

2021 Annual Report to The School Community



School Name: Pomonal Primary School (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 Registration 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 2021 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 30 March 2022 at 03:49 PM by Kate Blackmore (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 10:11 AM by Felicity Pitt (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Pomonal Primary School's vision is to empower students to reach their personal best in all areas of the curriculum. Our mission is to provide a place of learning where 'learning for life' is the foundation of all learning activities. Students are encouraged to connect with their environment and wider community, sharing a strong sense of belonging in order to ensure they leave our school with a sense of independence, self-discipline and practical understanding of the curriculum.

Our core values are Respect, Responsibility and Resilience which are pillars of the Pomonal community and understood by students in the following ways.

RESPECT - of self, respect of others' differences and needs, respect of property and the environment.

RESPONSIBILITY - take responsibility for our own learning and for the environment within and out of the classroom.

RESILIENCE – don't give up! Learn from challenges.

Pomonal nestles into the east side of the Grampians (Gariwerd) Range with the National Park creating its western border. The town of Pomonal was named after the Roman Goddess Pomona, goddess of orchards and fruit trees. With the establishment of orchards in the area the school began in 1887.

In 2021, 17 students were enrolled at Pomonal Primary School, which were divided into 2 classes. Prep-3 and 3-6.

In 2021, the staff at Pomonal Primary School comprised of:

Y3-6 Teaching Principal (1.0)

Y3-6 Intervention Specialist (0.2)

P-3 Teacher (1.0)

Tutor Learning Initiative (0.2)

Teaching Aide (0.8)

Teaching Aide (0.5)

Specialist Art Teacher (0.1)

Marc Van - Library Teacher (0.1)

Business Manager (0.2)

Specialist Technician (0.1)

Framework for Improving Student Outcomes (FISO)

In 2021, Pomonal Primary School focused on the FISO improvement initiatives with two goals and five key improvement strategies:

Goal 1 - 2021 Priorities Goal

KIS 1

Curriculum planning and assessment - Learning, catch-up and extension priority

KIS 2

Health and wellbeing - Happy, active and healthy kids priority

KIS 3

Building communities - Connected schools priority

Goal 2 - Improve literacy and numeracy outcomes for all students

KIS 1

Building practice excellence - Embed the instructional model consistently across all areas of learning.

KIS 2

Evaluating impact on learning - Build staff capability to utilise data and a range of assessment methods to inform point

of need teaching and evaluate the impact of teaching on learning.

Pomonal Primary teachers have upskilled in Read, Write, Inc - a dynamic whole school approach to teaching systematic, synthetic phonics to create fluent, enthusiastic readers, confident speakers and willing writers. This approach is being used across the school in classrooms but importantly is being used to target small groups to fill specific gaps in knowledge.

Data collection has been a priority with the teaching and learning team creating a shared data tracking tool allowing all educators to access up to date student data to target specific point of need for students. This accurate collection of data is used to inform Individual Learning Plans (ILPs) that are created with all students and shared with families at student-parent-teacher interviews.

The Pomonal Primary School Instructional Model gives a clear framework for lesson structure and has been designed and developed by the Pomonal Primary School staff to maintain consistency and embed the 'practical understanding' of the curriculum across the school.

Achievement

Pomonal Primary School had a focus on the 2021 Priorities Goal of Learning catch up and extension, Happy, active and healthy kids and connected schools.

LEARNING, CATCH-UP & EXTENSION PRIORITY

1) Increase the percentage of F-6 students achieving at or above the expected level against the Victorian Curriculum according to Teacher Judgement:

Goal - Reading from 54% of students in 2020 to 80% in 2021

Actual Performance - Reading from 54% of students in 2020 to 87.5% in 2021

Goal - Writing from 30% in 2020 to 60% in 2021

Actual Performance - Writing from 30% in 2020 to 87.5% in 2021

Goal - Numeracy Number and Algebra from 84% in 2020 to 95% in 2021.

Actual Performance - Numeracy from 84% in 2020 to 93.8% in 2021.

2) Improve rates of positive endorsement in the Students Attitudes to School Survey for the following components:

Goal - Effective Teaching Time from 88% in 2020 to 95% in 2021.

Actual Performance - NDA

Goal - Differentiated learning Challenge from 78% in 2020 to 85% in 2021.

Actual Performance - NDA

Goal - Self-regulation and goal setting from 75% to 80% in 2021.

Actual performance - NDA

HAPPY, ACTIVE & HEALTHY KIDS PRIORITY

1) Improve rates of positive endorsement in the AtoSS for the following factors:

a) Stimulated learning from 92% in 2020 to 98% in 2021.

b) Motivation and Interest from 83% in 2020 to 90% in 2021.

c) Proportion of students with high levels of resilience from 67% in 2020 to 80% in 2021.

2) Improve the percentage of agree/strongly agree responses in the positive endorsement in the School Based Parent Survey in:

a) Learning catch-up and extension dimension will increase from ?% in Feb. 2021 to ?% in Nov. 2021.

Actual performance: Parent satisfaction - 86.0% compared to state average of 81.8%.

b) Happy, active and healthy kids dimension will increase from ?% in Feb. 2021 to ?% in Nov. 2021.

NDA

3) Improve the percentage of agree/strongly agree responses in the School Based Student Survey in:

a) Learning catch-up and extension dimension will increase from ?% in Feb. 2021 to ?% in Nov. 2021.

b) Happy, active and Healthy kids dimension will increase from ?% in February 2021 to ?% in November 2021.

NDA

CONNECTED SCHOOLS PRIORITY

1) Improve rates of positive endorsement in the AtoSS survey for the following factor:

a) School connectedness (Sense of Belonging) from 67% (2020) to 80%.

b) Teacher concern from 39% (2020) to 70% in 2021.

NDA

2) Improve positive endorsement in School Based Survey in:

a) Connected schools dimension will increase from ?% in Feb. 2021 to ?% in Nov. 2021.

NDA

Engagement

Pomonal Primary School students are engaged and connected to their school and we are proud of the programs which support students in building respect, resilience and responsibility.

In 2021, Pomonal Primary School focused on developing happy, active and healthy kids by using student centred learning experiences for all.

Music with Russ

Men's Shed projects

Cultural programs with Yarran

In 2019, Pomonal Primary School continued to work with families to ensure families and students understood the importance of attending school. If absences could not be avoided due to family appointments/ shared custody in different towns etc. staff ensured students were issued work and followed up that all work was completed in order to prevent students from falling behind.

Pomonal Primary School Student absence was slightly above state average last year and with an average of 17.6 days compared to 16.8 days and quite a bit higher than our 4 year average of 12.4 days.

Wellbeing

Student well-being was a considerable focus for Pomonal Primary School in 2021. Improving student wellbeing has been focussed on by implementing elements of the Resilience Project, Respectful Relationships curriculum and the implementation of the Pomonal Primary School behaviour hierarchy. This was addressed through a whole school approach and regular time-tabling of the respectful relationships program.

Wellbeing during lockdown became a great concern for the school and we responded by including all students in our on-site program to ensure families remained connected to the school and students had a safe, nurturing environment while they worked through their learning.

We prioritise the use of our outdoor environment, making time for physical exercise to maximize wellbeing. Including gardening and cooking in the school programs has allowed us to teach important self care skills.

Finance performance and position

Pomonal Primary School maintained a very sound financial position throughout 2021. A number of grants were applied for and utilised to supplement the schools budget to allow a number of school projects and upgrades to occur.

The financial performance and position report shows an end of year surplus of \$190 796. This surplus was due to the school receiving a \$150 000 grant to run the Out of School Hours Care program over 2 years plus maintenance and bushfire grants issued to the school late Term 4 and through parent raised funds set aside to improve school facilities and grounds. The school received a small amount of Equity Funding, which contributed to the attendance of compulsory staff training and conferences.

For more detailed information regarding our school please visit our website at
<http://www.pomonal.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 16 students were enrolled at this school in 2021, 6 female and 10 male.

0 percent of students had English as an additional language and 35 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

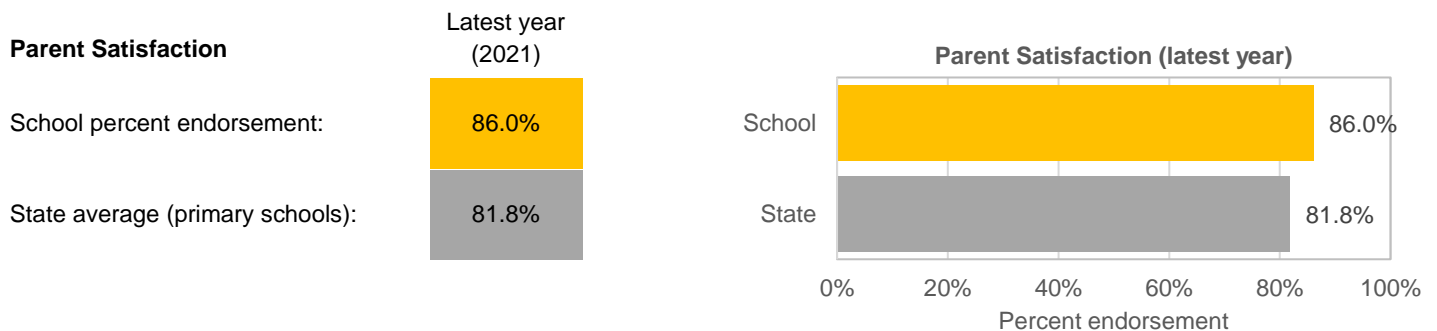
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

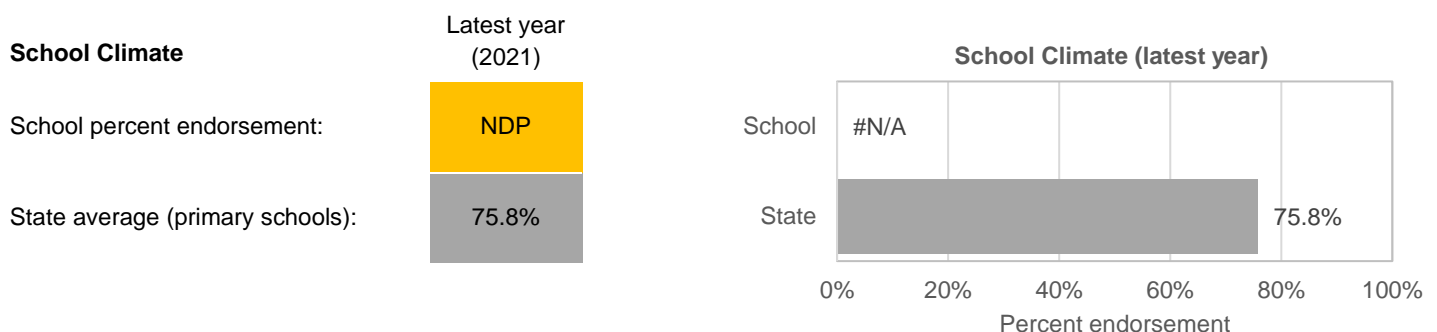


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

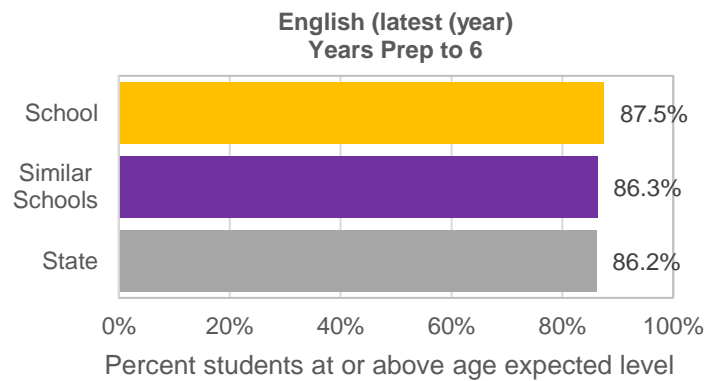
87.5%

Similar Schools average:

86.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

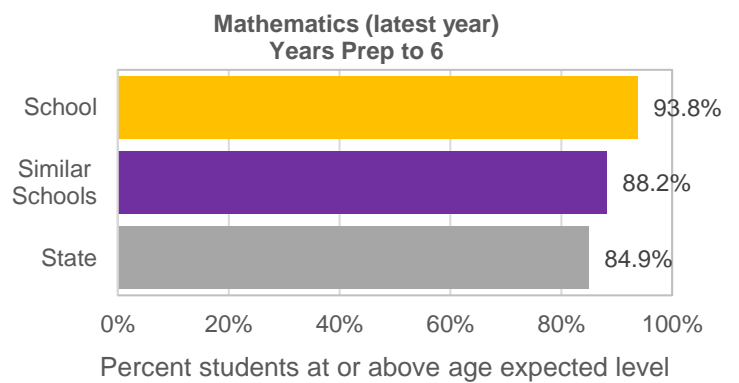
93.8%

Similar Schools average:

88.2%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

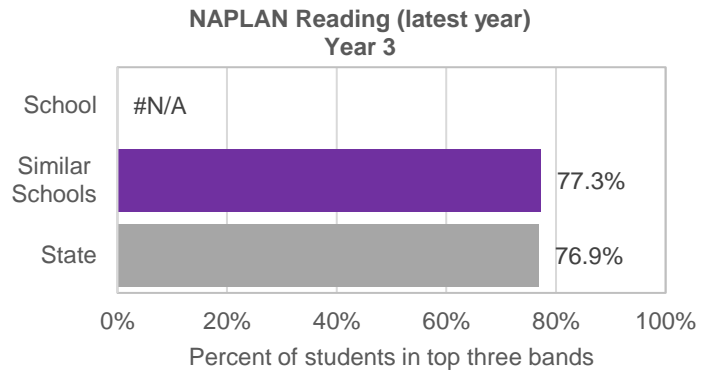
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

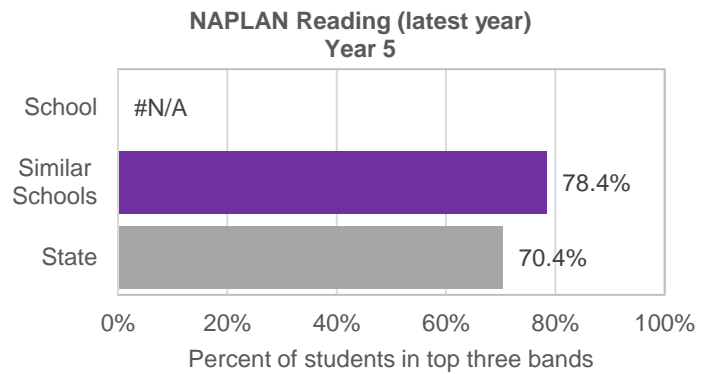
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	66.7%
Similar Schools average:	77.3%	77.5%
State average:	76.9%	76.5%



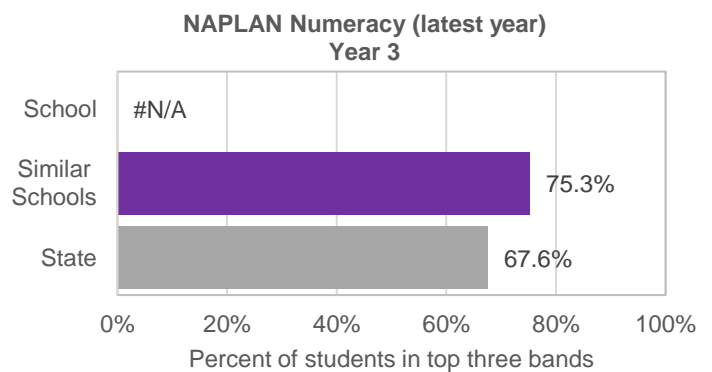
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	70.0%
Similar Schools average:	78.4%	71.4%
State average:	70.4%	67.7%



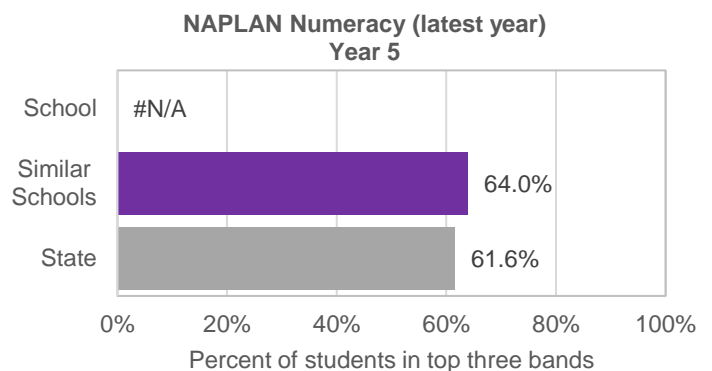
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	88.9%
Similar Schools average:	75.3%	77.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	70.0%
Similar Schools average:	64.0%	63.4%
State average:	61.6%	60.0%



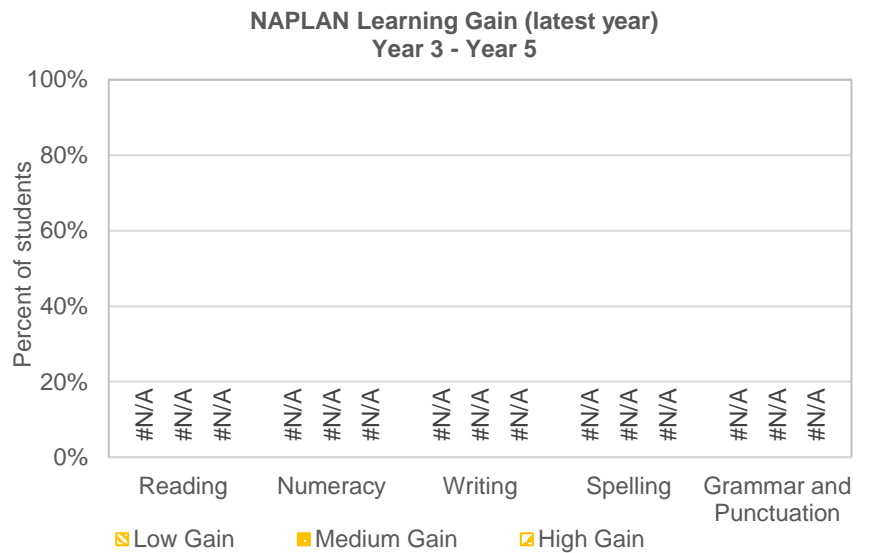
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	29%
Numeracy:	NDP	NDP	NDP	20%
Writing:	NDP	NDP	NDP	23%
Spelling:	NDP	NDP	NDP	23%
Grammar and Punctuation:	NDP	NDP	NDP	20%



ENGAGEMENT

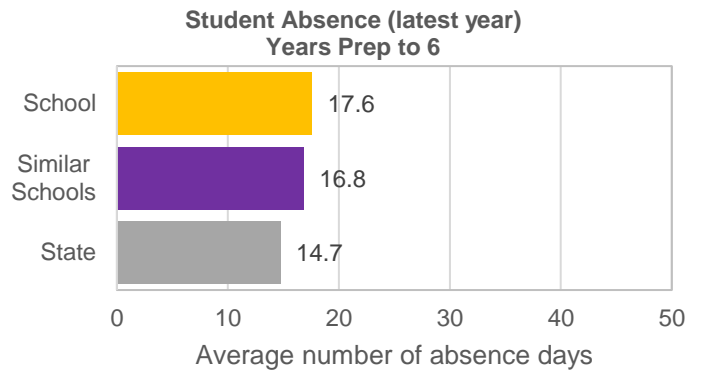
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.6	12.4
Similar Schools average:	16.8	15.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	94%	NDP	NDP	NDA	NDP	NDP

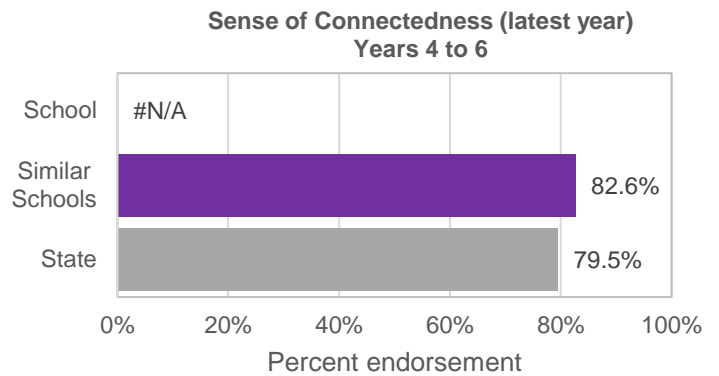
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	NDA	70.0%
Similar Schools average:	82.6%	81.7%
State average:	79.5%	80.4%

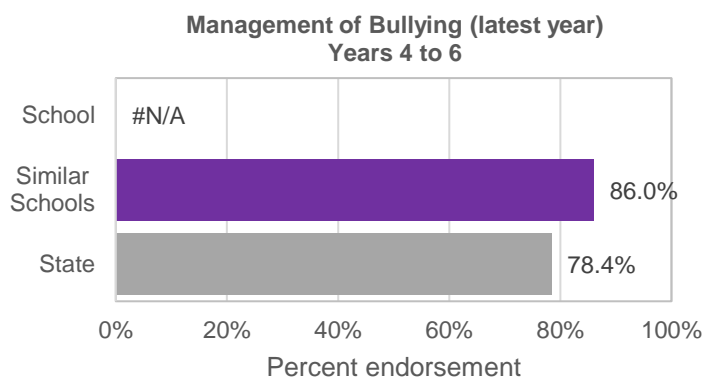


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	NDA	73.1%
Similar Schools average:	86.0%	85.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$372,367
Government Provided DET Grants	\$270,184
Government Grants Commonwealth	\$11,741
Government Grants State	\$189
Revenue Other	\$1,432
Locally Raised Funds	\$15,659
Capital Grants	\$0
Total Operating Revenue	\$671,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$362,520
Adjustments	\$0
Books & Publications	\$8,841
Camps/Excursions/Activities	\$7,022
Communication Costs	\$1,005
Consumables	\$38,506
Miscellaneous Expense ³	\$7,451
Professional Development	\$9,658
Equipment/Maintenance/Hire	\$4,846
Property Services	\$9,572
Salaries & Allowances ⁴	\$58,177
Support Services	\$5,909
Trading & Fundraising	\$1,441
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,920
Total Operating Expenditure	\$520,868
Net Operating Surplus/-Deficit	\$150,704
Asset Acquisitions	\$3,933

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$171,453
Official Account	\$19,343
Other Accounts	\$0
Total Funds Available	\$190,796

Financial Commitments	Actual
Operating Reserve	\$25,194
Other Recurrent Expenditure	(\$253)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$24,941

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.