2020 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 2020 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 22 April 2021 at 09:47 PM by Belinda Wethers (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 08:34 PM by Felicity Pitt (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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, where students are encouraged to connect with their environment and wider community, sharing a strong sense of belonging in order to ensure students 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 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 2020, 11 students were enrolled at the beginning of the year (including 2 German exchange students). A further 7 students enrolled from Term 2 onwards and students were divided into 2 classes. Prep Year 2 and Year 3 -6.
During the Covid lockdown periods, the school provided a mix of off site and on-site learning to cater for students whose parents provided essential services.

In 2020, the staff at Pomonal Primary School comprised of:
Y3-6 Teaching principal (0.7)
P-3 Teacher (Full time)
Teaching Aide (0.8)
Specialist Art Teacher (0.1)
Marc Van (Library Teacher) (0.1)
Business Manager (0.4)
IT Support (0.1)
Intervention specialist (0.2)

Framework for Improving Student Outcomes (FISO)

In 2020, Pomonal Primary School underwent a school review in Term 1, which was carried over to Term 2 as a result of Covid.
The panel agreed that Pomonal Primary School should focus on the FISO improvement initiatives of:
1) Building Practice Excellence
This was achieved by redesigned our Instructional Model to incorporate student voice and the use of the HITS (High Instructional Teaching Strategies). Planning templates and Staff Induction Manuals were created.
2) Evaluating Impact on Leaning
This was achieved by researching and purchasing a number of assessment tools to enable at least 3 different types of assessment to occur and be captured in a shared spreadsheet for reading, writing and maths.
3) Empowering students and building school pride
The school aimed to develop student voice and agency and student learning goals.The school managed to work in partnership with most parents and students to set learning goals by meeting via web-ex to discuss goals etc. Improving students voice and agency was a little more difficult to achieve due to remote learning as students were not able to participate in the leadership activities etc. planned. However, the the school worked hard to try and engage students with learning with regular video conferencing, scheduled catch -up chats and games.

School pride was achieved by working with students to develop plans for improving outside spaces (which were completed whilst the school was in Lock down). The original school building was restored on the outside and the shed and art room received major renovations on the inside. Staff provided virtual tours of the renovations to keep students excited by the improvements. When they were able to return, students were instrumental in maintaining the outdoor learning spaces - these activities instilled a sense of ownership and pride.

Achievement

In 2020, despite the Covid -19 interruptions, Pomonal Primary School made significant progress towards their student achievement goals and outcomes.
Specifically, of the students enrolled at the start of the year who completed their year at Pomonal Primary School, 100% achieved 12+ months learning growth in reading, writing and maths. This was due to the individualised support students received even during the period of Remote Learning.

Students responded well to the individualised learning packs sent home weekly during Remote Learning and enjoyed the freedom of how and when they completed set tasks. Parents were also very engaged and supported their children to complete all set tasks to a high standard. Students shared work and presented assignments via webex. The curriculum delivered during remote learning was often project based and linked to real life tasks students could complete at home. This enabled students to make connections with their learning and increased engagement and enjoyment during remote learning.
Some 'at risk' students were provided opportunities to work at school during scheduled time frames during remote learning to keep them on task and to provide personalised support and intervention/ catch-up This meant that most students continued to progress at the expected rate, despite learning away from the traditional classroom for extended periods of time.

The school Instructional Model was created and embedded across the entire school which ensured a cross-curricular approach to learning occured in all subjects. This enabled students to co-design a new Outdoor Learning space which was completed in 2020.

Strong community partnerships were created between Pomonal Primary School and various community groups, such as: The Pomonal Men's Shed; Pomonal Plant Society; Individuals who volunteered time to teach Auslan, Indigenous Culture, and singing and to provide in-class support/ reading with students.

The school grounds and facilities were improved to increase student engagement and the following works were completed:
-Exterior restoration and painting of the original school building (built in 1887), and ablution block.
-New front entrance sigh
-New Outdoor Learning/ Nature Place Pace was constructed after being designed by students
-Significant works on the roadside were undertaken to enhance the overall presentation of the school and to provide a meeting place for families.
As a result of the extensive works completed and student involvement, Pomonal Primary School won the Victorian School Gardens Award for 'Most Engaging Garden for Play'!

We plan to continue working in partnership with local community groups and individuals to provide project- based learning activites and student focused learning projects.

Engagement

Pomonal Primary School managed to maintain student engagement throughout 2020 by personally contacting students regularly, offering mini prizes daily (students were keen to win them so they tried hard to complete set tasks and attend Webex meetings). Teachers scheduled Webex recess times and even games such as bingo (where students could talk and interact with their peers daily). Staff and students used an app called DOJO which allowed students to photograph

their work and upload it. This allowed staff to provide feedback and praise. Parents could also so the teachers comments and could ask the teachers individual questions relating to their child's work. By encouraging students to upload all work (with little prize incentives), teachers could keep track of students' progress and could contact students and parents if students appeared to be falling behind. This enabled support systems to be put in place before students become disengaged.

Wellbeing

Health and wellbeing supports for staff, students and families were prioritised during remote learning and 'at risk' students were provided with scheduled time-frames to attend onsite so they could receive individualised tutoring and support. Teachers used many creative approaches to keep students active such as the kilometer club, ninja warrior challenge, dance challenges and fitness challenges. Staff remained in regular contact via phone and Web-ex to provide support for each other and to offer suggestions to overcome challenges. Staff contacted parents regularly to check-in on their well-being and to offer encouragement and praise for the wonderful work they were doing supporting their children with their learning.

Once school resumed on site, many lessons were undertaken outside in the Pomonal Primary School grounds and students spent considerable time caring for, planting, harvesting the school vegetable gardens and orchard and participating in sporting activities to improve their overall fitness levels.

Financial performance and position

Pomonal Primary School had a surplus of almost $15,000. This was due to a teacher -aide resigning at the beginning of the lock-down period. As it was difficult to effectively utilise such an employee during remote learning to support PSD funded students, the principal decided to hold of recruiting another staff member until students returned to on-site learning so that staffing could be maximised when students needed support to return to on-site learning. $5000 of this amount was withdrawn by Department Education and Training to support the 2021 Tutor Initiative program.

The school spent $80,000 on improving the outside learning environment utilising grant money obtained at the end of 2019 from the Inclusive Schools program. The project which was completed by Cosson Construction, Stawell came in under budget as contingency plans were budgeted for but not required. The remaining amount of $12,000 is set aside for students/ staff and parents to further add to the Outdoor Learning space in 2021.
Equity Funding was budgeted to provide CRT to release staff to observe other schools to improve practice and to provide additional staffing for high needs students. As this was not possible during Covid, the money was spent to subside an end of year camp to make it affordable so all students could attend and not put further hardship on parents.

The school received $15000 of bushfire preparedness money, which was spent on maintaining the grounds to minismise fore risk and to build a shed to house the ride-on mower and garden tools.
$5900 was spent on upgrading student computers.

For more detailed information regarding our school please visit our website at
https://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 13 students were enrolled at this school in 2020, 4 female and 9 male.

0 percent of students had English as an additional language and 31 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) which takes into account parents' occupations and education.
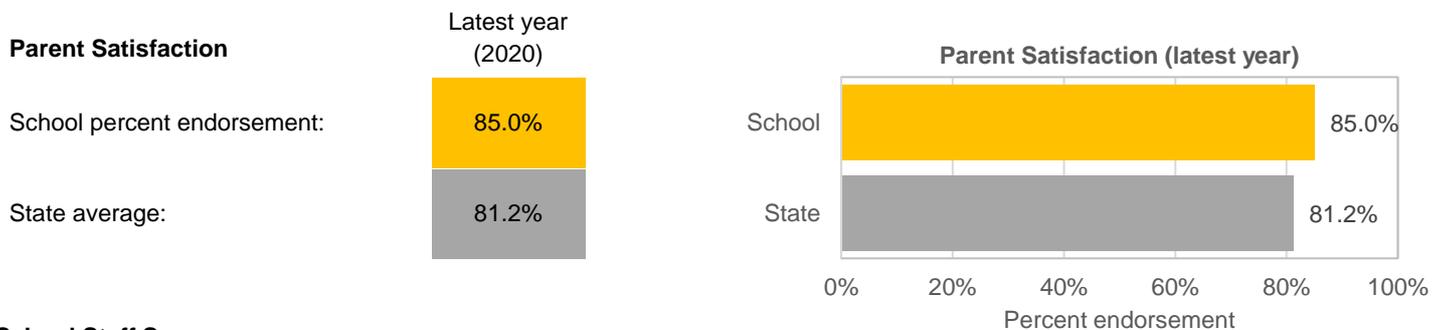
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
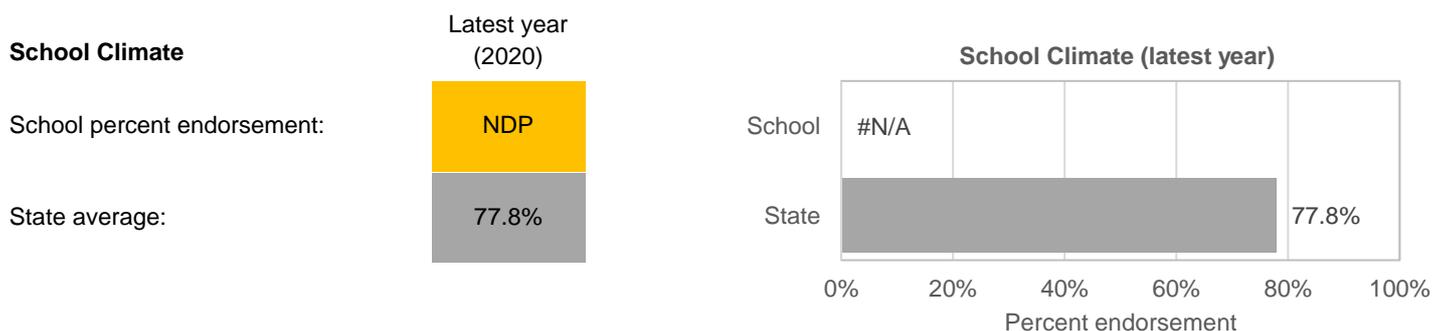
Parent Satisfaction	Latest year (2020)
School percent endorsement:	85.0%
State average:	81.2%

Parent Satisfaction (latest year)

School	85.0%
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	NDP
State average:	77.8%

School Climate (latest year)

School	#N/A
State	77.8%

Percent endorsement

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 (2020)
School percent of students at or above age expected standards:	91.8%
Similar Schools average:	85.4%
State average:	86.3%

English (latest (year)
Years Prep to 6

School 91.8%
Similar Schools 85.4%
State 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
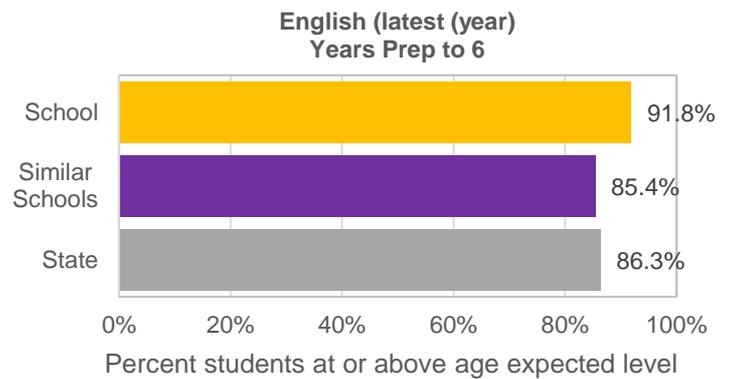
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	95.3%
Similar Schools average:	87.2%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School 95.3%
Similar Schools 87.2%
State 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
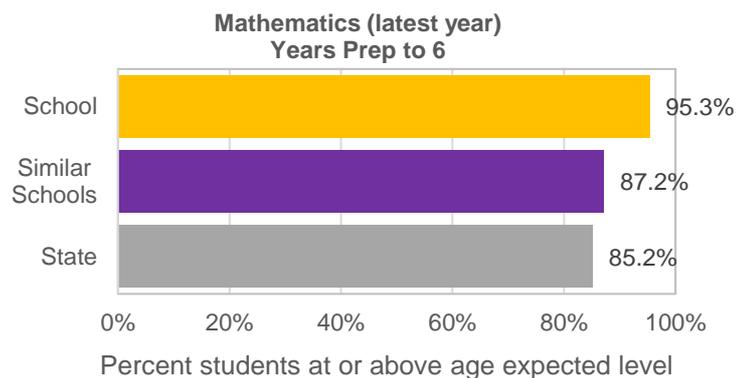
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).
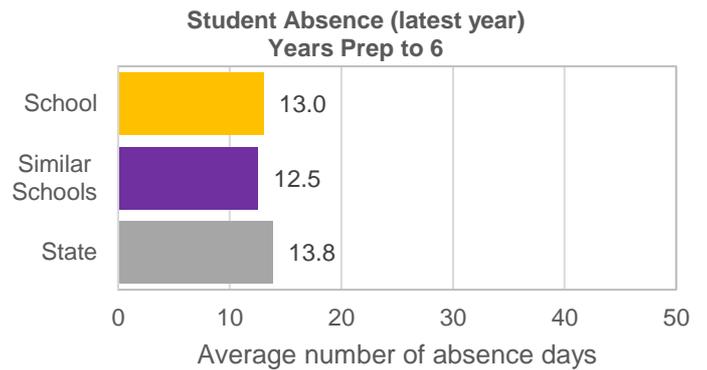
NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	13.0	11.1
Similar Schools average:	12.5	15.2
State average:	13.8	15.3

Student Absence (latest year)
Years Prep to 6

	Average number of absence days
School	13.0
Similar Schools	12.5
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	NDP	NDP	NDA	NDP	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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	66.7%	70.0%
Similar Schools average:	81.4%	82.1%
State average:	79.2%	81.0%
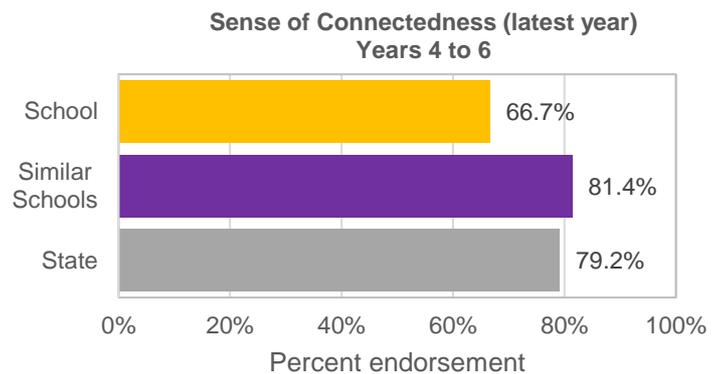
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 66.7%
Similar Schools 81.4%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	72.2%	73.1%
Similar Schools average:	85.9%	85.8%
State average:	78.0%	80.4%
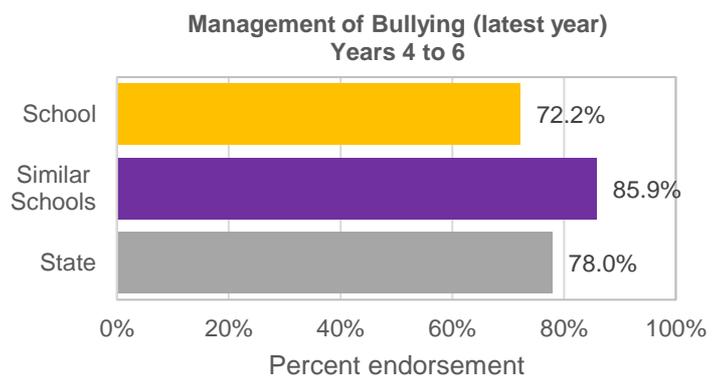
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 72.2%
Similar Schools 85.9%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$295,262
Government Provided DET Grants	$108,809
Government Grants Commonwealth	NDA
Government Grants State	$79,200
Revenue Other	$4,419
Locally Raised Funds	$9,210
Capital Grants	NDA
Total Operating Revenue	**$496,900**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$280,130
Adjustments	NDA
Books & Publications	$178
Camps/Excursions/Activities	$4,657
Communication Costs	$1,041
Consumables	$20,099
Miscellaneous Expense [3]	$9,719
Professional Development	$376
Equipment/Maintenance/Hire	$7,874
Property Services	$23,122
Salaries & Allowances [4]	$31,250
Support Services	$0
Trading & Fundraising	$1,543
Motor Vehicle Expenses	NDA
Travel & Subsistence	$2,079
Utilities	$7,233
Total Operating Expenditure	**$389,301**
Net Operating Surplus/-Deficit	**$107,599**
Asset Acquisitions	**$119,624**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$26,333
Official Account	$2,930
Other Accounts	NDA
Total Funds Available	**$29,263**

Financial Commitments	Actual
Operating Reserve	$14,558
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$14,046**

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.