Principal’s message
It is with pleasure that I present to you the Pomona Public School Annual School Report for 2010. This report reflects the work and achievements of our school and our students.

The school’s motto “Seize the day” guides us in our commitment to provide children with a stimulating, exciting and challenging environment in which individual uniqueness and achievement is celebrated.

The school has enjoyed many outstanding achievements both academically and on the sports field throughout the year. I congratulate every child for their excellent behaviour and wonderful work ethic throughout the year.

Our children continue to benefit from the partnerships which exist within and outside the school, including the P&C Association, parents, and the Pomona community. Many thanks, to our wonderful P&C for their help and support throughout the year.

I am very proud to be the Principal of Pomona Public School and greatly appreciate the incredible support given to the school by our dedicated and professional staff.

We are so fortunate to have a team that is so strongly focused on supporting students to achieve the highest quality educational outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mary Hunt, Principal

P & C message
The P&C has enjoyed another engaging year.

We, as a P&C ended the year with some wonderful achievements for our school and students. The children enjoyed hot lunches that were provided in terms two and three. Many thanks, to Sandra Ferguson who coordinated hot lunches this year.

Fundraising this year has been our chocolate drive, which is successful every year. We also ran a raffle at the end of the year and it also was very successful due to the generous donations from the local community.

Throughout the year, the P&C supported and provided resources towards educational programs, donated book awards for the annual school presentation night, purchased book packs for the Year 6 students and catered for numerous functions.

Two very productive working bees, coordinated by Stephen Hegedus (General Assistant) were held during terms three and four. We have enjoyed using our new BBQ to provide hot lunches for our volunteers, students and staff at our working bees.

The items that were attended to at the working bees were designing and creating our school community’s vegetable garden, putting up the school’s new sign, relocating shed equipment to our new shed and top dressing part of the oval.

Our end of year school concert was a huge success and enjoyed by all. Once again, a special thank you to Mrs Fiona Mackie who performed her magic by volunteering her time to organise the music, script, choreography and teach the dances to the children.

Lastly, the staff organised a day for the local preschool to come and visit our school. All the children enjoyed their day immensely and as a special gift to the preschoolers the staff and the P&C organised a Pomona school library bag full of goodies which included a water bottle with our school logo. A very successful day indeed!

The P&C looks forward to another prosperous year at Pomona Public School.

Di Lovell – P&C President
Student representative’s message

As a student body we have organised a variety of student led projects for the school and broader community. These included:

- Organising the following fundraising activities to raise money for the Year 6 farewell such as the selling of icy poles and crunchas in terms one and four, a Mothers’ Day and Fathers’ Day raffle.
- Organising special days such as: Easter Fun Day, Footy Fever Day and Crazy Hair Day.
- Participation and representation in community organised events such as the Annual Wentworth Show and the ANZAC Day town service.
- Supporting various local and global charities.
- Year 6 student leaders conducting and hosting whole school assemblies.
- Year 5 & 6 students attending a Leadership Day in Buronga.
- Students and parents worked hard to plant a fabulous vegetable garden, which today is just thriving.

Charlotte McLean, Anthony Whitehair and Kayden Cullinan

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>2007</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

Enrolments for 2010 reached nineteen enrolments due to a large Year 6 cohort student group leaving in 2009. The school had one Kindergarten student enrolled at the commencement of 2010. The school was then placed on review as a PP6 during 2010.

Student attendance profile

The school enjoys a higher than average attendance rates and has a nil suspension rate. The student attendance rate at Pomona Public School is 96.3%.

Attendance rate is again above Region and State average.
Management of non-attendance

Regular attendance at school is encouraged and promoted through newsletters. Students who do not attend school must supply a note from their parents or a medical certificate. If notable absences occur non-attendance is addressed through discussion with parents by the Principal or by a referral to a Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 2</td>
<td>K</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K 1 2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K 1 2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3 4 5 6</td>
<td>3</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3 4 5 6</td>
<td>4</td>
<td>9</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3 4 5 6</td>
<td>5</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3 4 5 6</td>
<td>6</td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

Pomona Public School had one multi-staged class K-6 during 2010. An additional teacher was employed part-time to support educational programs.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

The staff consists of a teaching principal. The principal’s position was also placed on review due to the school being on a review classification from PP5 to a PP6.

A part-time teacher was employed to support educational programs in literacy and numeracy; and principal’s release.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Student Learning Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>1.31</strong></td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.19</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>0.686</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

During 2010 Pomona Public School had no Indigenous employee.

Staff retention

Mrs Mary Hunt (Principal) returned from maternity leave at the start of 2010.

At the end of 2009, Miss Leonie Mc Kinnon was a nominated transfer to Gol Gol Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income

| Description                        | Amount  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>42,520.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>41,991.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30,781.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19,774.14</td>
</tr>
<tr>
<td>Interest</td>
<td>2,816.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,798.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>146,681.73</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

| Description                             | Amount  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>4,495.68</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,466.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,051.89</td>
</tr>
<tr>
<td>Library</td>
<td>1,261.44</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,186.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30,958.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,572.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6,973.36</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6,469.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,406.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2,940.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>88,783.17</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 57,898.56

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

2010 has been an excellent year, with many highlights and achievements. Some of these are outlined below.

Achievements

Arts

The Creative and Practical Arts continued to provide students with many enriching experiences. These included:

- All students performed in our annual Presentation Night Concert with skill, professionalism and enjoyment. This year’s concert was “Dracula’s Choice Awards”.

- Throughout the year, the children participated in a range of music and dance activities. This year, the children studied the following dance styles: line dancing and modern/contemporary dance.

- Students displayed drawings, craft and artworks at the annual Wentworth Show. A number of students received recognition for their efforts by being awarded certificates and prizes.

- Students performed songs, poems and verse speaking at whole school assemblies.

- As a part of our studies in Creative and Practical Arts, students enjoyed learning about Modern/Contemporary Art, Aboriginal Art and Impressionist Artists.
Sport

Students at Pomona Public School participate in many sporting activities which promote fitness, skill development and an active lifestyle. During 2010 students participated in:

- Coaching clinics conducted by the Coomealla-Wentworth Cricket Club and Wentworth District Junior Football Club.
- The Lightening Premiership with Year three and four students from other local schools to learn a range of sports.
- An intensive swimming program was conducted in Term Four.
- School based fitness sessions – emphasising participation, fun and skill development.
- Paul Kelly Cup AFL workshop and game day with local primary schools at the Dareton Oval.

The school would also like to thank parents for transportation, assistance at events and the encouragement of students in their sporting endeavours.

**Highlights for the year included:**

**Swimming**

At the Small Schools Swimming Carnival, Madison Gallagher won the Junior Girls Champion and Kayden Cullinan won the Senior Boys Champion.

Small Schools won the Handicap Trophy at the Murray-Darling PSSA Swimming Carnival.

**Cross Country**

The Murray/Darling Cross Country was held at Euston. With great pride the Small Schools team won the Handicap Trophy.

Jarrod Brander won the 11 Years Age Champion and Madison Gallagher won second place in her age division.

Madison Gallagher and Jarrod Brander both won “Age Champion” in their age event at the Barrier Cross Country.

Jarrod Brander and Madison Gallagher also qualified to compete at NSW PSSA Cross Country State competition, representing the PSSA Barrier team.

**Athletics**

This year the Small Schools Athletics Carnival was hosted by Pooncarie Public School. Pomona Public School was the overall winner on the day.

Individual age champions were:

- Junior Girls Champion – Madison Gallagher
- Junior Boys Champion – Samuel Carter
- 11 Years Boys Champion – Jarrod Brander
- Senior Boys Champion – Kayden Cullinan

The Murray-Darling/Barrier PSSA Athletics Carnival was hosted by Gol Gol Public School.

Jarrod Brander won the 11 Years Boys Champion at the Murray-Darling PSSA Athletics Carnival. Kayden Cullinan won runner-up age Senior Boys Champion and Samuel Carter won runner-up age champion for Junior Boys.

Jarrod Brander, Kayden Cullinan and Cameron Cullinan all qualified to compete at the NSW State Athletics Carnival.

**NSW State AFL Football Carnival**

Jarrod Brander proudly represented our school and the PSSA Barrier Team at the AFL State Football Carnival in Sydney. Jarrod was also selected to attend an AFL Talent Squad training camp during the school holidays.

**NSW State Cricket Carnival**

Jarrod Brander and Kayden Cullinan represented our school and the PSSA Barrier team with pride at the NSW State Cricket Carnival, in term four.

**Overall Sporting Achievements**

Jarrod Brander received the President’s Commendation for his outstanding achievement in Sport in 2010 and the Coach’s Commendation from the Barrier PSSA.
National and State Competitions

Pomona Public School students participated enthusiastically and successfully in the 2010 International Academic Competitions conducted by Educational Assessments Australia at the University of New South Wales.

The school received the following awards:

Mathematics Competition: **Distinction** – Zachary Hornby  
**Credit** – Samuel Carter, Jarrod Brander and Charlotte McLean

- English Competition – **Credit** – Jarrod Brander and Charlotte McLean
- Science Competition – **Credit** – Zachary Hornby, Anthony Whitehair and Charlotte McLean.
- Computer Competition – **Credit** - Jarrod Brander, Charlotte McLean and Anthony Whitehair
- Writing Competition – **Credit** – Alex Fasolino and Anthony Whitehair

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Ten or more students must complete the NAPLAN test for individual school data to be publicly reported as small cohorts of students may allow students to be identified.

In 2010, one Year 3 student and one Year 5 students sat the NAPLAN tests.

Individual reports identifying areas of strength and aspects for improvement were sent home to parents. Results from literacy and numeracy have been analysed for each student and will be used to help determine strategies for improvement on an individual basis.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

| Percentage of Year 3 students achieving at or above minimum standard |
|-----------------------|-------------------|
| Reading               | 100               |
| Writing               | 100               |
| Spelling              | 100               |
| Punctuation and grammar| 100        |
| Numeracy              | 100               |
Percentage of Year 5 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**
Aboriginal perspectives are integrated across all key learning areas. This practice has encouraged discussion which has given students a broader understanding and respect for Aboriginal history and culture. Acknowledgement of Country at all formal school functions focuses attention on the traditional custodians of the surrounding lands. Pomona Public School is a member of the Dare to Lead Coalition.

**Multicultural education**
The school maintained a focus on Multicultural Education by providing perspectives in learning K-6 that develop the knowledge, skills and attitudes for a culturally diverse society.

Tolerance and cultural diversity are promoted through the acknowledgement of special events and celebrations which are reflected in units of work studied by our students.

The children enjoyed learning about the country of India and its culture as a part of their studies in Human Society and its Environment. An Indian Banquet Luncheon was held during Term Two.

**Respect and responsibility**
Our school promotes a partnership of shared respect and responsibility between the home, school and local community.

Pomona Public School promotes and expects a high standard of personal behavior: encompassing courtesy, kindness and respect for people, the environment and the rights of others.

Students are taught respect and responsibility through specific programs such as student welfare and leadership; and through the modeling of values by staff and parents.

During 2010:
- Students were given opportunities to lead events such as whole school assemblies, ceremonies and student-led activities.
- All Year 6 students took on a School Leaders’ role.
- Students celebrated days of cultural and historical significance such as ANZAC Day and Remembrance Day.
- Year 6 students were able to take part in Mallee Family Cares’ Respect and Responsibility trip to Melbourne. Students watched two AFL matches, took part in a little league game at half-time at one of the games and visited other sites around Melbourne.
- Students raised funds for chosen charities.

**National partnership programs**
While not part of the National Partnership program, Pomona Public School has benefited from these programs and been included in the Broken Hill School Education Group planning days and professional learning.

Executive and staff have been able to access professional learning and support in school planning and technology through the Western NSW Region – Broken Hill Schools Office Connected Learning Coach and the National Partnership Mentor.
Connected learning

During 2010 Pomona staff took part in joint Staff Development Days focusing on the use of technology in learning. Professional learning also was provided by the Connected Learning Coach. Students and staff were introduced to the use of wikis and various web2 tools in their learning and assessment during terms 3 and 4.

Students and staff continue to use video conferencing as a means of accessing information and support learning on a regular basis. Video conferences have included a 10 week writing program with author Paul Stafford and working with Hastings Public School on our K-2 Juju writing project.

Connected Learning has had a significant and positive effect on our teaching and learning programs. Class lessons are vibrant, engaging and relevant to our students.

Best Start

Best Start is a Government initiative to increase support for the teaching and learning of literacy and numeracy for our youngest students.

Through the Best Start Kindergarten Assessment process staff have the opportunity to observe and record the knowledge, skills and understandings that children in their class bring to school in literacy and numeracy.

The Best Start program also provides parents with feedback on what their child can do, and how they can best support their child’s learning.

Other programs

Country Areas Program

Pomona Public School is a Country Areas Program (CAP) school, and therefore receives funding to achieve the aims of CAP. The three CAP pathways are Quality Teaching and Learning, Technology and Quality Improvement. CAP funding assists Pomona Public School to run effective, innovative and dynamic programs for our students.

During 2010 CAP funding has provided support to our school and district by:

- Helping to provide access for teachers to Reading to Learn training.
- Increasing teachers’ knowledge and skills in using technology based programs to support learning by running a District Initiative for all staff on using Web2 tools in lessons, and incorporating technology in the maths camp presentations.
- Giving students from local schools the opportunity to take part in a district maths camp where students used working mathematically strategies to solve the Amazing Maths Race, and had the opportunity to mix with other students from other schools.
- Providing staff with the opportunity to network with teachers from local small schools to collaborate, plan and implement policies, share ideas and develop educational programs.
- K-2 students participated in a writing and technology project with other schools across the NSW state.
- Helping students to increase language and literacy/numeracy skills in a small group setting by employing a part-time teacher.
Camps and Excursions

During 2010 all students had the opportunity to take part in a variety of excursions.

- Years 5 & 6 students took part in an overnight Mathematics Camp in Wentworth with other Year 5-8 students from local NSW schools. Students worked in groups to take part in an Amazing Maths Challenge around Wentworth where they solved problems in a range of mathematical areas. Students then used Apple Technology including iPads and computers to present their group’s findings.

- Pomona, Pooncarie and Palinyewah students took part in an excursion day to Wentworth where Stage groups rotated through activities such as visiting the Wentworth Gaol, Happy Harold Life Education Van, and the Wentworth Library and attended a concert performed by the Picton High School Band.

- Year 6 students travelled to Canberra on a combined excursion with Wentworth, Dareton, Buronga, Gol Gol and Palinyewah. This excursion supports work on democracy and government, as well as providing students with the opportunity to meet future high school classmates.

Progress on 2010 targets

The school has identified a number of targets and incorporated these into the School Plan for 2010.

Target 1

To have 100% of Year 3 and Year 5 students achieving at or above the minimum standards in NAPLAN spelling

Our achievements include:

- Improved spelling results as evident in class based assessments and standardized tests.
- Explicit teaching of spelling strategies included in teaching programs.
- Providing professional learning to staff in Jolly Phonics and the purchasing of Jolly Phonics resources to support literacy programs with the school.
- Continuing the monitoring of spelling and writing results K-6 in order to inform teaching and learning programs.

Target 2

To revise, modify and implement a whole school assessment plan to improve student assessment of outcomes.

Our achievements include:

- Structuring teacher professional learning to address use of the SMART data analysis of NAPLAN and Best Start to inform teaching and learning programs.
- Using Best Start entry to school assessment data to inform quality early years literacy and numeracy teaching.
- Continuing the monitoring of the whole school assessment plan so that it meets identified school targets, professional learning plans, teaching programs and resources.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Creative and Practical Arts.

Educational and management practice

Background

As part of the cyclic review of school management, an evaluation of school culture was conducted. Staff, parents and students contributed their thoughts on school culture by completing surveys and contributing to discussions at P&C, student and staff meetings.

Findings and conclusions

Analysis of the results showed that the majority of respondents were very supportive of the school culture at Pomona Public School. Aspects which elicited positive responses (almost always or usually) among all three groups included:

- the school’s structures and strategies recognize and celebrate student achievement;
- all staff, parents and students felt that the school’s main priority is meeting the needs of students;
- the culture of the school supports continuous improvement and promotes improved student learning outcomes;
- the school’s culture fosters a sense of belonging and encourages all students to achieve their best; and
- the community is very proud of the achievements of the Pomona Public School.

Future directions

Whilst the culture at Pomona Public School is positive, the school must continue to encourage all members of the school community where possible, to be part of the educational process.

Curriculum

Background

This evaluation was undertaken to gain feedback from staff, students and parents about the teaching of Creative and Practical Arts at Pomona Public School.

Findings and conclusions

The strengths of the current Creative and Practical Arts program were identified as:

- Creative and Practical Arts is viewed as an important subject to learn.
- Students, teachers and parents all agreed that the annual school concert is a valued and important component of the Creative and Practical Arts program at our school.
- Staff strongly agree that they enjoy teaching all strands of Creative and Practical Arts and that the school has adequate resources to teach this subject.
- The majority of students agreed that the Creative and Practical Arts program was interesting, fun and varied.
- Students take pride in their learning and believe that their artworks, drawing, music and dance skills have improved.

Future directions

The school will continue to offer as many opportunities as possible for students to experience performance opportunities both in and beyond the school.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Pomona Public School is an attractive and well resourced school eg: classrooms, technology and grounds.
- Parents are encouraged to contact the school to discuss concerns about their child.
- The school maintains a focus on literacy and numeracy.
• Pomona Public School has competent teachers who set high standards of achievements.
• The school office staff and principal respond to enquiries and requests in a friendly and prompt manner.
• The community is proud of the school and students believe it to be a safe learning environment.

Professional learning
All staff were involved in professional learning in 2010. Mandatory training was completed in the areas of Child Protection, Occupational Health and Safety, First Aid and Anaphylaxis.

Programs for professional learning included:
• Smart Board, Video Conferencing and Bridget training
• Regional Principals’ Conference
• School Management Plan writing, target setting and action plans
• Jolly Phonics
• Best Start Training
• Reading to Learn
• Technology
• NAPLAN and Smart Data
• SASS staff were given training in leadership, finance and ERN.

School development 2009 – 2011

Our school has established target areas with the aim of achieving excellence in education for all students. The following targets will be the major focus in our 2011 management plan.

Targets for 2011
Target 1
**Raise student ability in reading to achieve regional benchmarking levels and have all students performing at chronological age level or above.**

Strategies to achieve this target include:
• Staff to attend ongoing training in Reading to Learn and implement strategies K-6.
• Explicit teaching of reading and comprehension strategies in teaching and learning lessons.
• Increase focus on oral language and vocabulary development in students.
• Analyze NAPLAN data with particular focus on reading.
• Review home/school reading program to support regular participation in independent reading.
• Utilise Best Start data to inform teaching of Kindergarten students.
• Incorporating NAPLAN type questions into literacy sessions.

Our success will be measured by:
• Reading to Learn strategies evident in classroom practice and programs.
• Improvement in the number of inferential reading comprehension questions answered correctly as evident from class based assessments and NAPLAN results.
• An increased percentage of the number of students participating in the school’s home reading program.
• Individual Learning Plans developed for Kindergarten students based on Best Start data.
• All K-2 students reading at or above Western Region Benchmarks.
Target 2

**NAPLAN results to show all students achieve expected growth in numeracy in 2011.**

Strategies to achieve this target include:

- Analyse school based data and SMART data to develop effective whole school numeracy planning and programs.
- Staff to take part in Maths Matters training.
- Staff will continue to develop class programming that reflects student needs and incorporates quality teaching strategies that explicitly develop student knowledge.
- Incorporating NAPLAN type questions into numeracy sessions.
- Implement the training program for Team Leadership for School Improvement with executive and aspiring staff in 2011 to maximize school improvement in student learning for numeracy.

Our success will be measured by:

- NAPLAN results show growth comparable to state in targeted areas in Numeracy.
- Maths Matters strategies evident in class teaching programs and lessons.
- Improved maths results in class based assessments and student progress evident.

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About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mary Hunt - Principal
Marie Patullo – School Administration Manager
Di Lovell – P&C President
Kayden Cullinan – Student Representative
Charlotte McLean – Student Representative
Anthony Whitehair – Student Representative

School contact information

Pomona Public School
West Bank Darling River Rd, Pomona NSW 2648
Ph: (03) 50 273 486
Fax: (03) 50 273 659
Email: pomona-p.School@det.nsw.edu.au
Web: www.pomona-p.Schools.nsw.edu.au
School Code: 2893

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