Pomona Public School
Annual School Report

2011
Principal’s message

It is with pleasure that I present the Pomona Public School Annual School Report. 2011 was a year of change for Pomona Public School with a complete turnover of teaching staff and principal. The way the school continued running smoothly throughout the changes this year shows the depth of the Pomona spirit and values. Our wonderful teaching staff is dedicated, focused on their students and eager to take on any professional learning opportunities that will improve learning for their students.

Our students are focused on their learning, eager and excited to learn. They respect the teachers they have and take the opportunity to learn from every experience, both at school and when on excursions. It is a delight to be working in such a positive environment.

This report highlights the many achievements of our students both academically, socially and on the sporting field. Well done to all students for their excellent behaviour and work ethic throughout the year.

The P & C have been and continue to be an active part of the school community, always supporting the staff in providing the best education for their children. The attendance at working bees such as the building of the Chicken Pen, Swimming Carnival, Cross Country Preparation, and setting up for the concert has been phenomenal.

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.

Jennifer Wall, Principal

P & C message

We may be a small school but we have an active P&C unit that was involved with many activities during 2011 and helped in funding resources and educational opportunities for our students.

We were responsible for the catering at the Small Schools’ Swimming Carnival, Paul Kelly Cup Day, and the Barrier Cross Country event which Pomona School hosted this year.

Throughout the year there were numerous other fundraising activities –pie drive; chocolate drive; boxed cards; Book Club; hot lunch days during winter; Cruncha sales during summer; and the end of year raffle.

A number of successful working bees were held during the year, where P&C participated and supplied a BBQ lunch. These included:

- The oval and track preparation for the Barrier Cross Country.
- Fencing between the oval and the new storage sheds. Establishing new beds in the vicinity of the vegetable garden for the planting of fruit trees, and the removal of the old fence under the pines.
- The chook pen project – In addition to our contribution and materials donated by parents and caregivers, Bunnings supplied some extra materials and 6 staff for the day. They also supplied plants which are now located between the fruit trees.

During the year the P&C purchased educational resources which included readers for the junior classroom; subsidised the cost for each student in Years 3-6 who attended the school camp to Borambala; donated book awards for the Annual School Presentation Night; and purchased a high school book pack for our Year 6 student.

Our thanks to the Mums & Dads, Grandparents and carers of the students at Pomona, for your continued support throughout the year. Events such as the successful hosting of the Barrier Cross Country, especially for a small school such as ours, called on all available resources. Volunteering your time and equipment at working bees makes light work of some of the heavier tasks we encountered. Again a big thanks to all those involved.

Rob Verstappen – 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 have included:

- Organising the following fundraising activities to raise money for the Year 6 farewell – selling Crunchas in Term 1 and 4, Mother’s and Father’s Day raffles.
- Organising special days such as Dress Up as Your Favourite Character, Easter Fun Day and Bike Safety Day.
- Participating in and representing the school in community events such as ANZAC Day Service Wentworth, Respect & Responsibility Trip to Melbourne and the Annual Wentworth Show.
- Supporting charities such as Humpty Dumpty Foundation which raises money for children’s hospital and health; Gospel for Asia where we bought a pair of pigs, 2 Bio Sand Filters and 2 blankets for poor families in Asia; and the Stewart House program which gives students the opportunity to experience the city and coastal areas.
- Year 5 and 6 students conducting and hosting school assemblies, Anzac Day Service and Remembrance Day Service.
- Students in Years 3 to 6 being rostered on to compete jobs around the school as opening up, sports shed, looking after the chickens and vegetable gardens, ringing the bell, putting up and taking down the flag and uncovering and covering the sandpit.

Pomona is a great school. Thanks to all the teachers, parents and staff at Pomona Public School.

*Jarrod Brander*

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**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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

School enrolments increased during 2011 with 5 students commencing Kindergarten and another 6 students enrolling in other grades throughout the year.

**Student attendance profile**

The attendance rate at Pomona Public School has continued to rise and was 97.2% for 2011. This was above the State and Regional averages. Students and parents are to be commended for their commitment to making the most of educational opportunities.
Management of non-attendance

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

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K12</td>
<td>K</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>K12</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3456</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3456</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3456</td>
<td>5</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>3456</td>
<td>6</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

Due to the increased student numbers Pomona Public School was able to employ a second teacher for 2011 which meant that two classes were formed. These were a K-2 class and a Year 3-6 class.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Student Learning Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.436</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>0.896</td>
</tr>
</tbody>
</table>

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

During 2011 Pomona Public School had no Indigenous employees.

Staff retention

2011 saw major staff changes in the teaching positions.

Mrs Mary Hunt commenced as Principal in 2011 however she accepted a transfer effective at the end of Term 1. Mrs Jennifer Wall was appointed Principal from the beginning of Term 2.

Mrs Liz Forster was appointed as the second teacher in a temporary capacity until the end of 2011. Three casual staff filled the roles of the part-time teaching staff.

The non-teaching staff remained unchanged from 2010.

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>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>48,045.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>43,330.88</td>
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<tr>
<td>Tied funds</td>
<td>27,242.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9,530.01</td>
</tr>
<tr>
<td>Interest</td>
<td>3,197.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,223.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>86,524.64</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9,962.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,653.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,738.99</td>
</tr>
<tr>
<td>Library</td>
<td>2,327.38</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,081.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25,331.20</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3,536.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15,057.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9,490.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,595.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4,528.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,714.55</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>89,917.48</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>44,653.04</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the Annual General Meetings of the Parents & Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

During 2011 Pomona Public School students took part in many activities across the Arts, Sporting and Academic Competitions.

Achievements

Arts

Students took part in a wide range of activities to support Creative and Practical Arts. These included;

- All students performing to a high standard in our Annual Presentation Night Concert following concentrated practice emphasising dance, singing, and stage craft.
- Throughout the year, the children have participated in a wide range of music and dance activities. This year the children concentrated on modern/contemporary dance and bush dancing.
- Students displayed drawings, craft and artwork at the Annual Wentworth Show. A number of students were awarded certificates and prizes.
- Two students, Meagan Verstappen and Rupert Mackie, were selected to take part in a CAP Art Camp where they learnt skills of mosaic, felting, cartooning, drawing. Their final pieces of work were displayed at an Art Show where works were auctioned with the proceeds being donated to Stewart House.
- K-2 students attended a performance of ‘My Grandma Lived In Gooligulch’ at the Mercy Theatre.
- All students making and decorating a tool box for their father during a visit from Bunnings staff.
**Sport**

Students at Pomona Public School take part in many sporting activities which promote fitness, skill development and an active lifestyle. During 2011 students participated in:

- Coaching clinics conducted by the Coomealla-Wentworth Cricket Club, Wentworth District Junior Football & Netball Club, and Country Rugby League NSW.
- Years 3 and 4 students participated in a Lightning Premiership Carnival with students from other local schools where they learnt skills in a variety of sports.
- Two swimming and water safety sessions were held in December focusing on water awareness and familiarization, and revision of water safety skills.
- School based fitness sessions four mornings a week emphasising fitness, participation, fun and skill development.
- Year 3-6 boys taking part in the Paul Kelly Cup AFL Round Robin Competition with other local students at the Dareton Oval.
- Small Schools’ Swimming and Athletics Carnivals, and Cross Country Time Trials.
- Barrier Swimming, Athletics and Cross Country Carnivals.
- The Premiers Sporting Challenge with K-2 students achieving a Gold Award and the Year 3-6 class achieving a Diamond Award.

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

**Highlights for the year included:**

**Swimming**

- Madison Gallagher winning 11 Years Girls Age Champion at the Small Schools’ Swimming Carnival.
- Madison Gallagher competing in the Barrier Swimming Carnival in Broken Hill.
- Small Schools winning the Handicap Trophy at the Murray Darling Swimming Carnival.

**AFL**

- Jarrod Brander and Cameron Cullinan who were selected in the Barrier AFL team which competed in the State Carnival in Blacktown.
- Jarrod Brander who was selected in the NSW State AFL Team which played in the National School Sports Competition in Canberra.

**Cricket**

- Jarrod Brander and Cameron Cullinan who were selected in the Barrier Cricket team which competed in the State Carnival in Newcastle.
- Jarrod Brander being selected captain of the Barrier Cricket Team.
- Pomona fielding a mixed team in the Milo Kanga 8s Cricket Tournament in Wentworth.

**Cross Country**

- Pomona Public School hosting an extremely successful combined Barrier and Murray Darling Cross Country Carnival at Pomona, and showing just how well a small school can run a carnival. Thank you to Mrs Forster who co-ordinated the day in such an exceptional manner, and the school staff, parents and P&C who took part in working bees and undertaking jobs on the day.
- Small Schools winning the Handicap Trophy at the Murray Darling Cross Country.
- Oliver Carter winning the 8/9 Boys Barrier & Murray Darling Age Championship.
- Madison Gallagher winning the 11 Year Girls Murray Darling Championship.
- Jarrod Brander winning the 12/13 Years Boys Barrier and Murray Darling Championship.
- Samuel Carter and Jaidyn Ruhs placing 2nd and 3rd in the 11 Years Boys Murray Darling Championship.
Athletics

- Darby McLean winning the Junior Boys Championship at the Small Schools’ Athletics Carnival.
- Madison Gallagher winning the 11 Year Girls Championship at the Small Schools’, Murray Darling and Barrier Athletics Carnivals.
- Samuel Carter winning the 11 Year Boys Championship at the Small Schools’ and Murray Darling Athletics Carnivals.
- Jarrod Brander winning Senior Boy Championship at the Murray Darling and Barrier Athletics Carnivals.
- Small Schools winning the Handicap Trophy at the Murray Darling Athletics Carnival.

PSSA

At the Barrier Primary Schools Sporting Association (PSSA) Awards Dinner in Broken Hill the following students received awards:

- Jarrod Brander received a Sporting Blue Medallion for representing at a State Level in AFL, and a Certificate of Achievement for representing Barrier more than 3 times.
- Cameron Cullinan received a Certificate for Achievement and Effort in the Barrier Cricket Team.

Bookweek

Students and staff dressing up as book characters for the Book Week Parade.

100 Years of Education in Pomona

Students and staff dressing up and taking part in an Olden Days Activity Day to celebrate 100 Years of education in Pomona. Students learnt bush dancing, learnt about schooling 100 years ago and a typical student’s day, old time games and cooked food such as damper and biscuits, and had a typical lunch with boiled eggs, roast meat, damper, dripping.

University of New South Wales International Academic Competitions

Students in Years 3-6 were given the opportunity to take part in the 2011 University of NSW International Academic Competitions. Congratulations to all students who took part in these challenging tests. The following students excelled and received awards for their efforts:

- **Computer Skills Competition:**
  - Distinction – Ryan Wisneske;
  - Credit: Jakob Dickson

- **Science Competition:**
  - Credit – Zachary Hornby and Jakob Dickson

- **Mathematics Competition:**
  - Credit – Jakob Dickson and Zachary Hornby

AFL Respect & Responsibility Camp to Melbourne

Four students - Jarrod Brander, Rupert Mackie, Nayte Ladson and Cameron Cullinan, attended this 3 day trip to Melbourne where they watched two AFL games and took part in a half-time game at one match, and visited several venues around Melbourne.

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 publically reported as small cohorts may allow students to be identified.

In 2011 Pomona Public School had two Year 3 students and 11 Year 5 students who sat the 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.

**Literacy – NAPLAN Year 5**
Numeracy – NAPLAN Year 5

Progress

The average progress data is for students in Year 5 who were also attending Pomona Public School when they were in Year 3.

Literacy

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</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
At Pomona Public School we encourage students to develop skills, knowledge and attitudes required to be part of a multicultural 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 school enjoyed learning about the country of Mexico and its culture as part of studies in Human Society and its Environment. The unit of work culminated in a Mexican Fiesta Day at the end of Term 2 which included cooking Mexican food, dancing and the making of piñatas.

National partnership programs
While not part of the National Partnership Program Pomona Public School has benefitted from these programs and been included in 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 Broken Hill Schools Office Connected Learning Coach Sally Fitzalan and the Partnership Mentor Darryl Ward.

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, and use of the K-2 Literacy and Numeracy Frameworks staff have the opportunity to observe and record the knowledge, skills and understandings of the children in their class. 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 2011 CAP funding has provided support to our school and district by:

- 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.
- Increasing student engagement by employing a part-time teacher to focus on science based learning. We were able to purchase digital microscopes and other resources for use in the classroom.
- Providing the opportunity for two students to attend the CAP Arts Workshop at Tara near Wentworth. Students were able to learn about activities such as cartooning, drawing, painting, felting, mosaics.
- Year 3-6 students took part in an enlightening workshop given by John Joseph called *Mind Your Brain: How to Become a Superstar Learner*. Students learnt about the parts of their brain and what their function is, and the best conditions to encourage learning.

- Improving Quality teaching by allowing teachers to attend a 5 day Kagan Co-operative Learning Course which was aimed at engaging students in their learning by using co-operative learning strategies and activities.

**Sustainable Living Project**

2011 saw the culmination of the schools Sustainable Living Project. Activities included:

- A working bee was held to clean up the vegetable garden area, remove an old overgrown wire fence, install new gates and fence near the shed and vegetable garden area, build mounds to plant fruit trees and the planting of vegetables.

- A Community day led by Bunnings to build a chicken house for our school chickens, and plant vegetables.

- All students being rostered on to feed and water the chickens, and collect eggs daily.

- The sale of eggs to help support the upkeep of the school chickens.

- The harvesting of vegetables from the school garden for use in cooking activities.

- Regular cooking of healthy meals using ingredients grown in the garden.

**Camps and Excursions**

During 2011 the students had the opportunity to take part in the following excursions:

- The Year 3-6 students travelled to the Borambla Sport & Recreation Camp near Wagga with Year 4/5 from Gol Gol Public School. Students took part in a wide range of activities such as archery, canoeing, rock climbing, rope mazes, boomerang throwing, problem solving and BMX Bike riding.

- Year 3-6 students attended the John Joseph workshop Mind Your Brain: How to become a Superstar Learner at Coomealla Golf Club along with students from other local schools.

- All students from K-6 joined students from Pooncarie and Palinyewah Public Schools on a joint excursion to Wentworth. During the day students attended the Wentworth Library, Wentworth Rotary Museum and the Healthy Harold Life Education Van.

- The K-2 students travelled by mini-bus to Mildura to attend a performance of ‘My Grandma Lived in Gooligulch’ at the Mercy Theatre; took a cruise on the paddle steamer ‘Melbourne’ and had a chance to steer the steamer; and visited Park for Play.

- Our Year 6 student joined other local Year 6 students on an excursion to Canberra visiting National sites such as Parliament House, Old Parliament House, the Institute of Sport and the Australian War Memorial.
Progress on 2011 targets

During 2011 the school identified a number of targets which were incorporated into the school plan.

**Target 1**

**Raise student ability in reading to achieve regional benchmarking levels. Have all students performing at chronological age level or above based on the Waddington Reading tests in 2011.**

Our achievements include:

- Staff being provided with in class modelling of Reading to Learn strategies by the English consultant.
- Reading to Learn strategies being incorporated into classroom teaching.
- Staff attending Best Start training and implementing the strategies and assessments in their literacy sessions.
- Culling old and out of date readers and the purchase of good quality texts to support reading in the K-2 classroom.
- Purchase of TORCH Reading Comprehension test and a PM Benchmark Kit to enable better assessment of students.
- Staff conducting regular running records to monitor reading levels.
- Individual Learning Plans for targeted students, and focused individual or group lessons with the Support Learning teacher.
- All students being above or very close to Western Region Benchmark levels.

**Target 2**

**NAPALN results will show all students achieving expected growth in numeracy in 2011.**

Our achievements include:

- Two staff members taking part in Maths Matters training.
- Staff incorporating Study Ladder online learning in mathematics to support and reinforce learning in the classroom.
- The inclusion of more hands on learning activities especially in the area of measurement.
- The purchase and use of Mathematics Think Tanks to improve problem solving strategies and the application of mathematical knowledge.
- Considerably improved growth in numeracy in 2009-2011 when compared to the 2008-2010 cohorts.

**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 2011 our school carried out evaluations of Learning and Mathematics.

**Educational and management practice**

**Learning**

**Background**

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

Analysis of results shows that teachers, students and parents feel strongly that learning is the core business of the school.

Teachers, parents and students felt that:

- The school community has high expectations of students both in academic learning and behaviour.
- Students try to do things that are new and different.
- Students are encouraged to reflect on their learning and engage in self-assessment.
- Teachers also need to keep learning and critically reflect on their teaching practice so that their teaching practice is effective and they are up to date with current research.
- The school has good equipment and is well resourced.

**Future directions**

The school needs to maintain its focus on a broad education for all students while continually striving to improve literacy and numeracy skills. The students enjoy learning from other people and trying things that are new and different.

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**Curriculum**

**Mathematics**

**Background**

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

**Findings and conclusions**

Students, teachers and parents all strongly agreed that mathematics in an important area of learning at school and is essential knowledge.

Students commented that:

- Hands on activities help with their mathematical learning.
- They enjoy working with others to solve maths problems.
- They have improved in mathematics.
- The use of computer based learning such as Study Ladder helps them with their learning.
- They enjoy rotational based activities where they undertake a variety of tasks such as computer, focused learning with the class teacher, problem solving with partners and individual learning to learn about a focus area.

Parents agree that:

- Their children have developed new skills in mathematics.
- They have a good understanding of the mathematics taught at schools.
- Their children enjoy using computers and doing practical work in mathematics at school.

Teachers agree that:

- They enjoy teaching all strands of mathematics.
- The Mathematics Syllabus is the basis of their teaching and assessment.
- The school has good resources for the teaching of mathematics.

**Future directions**

Mathematics will continue to be a focus area of learning in the school. During 2012 the areas of
measurement, space and problem solving will be focus areas. Teachers will provide a variety of activities and learning opportunities to assist students with their learning.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents, students and staff all feel that Pomona Public School is a friendly school where everyone works together and is accepting and tolerant of each other, and there is a focus on core values.
- Students strongly feel that the teachers help them to do their best, and they like the way the parents and school work together.
- Parents feel that they are encouraged to and able to contact the school to discuss concerns relating to their child.
- Parents, students and teachers feel that the school maintains a strong focus on numeracy and literacy while still offering a broad range of learning experiences.
- Parents feel that there is good communication from the school via notes, fortnightly Newsletters, Information Book, the Annual School Report and school website.
- Student achievements are recognised through the school award system at morning and term assemblies, and in Newsletters.

**Professional learning**

Teacher professional learning is vital to ensure that teachers are kept up to date with current pedagogy and curriculum content. A variety of professional development activities were undertaken by all staff (including support staff) throughout 2011. All staff attended professional learning workshops and school development days in Term 1, 2 and 3.

Mandatory training was completed in the areas of Child Protection, Anaphylaxis, CPR and Occupational Health and Safety – Talking Workshop for Teachers.

Professional learning funds were targeted to meet the priorities as outlined in the school’s management plan and Western Region’s plan. The school supplements professional learning activities with funds from Country Areas Program and the school’s global budget.

Pomona Public School had two part-time teachers working towards teacher accreditation with the NSW Institute of Teachers and none having to maintain accreditation at Professional Competence.

The total expenditure for Professional learning from all sources was $7851. This was for 2 full-time staff members and two part time teachers. Thirty seven days were devoted to professional learning by teachers.

Five days were devoted to professional learning by support staff. This was for 1 School Administration Manager, Computer Co-ordinator and General Assistant.

Programs for Professional learning included:
- Connected Classroom Training
- Best Start Training
- Regional Principals’ Conferences
- School Management Planning – target setting and writing of management plans
- KAGAN Co-operative Learning 5 day workshops
- KAGAN Persuasive Writing Workshop
- SASS Training in finance and administrative systems
- SCHOOL Financial training for the Annual Financial Statement
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Students will improve their spelling strategies and accurately apply them across a variety of genres.

2012 Targets to achieve this outcome include:

- Students will be able to spell at or above their chronological age.

Strategies to achieve these targets include:

- Continue to implement Reading to Learn strategies in the classroom including the spelling component.
- Implement the L3 Program in the K-2 classroom which focuses on explicit reading and writing lessons for Kindergarten students.
- Continue using the Jolly Phonics Program in the K-2 classroom.
- Utilise Best Start data to inform teaching of students in the K-2 classroom.
- Staff analyse spelling results through the use of Smart data and diagnostic tests, and address areas of need in the classroom program.
- Individual Learning Plans are developed for students with identified weaknesses in spelling.
- Targetted students are placed on the Multilit and/or Fast ForWord Program.
- All teachers will participate in ongoing professional learning opportunities focusing in the explicit and systematic teaching of spelling strategies.

School priority 2

Outcome for 2012–2014

Learning activities are structured to encourage student attendance and engagement.

2012 Targets to achieve this outcome include:

- Students are engaged in regular hands on science based activities at school.
- Students use school grown produce to cook healthy meals three times a term.
- Students present work using Web 2 based tools at least once a semester.
- Every student will perform in front of an audience at Term Assemblies and Annual Concert.

Strategies to achieve these targets include:

- All students will have the opportunity to be involved in excursions, incursions, visiting performers/speakers and activities to support student learning.
- The interactive whiteboard and new technologies will be used to increase learning experiences and engage students.
- Showcasing of student achievements and work to parents and community members at assemblies, special days and in local papers.
- Students will learn about Sustainable Living through practical activities based around the school vegetable garden and chicken house.
- Employing a teacher to run a science based program for K-6 students.
- Participating in musical based programs, and concert items.
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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: