions
- Regular Cluster Days
- Integrated learning activities, such as breeding chickens at school
- Community Days such as tree planting adtivities
- A variety of local and non -local excursions related to the curriculum
- Prep-Year 6 camp
- Leadership programs
- Student centred teaching
- Student led morning sport activities

In 2018, we have introduced a Junior School Council where students make decision of how to improve their school using their fundraised monies and plan student events.

Wellbeing

Considerable resources were committed to student wellbeing in 2017. This included classroom integration and the creation of a third class room.

Pomonal Primary School has consistent expectations for classroom and playground behaviour.

- Pride in self and school through commitment to wearing uniform
- Whole-school teaching and learning practice
- Student leadership program
- Multi age teams
- Engaging extra-curricular activities

For more detailed information regarding our school please visit our website at
[enter web address here]





Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 31 students were enrolled at this school in 2017, 20 female and 11 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Lower</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>97 %</td> <td>80 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	95 %	94 %	95 %	97 %	80 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	95 %	94 %	95 %	97 %	80 %	95 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>No Data Available</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>No Data Available</p>	<p>No Data Available</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

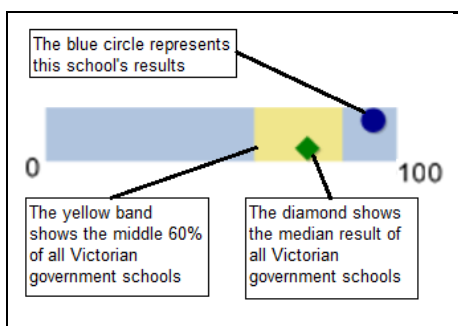
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

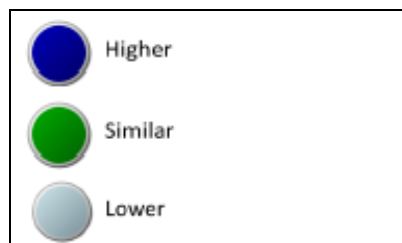


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

In 2017, Pomonal Primary School was overstaffed by teachers as the Principal was shared across 2 schools so additional staffing was required for supervision reasons.

Building works occurred to transform the front building at the school from an art room to the point of call/administration office and the old office was refitted with cabinetry to create a purpose built art space. Additional Cash expenditure was utilised to support camps and excursions and other student engagement activities.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$400,595	High Yield Investment Account	\$39,984
Government Provided DET Grants	\$48,145	Official Account	\$14,181
Government Grants Commonwealth	\$6,200	Total Funds Available	\$54,166
Government Grants State	\$0		
Revenue Other	\$2,345		
Locally Raised Funds	\$58,538		
Total Operating Revenue	\$515,823		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$419,562	Operating Reserve	\$10,000
Communication Costs	\$1,253	Asset/Equipment Replacement < 12 months	\$7,000
Consumables	\$20,491	Capital - Buildings/Grounds incl SMS<12 months	\$2,500
Miscellaneous Expense ³	\$40,315	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Professional Development	\$2,619	School Based Programs	\$10,000
Property and Equipment Services	\$44,130	School/Network/Cluster Coordination	\$4,666
Salaries & Allowances ⁴	\$35,878	Total Financial Commitments	\$49,166
Trading & Fundraising	\$15,556		
Utilities	\$10,431		
Total Operating Expenditure	\$590,235		
Net Operating Surplus/-Deficit	(\$74,412)		
Asset Acquisitions	\$5,668		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

