

2013 Annual Report to the School Community

Pomonal Primary School

School Number: 2859



Name of School Principal:

KIM McCANN

Name of School Council President:

JASON HOSEMANS

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

PURPOSE - In a warm and nurturing environment students are encouraged to be curious, enthusiastic, self-motivated learners assisted by integrated modern technology.

The development of leadership skills and independence is an important focus for each individual along with a respect of the natural environment.

Students develop an appreciation of the close community in which they live and are supported to be active members of their community and the wider global community.

VALUES - Pomonal School should be a place of learning where everyone in the school community feels a sense of belonging. Where respect, responsibility and persistence are our key values which underpins education at the school.

Pomonal Primary School is a small two teacher school, with a full time principal and one other full time teacher, two non-teaching staff work at the school part time and two community volunteers help at the school on a daily basis.

A number of young families have moved to Pomonal during the last few years, as a consequence, the school enrolment has grown to 26 in 2013 and is expected to be around 30 in 2014. Technology enables the students to gain all of the information available to students in larger schools but allows the students to enjoy their childhood in a family atmosphere.

Both students and their families have a strong sense of belonging to this Grampians school. It is an integral part of the close Pomonal community. Families of the students play a very active role at the school, through School Council, Parent's Club and involvement in the school's learning programs. Parents have set up a weekly playgroup in the school grounds and pre-schoolers enjoy regular interaction with school children.

The school is proud of the academic and sporting achievement of its students, over a number of years. It offers, along with its neighbouring schools in the Grampian's Cluster of small schools, a strong leadership program for all senior students. The development of leadership skills and independence is an important focus for each individual along with a respect of the natural environment.

Reflecting the strong arts community in Pomonal is the school's fine arts program. This program includes involvement from artists living in the Pomonal district, visits to the NGV and the Ballarat Art Gallery for all students as well as a varied and stimulating creative sessions.




Achievement	Engagement	Wellbeing
<p>The focus of student achievement throughout the school is individual progress. With comparatively small numbers of children at each class level, displaying a wide range of “learning readiness” and ability, the teaching focus is extending each child’s learning from their current base. This is most particularly the case for the key learning areas of English and mathematics.</p> <p>About a fifth of the students have achieved at a higher than expected level (for their grade) in English, mathematics or both. A similar number of students achieved slightly lower than the expected level however most were no more than 6 months behind this level.</p> <p>Part of the teacher aide’s time was devoted to students in grades one and two who needed extra assistance with reading.</p> <p>The use of educational computer programs has been extended in 2013 now that sufficient computers have been purchased to have an almost 1/1 ratio. Students have continued to use Mathletics for practicing maths skills and Maths 300 continues to be used to extend mathematical thinking.</p> <p>Reading Eggs have been introduced to the junior class which facilitates both learning at an appropriate level for the student in English at school and home.</p> <p>Unfortunately students achievement data is derived from teacher judgments exclusively as there was only a single student in both grades 3 and 5 who sat the NAPLAN tests.</p>	<p>In both the senior and junior sections of the school the general classroom program is theme based. In the senior grade in particular the students have some say in selecting the themes, keeping in mind the need to cover the AusVELs curriculum. As many of the curriculum areas as possible follow the theme. During term 2 the senior students studied the Shipwreck Coast of Victoria. Students read of the reasons immigrants wanted to come to Australia in the 1860s onward and of the conditions onboard the ships. They then wrote their own historical fiction stories. The camp for grades 2-6 was to Warrnambool where students had the opportunity to travel along the coast and visit the Maritime Historical Village to see museum and how the immigrants lived.</p> <p>The art program has continued to engage the students at all levels. Local artists have conducted workshops throughout the year. These have included glass blowing, metal work, pottery and felting. Students have been involved with the local Native Plants Society making a mural of plant painting for the Society’s annual exhibition. Students also enjoyed a day trip to the National Gallery of Victoria to see the Monet exhibition after an intensive study of this artist’s work.</p> <p>The small numbers of students in the school meant that during 2013 all senior students had to take part in some sports activities in order for the school to field a team. The school competed in volley ball, soccer and cricket, as well as the usual swimming and athletics.</p>	<p>The playgroup at the school has continued to thrive with a great many new babies and mothers, attending. The children who have attended the playgroup based at the school are very familiar with the classrooms, teachers and students when they arrive as preps and usually start school very confidently. The beginners previous experiences at the school and the comprehensive orientation program conducted during term 4 makes for a smooth transition to school.</p> <p>In 2013 there was only one student leaving for secondary school. He and his family found the Stawell and district orientation days most valuable. The program was organized by Stawell and District Health and included a day for just the small school grade 5 and 6 students and then a second day with all students from the large and small schools. Both government and the Catholic systems were included. School attendance indicates Pomonal students attend at a rate similar to like schools however two children were away on an extended family holiday for six months which has made a significant impact on the attendance data. Taking these two students out of the calculations attendance data would be better than that of like schools.</p>

For more detailed information regarding our school please visit our website at <http://www.pomonalprimaryschool.com.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 26 students were enrolled at this school in 2013, 14 female and 12 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>The chart displays five horizontal bars, each representing a domain. Each bar is labeled with '100%' and a performance level below it. The bars are: Reading (blue, Low), Numeracy (blue, Low), Writing (purple, Medium), Spelling (purple, Medium), and Grammar and Punctuation (green, High).</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>




Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1040 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>85 %</td> <td>98 %</td> <td>94 %</td> <td>89 %</td> <td>NA</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	85 %	98 %	94 %	89 %	NA	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	85 %	98 %	94 %	89 %	NA	95 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p>

How to read the Performance Summary 2013

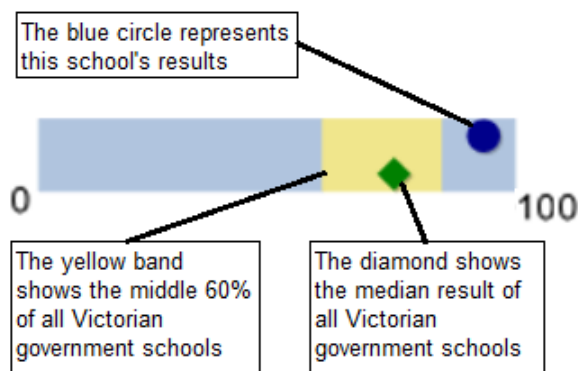
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

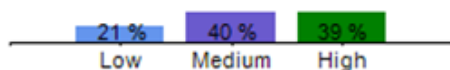
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$85,644
Government Grants Commonwealth	\$7,680
Revenue Other	\$3,291
Locally Raised Funds	\$20,361
Total Operating Revenue	\$116,975

Funds Available	Actual
High Yield Investment Account	\$70,696
Official Account	\$3,226
Total Funds Available	\$73,922

Expenditure	
Books & Publications	\$750
Communication Costs	\$1,560
Consumables	\$5,379
Miscellaneous Expense	\$18,890
Professional Development	\$1,826
Property Maintenance	\$32,513
Salaries & Allowances	\$40,656
Trading & Fundraising	\$8,208
Utilities	\$5,574
Total Operating Expenditure	\$115,356

Financial Commitments	
Operating Reserve	\$17,827
Asset/Equipment Replacement < 12 months	\$6,252
Maintenance - Buildings/Grounds incl SMS<12 months	\$13,223
School Based Programs	\$36,621
Total Financial Commitments	\$73,922

Net Operating Surplus/-Deficit **\$1,619**

Asset Acquisitions **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Pomonal School is in a sound financial position, having sufficient funds in reserve to meet any unforeseen expenses should the situation arise, within a reasonable scope, given the school's small budget. The school finances, with the guidance of the school council, have been prudently administered so the student's needs and programs within the school have been adequately catered for. This statement shows a surplus of \$1,619.00; this money relates to casual relief teacher pay, to cover the permanent teachers attending professional development, which was budgeted for but not spent in 2013.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Empowering Local Schools	\$0
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.