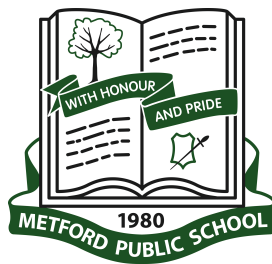


Metford Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Metford Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Catherine Watt

Principal

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Message from the Principal

2016 was an exciting, interesting and challenging year for our Metford Public School community.

The school continued its sharp focus on improving student learning through the implementation of teaching strategies that catered for individual student need. Partnerships with families and agencies assisted students to be the best learners they could be and ensured that staff and students continued with their life-long learning journeys to enable them to live and work in the 21st century.

Metford Public School weathered all challenges and opportunities in 2016 and the school continued to enjoy the support of a wonderful community. We look forward to an even better 2017.

School background

School vision statement

Metford Public School will be a positive learning community that builds upon quality relationships and develops inquiring minds. Learners will feel valued and safe to explore opportunities with confidence and be passionate about their learning in readiness for their future challenges. This vision is closely aligned to the Melbourne Declaration on Educational Goals for Young Australians (December 2008), in which schools play a vital role in promoting intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. Metford Public School shares this responsibility with students, parents, carers, families, the community and educators. Our vision is further underpinned by our core values of Respect, Responsibility and Commitment with Honour and Pride

School context

Metford Public School is primary school to the east of Maitland. In 2014, the enrolment fluctuated between 289 and 312 with an equal number of boys and girls. In addition, 22% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English. At Metford Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Metford Public School is a proud member of Maitland Learning Community of partner schools comprising seven primary schools and one high school. Our school has thirteen permanent classroom teachers, including three executive positions, two learning support teachers, a part time librarian and three Early Action for Success program staff. Metford PS receives transitional equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index, FOEI, for 2015 is valued at 152, which recognises our community's low socioeconomic standing. Metford Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students from kindergarten to year six to be skilled, knowledgeable, creative, collaborative, communicative and critical thinkers to ensure they are on a successful journey of life-long learning. We work closely with all our families to discover and develop the potential of every child. Metford Public School is a strong participant in Language, Literacy Learning, L3, and Focus On Reading programs; is a "Restorative Practices" school; a member of the Dare to Lead coalition of schools; a member of the Maitland Aboriginal Education Consultative Group, AECG; and is an active participant in Maitland City Council initiatives. The school is supported by business partnerships with Good Guys, attendance awards, and Greenhills Dental, Breakfast Club initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school will analyse the limitations of the school parliament process and strengthen student leadership through the development of a student decision making body that is representative of students K-6, with visible decision making and communication to the school community. Utilising a school assets map, strategically invite parents and community to be involved in school planning committees. Through these committees we will be able to determine the most effective methods and timing to communicate student learning and school performance data to the community. The school will realign the 2017 iteration of the school plan to reflect changing systems, school and community needs ensuring that the products are measurable and financial resources are allocated to the strategic directions.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students access high quality, personalised, reflective learning

Purpose

Our purpose is to provide a high standard of education through teaching and learning programs that consider and inspire every student and teacher to achieve their full potential. This personalised approach prioritises the quality learning environment

Overall summary of progress

All teachers (K–6) used PLAN data system to enter individual student literacy and numeracy growth every 5 weeks. School teams track individual student progress and visually display growth results on a Literacy and Continuum tracking data wall. PLAN data is analysed to program content differentiation, and Learning and Success Teachers deployed to meet targeted area of need.

The school will need to continue to use data, differentiation and additional school resource teachers in order to support students to achieve expected growth in literacy and numeracy performance measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students tracked using Literacy and Numeracy continuums with the majority showing expected individual growth per semester relevant to expected time frames.	All Class Teachers and Learning and Support Teachers collaborated weekly to discuss and track individual student progress in literacy and numeracy. Literacy and Numeracy Continuum walls were displayed in every class block and assessment 'of' was regularly discussed individually with students. Whole school data was analysed by executive, and targeted teaching areas were discussed during stage collaborative planning days that were conducted every 5 weeks.	School funds have been expended to support professional learning, collaboration processes and data analysis.
An average of 60% of students achieve greater or expected growth in NAPLAN performance measures over the three years, 2015 to 2017.	Staff analysed 2016 NAPLAN data results to define areas of strength and need. Professional Learning was conducted to enhance understanding and evidence of differentiated teaching. Teaching programs were collaboratively developed by Class Teachers and Learning and Support Teachers targeting Differentiation in areas of need for English and Mathematics programming.	School funds have been expended to support professional learning.
An average of 30% of ATSI students will perform in the top bands – Literacy and Numeracy NAPLAN results.	Data was collected to show evidence of our Aboriginal student's NAPLAN and school assessment results. Those students who were most likely to make gains were identified and given extra support from our Aboriginal teacher. This will continue in 2017.	Aboriginal funding was used to cover teacher cost

Next Steps

- Consolidate Learning and Support Teachers with Early Action for Success Interventionists. Analyse whole school PLAN data every 5 weeks to determine the greatest area of individual student learning need. Deploy Learning and Success Teachers as determined by PLAN data.
- Engage the whole staff together in data analysis to enhance our focus on impact and planning for student learning growth.

Strategic Direction 2

Teachers are self and student aware through innovative and reflective practice

Purpose

Our purpose is to ensure that teaching is a practice of on-going learning in a culture of collaboration, innovation, reflection, communication and empowered leadership

Overall summary of progress

The team of teachers and Student Learning and Support Officers working in Strategic Direction two during 2016 worked on projects within the direction that developed ICT skills within teachers and students, strengthened transition to school processes and refined and developed the understandings across the school with regard to Professional Development Plans and accreditation responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me surveys used to monitor student voice, engagement in learning and participation in school initiatives; positive teacher – student relationships, positive learning climate, effective learning time; and teacher relevance and rigour.	<ul style="list-style-type: none"> • The teachers survey indicated a high level of satisfaction with school leadership, averaging 75+% as 'Strongly Agree' and 'Agree' across the leadership questions. • In the sections on collaboration, learning culture and data informs practice the teachers indicated a very high level, over 90% of 'Strongly Agree' and 'Agree' across the range of questions. • Across the range of questions relating to teaching strategies and inclusive school the teachers responses averaged to an extremely high 97% of 'Strongly Agree' and Agree. • An area that the teacher's have indicated needs improvement is technology with the average across the statements receiving less than 50% in the 'Strongly Agree' or 'Agree' options. • Teachers have indicated that although reasonably good levels of engagement with parents at an average of 65.5% across the questions relating to parent involvement improvement is needed within this area. • Teachers ranked the following according to value for money spent, the highest being LaST and Interventionists, SLSOs, planning days, PUPS program. Student Assistance and the Community Liaison Officer were ranked in the middle and at the bottom of the rankings were performances and the school playgroup. • In social and emotional aspects of the student survey, MPS students indicated higher than NSW norms in Year 4 and Year 6 for most aspects. • Students perceptions of the drivers of student outcomes are above government norms in most areas 	Funds allocated and expended.
Teachers Requiring Accreditation policies and procedures are in place according to BOSTES requirements	<ul style="list-style-type: none"> • The monitoring and support of teachers requiring accreditation was inbuilt into supervision practices. • Additional support was provided through regular meetings with an executive support person. 	TRA days funded and expended.
Professional Development Framework plans, policies and procedures are in place and	<ul style="list-style-type: none"> • Teachers used the Australian Professional Teaching Standards to determine professional learning goals. 	Professional dialogue actioned through QTSS support and planning days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
being monitored for effectiveness to enhance student outcomes and to empower teacher leadership opportunities.	<ul style="list-style-type: none">• Supervisors used these goals to ensure that supervision and accreditation requirements are met.• Supervisors also used this process to inform the differentiated professional learning model• Professional learning and pedagogies developed in ICT and differentiation	

Next Steps

- Development of analysis and strategic use of Tell Them From Me and additional parent, teacher, student and community evaluation tools.
- Professional learning regarding accreditation and maintenance of accreditation for whole staff. All in school professional learning, staff development and planning days and strategic direction meetings to be put on MyPL with the appropriate Australian Professional Teaching Standards.
- Review of MPS Professional Development Plans and accreditation support processes.
- Teachers ongoing use of film making as a teaching and learning tool within regular planning and programming processes.
- Development of a team of students as a 'Media Team' to document school events through film, photos and interviews.
- The use of FilmPond to develop a more refined product and distribute for viewing through social media.

Strategic Direction 3

Community engagement is served through quality learning systems and networks involving students, staff and community..

Purpose

Our purpose is to build inclusive collaborative networks, through quality communities of practice. Student engagement, learning and well-being are a focus and they build relevant knowledge and skills that reflect local priorities.

Overall summary of progress

Committee

- Designed, conducted, collated and reported on community survey of quality of school communication.

Explored building a Metford Community Asset map and conducting Place Activation inviting community members to take part.

- Was boosted by the attendance of P&C executive, Maitland Council Place Activation Officer and parents.
- Lead a group of community members through a "Place Activation" as a way of attracting and engaging community to Asset Map and revitalise the school spaces.
- Engaged in collaborative plan for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained high levels of student engagement, learning and well-being as a result of quality and innovative strategic, community learning partnerships and consultation.	The survey to gauge our community's perception of how we communicate engaged 35% of our school population. This was a great improvement on the previous survey participation of 5%. Community have become more involved in events over the year with excellent participation in Fathers Day and Mothers Day breakfasts, NAIDOC and open days.	Funds allocated to developing community partnerships and PBL systems expended.

Next Steps

- A wide range of community groups connected to the school with capability to lead and contribute to Place Activation, school events and student community service.
- Strengthened capacity to communicate objectives and motivate a community response through membership of the committee.
- Community Café under construction.
- Successful school/community events held.
- Improved communication of school events adjustments to routines
- Establishment of Student Representative Council
- Greater communication with Maitland Highschool and its other local feeder schools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Four teachers attended Connecting to Country professional learning to enhance their understanding of Aboriginal culture and histories. Two teachers attended Stronger Smarter Jarjums professional learning. SLSOs were employed to support Aboriginal students' English and Mathematics learning in the classroom. SLSOs worked collaboratively with classroom teachers to support individual student learning goals. A teacher was employed 2 days per week to support Aboriginal education through the syllabus general capabilities in English, Mathematics, Geography and History.	Total: \$63 625 Professional Learning: \$11 400 Staffing: \$ 45 654 School Programs and Initiatives: \$ 6 571
English language proficiency	Students were supported by the employment of an SLSO who worked with the students who required ongoing tutoring and support. This program was added to the existing SLSO support program.	Funds totally expended: \$1 824
Low level adjustment for disability	Funds were expended to employ SLSOs to assist individual and groups of students who needed intervention support for their mathematics and English learning. SLSOs worked closely and collaboratively with classroom teachers to implement learning plans and achieve learning goals.	Funds totally expended: \$44 060
Quality Teaching, Successful Students (QTSS)	Assistant Principals were released to observe their teams and provide feedback on their performance. Evaluations indicated that observations were seen as supportive and empowering. PDP goals were achieved.	QTSS staffing of 0.2 was fully expended. QTSS: \$12 000
Socio-economic background	Employment of extra staffing included an Assistant Principal, Teaching and Learning; a Community Liaison Officer 2 days per week; increase allocation of Instructional Leader time at MPS; and a Playgroup supervisor, 2 hours a week. Professional Learning for teachers and SLSOs included collaborative planning days and extra support for QTSS time. Costs to cover ILST meetings 8 times a year was funded and this provided substantial information for teachers, families and agencies to ensure support for students who need it. SLSOs were employed to support these students and their classroom learning.	Total: \$299 713 Staffing: \$237 069 Professional Learning: \$ 38 978 School Program and Initiatives Support: \$ 23 666
Support for beginning teachers	Second year beginning teacher goals reassessed and plans for further professional learning included external validation team leadership and Stronger Smarter Jarjums participation. This has supported this teacher's skills and knowledge acquisition of how a school works and provided leadership opportunities which will carry over to 2017 in the area of Aboriginal education.	Funds totally expended: \$4 080
Early Action for Success	The school community in Metford Public School was supported by the Early Action for Success initiative through direct intervention, professional learning and supportive programs.	Total: \$140 680 Intervention Support: \$70 000 Speech pathologist : \$ 50

<p>Early Action for Success</p>	<p>Two part-time interventionist teachers were strategically deployed within K-2 classrooms to support students that required additional learning in literacy.</p> <p>A speech therapist provided specialist assessments of students K-2 and designed, implemented and resourced ongoing language groups to meet the needs of students with language disorders. The ongoing support of these language groups was provided by the Instructional Leader and Learning and Support Teachers.</p> <p>The whole K-2 classroom teaching team (7) attended ongoing professional learning in Language Literacy and Learning (L3). Resources were purchased to support the implementation of this intervention within classrooms. This professional learning enabled teachers to more closely meet the differentiated learning needs of all students within their classrooms. The Principal, Instructional Leader and Assistant Principal K-2 attended Adobe Connect, face-to-face and conference style professional learning provided by the Early Action for Success Initiative from state office..</p> <p>An interventionist teacher, two student learning support officers and the Instructional Leader planned, programmed and implemented a 60 hour transition to school program, 'Popping Up to Primary School' PUPS. This transition program successfully transitioned over 55 children into Kindergarten in 2017. Resources were purchased to support this long-term transition process. The families of these children also participated in a Kindergarten Expo and a family interview process in 2016.</p>	<p>000</p> <p>Professional Learning: \$ 10 000</p> <p>Transition: \$ 5 000</p> <p>Resources: \$5 680</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	153	158	160	161
Girls	142	147	133	134

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	92.9	90.3	94.6
1	90.4	93	91.5	92.2
2	90.9	92	91.9	91.3
3	90.8	93.2	91.3	91.5
4	90.7	91.9	89.9	90.5
5	89.2	91.1	92.3	89.6
6	92.4	88.7	91.2	92.4
All Years	90.9	91.8	91.2	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KS	20
KP	22
1N	23
1PW	22
2S	18
2OW	18
3/4S	28
3C	28
4N	24
5J	23
5/6B	31
6K	30
SHARED ENR	1

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.09
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	3.92
Other Positions	0.52

*Full Time Equivalent

Metford Public school has one Aboriginal teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Metford Public School has 3 teachers working towards accreditation at proficient level; 3 teachers achieved proficiency accreditation in 2016; 2 teachers maintained their proficiency and one is working towards Lead accreditation.

All Early Stage 1 and Stage 1 teachers completed their L3 accreditation or maintained their accreditation through ongoing professional learning. All teachers participated in differentiated professional learning focussing on classroom pedagogy differentiated to student need; Aboriginal education; literacy and numeracy; and other relevant learning to support teachers' professional development plans. The school spent \$20 763 from DoE tied funds, excluding RAM funding allocations.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	316 089.54
Global funds	263 038.89
Tied funds	756 083.56
School & community sources	89 927.40
Interest	8 434.65
Trust receipts	6 874.85
Canteen	0.00
Total income	1 440 448.89
Expenditure	
Teaching & learning	
Key learning areas	6 520.32
Excursions	35 015.38
Extracurricular dissections	68 326.26
Library	0.00
Training & development	599.80
Tied funds	604 473.48
Short term relief	69 687.06
Administration & office	89 211.76
School-operated canteen	0.00
Utilities	46 308.74
Maintenance	31 801.19
Trust accounts	6 961.70
Capital programs	0.00
Total expenditure	958 905.69
Balance carried forward	481 543.20

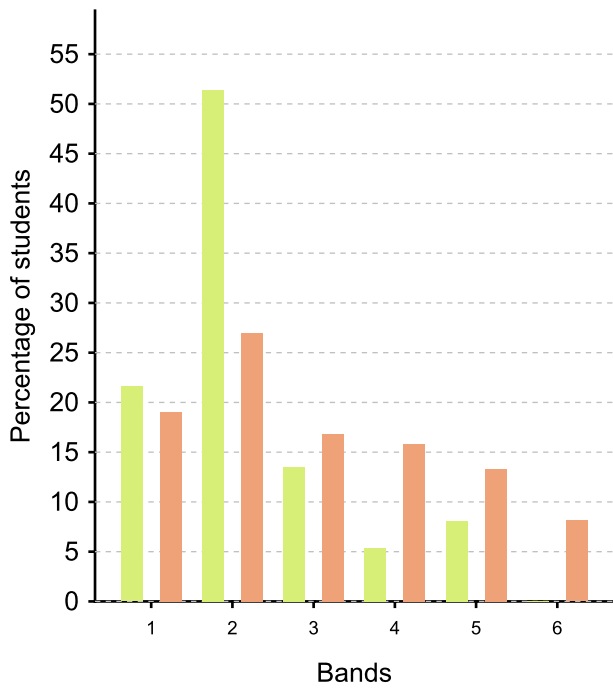
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

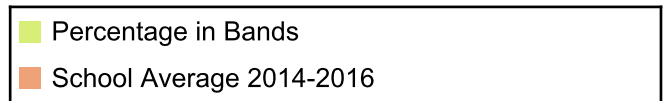
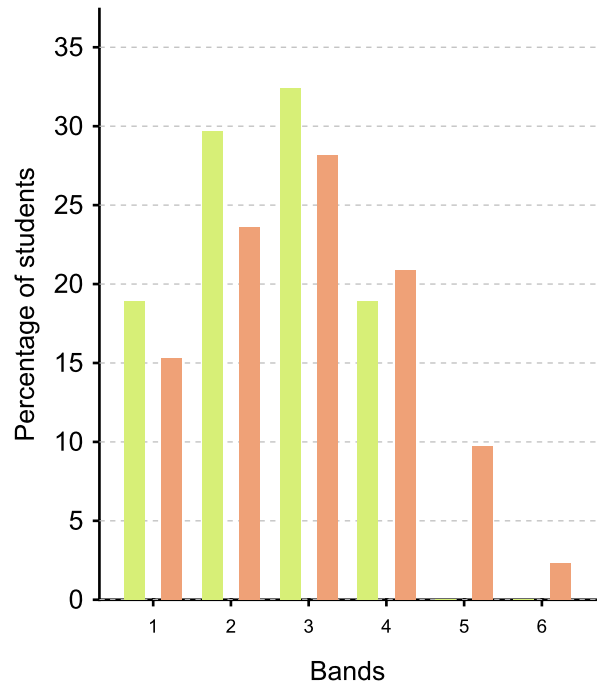
NAPLAN

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.

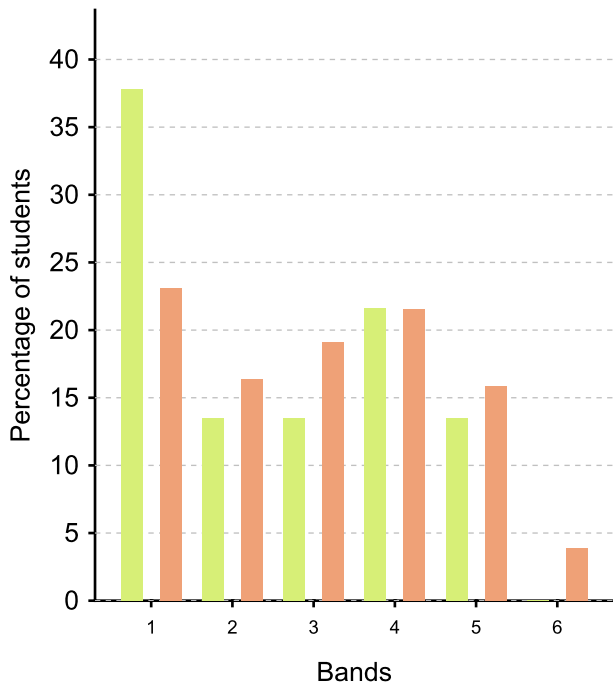
Percentage in bands:
Year 3 Reading



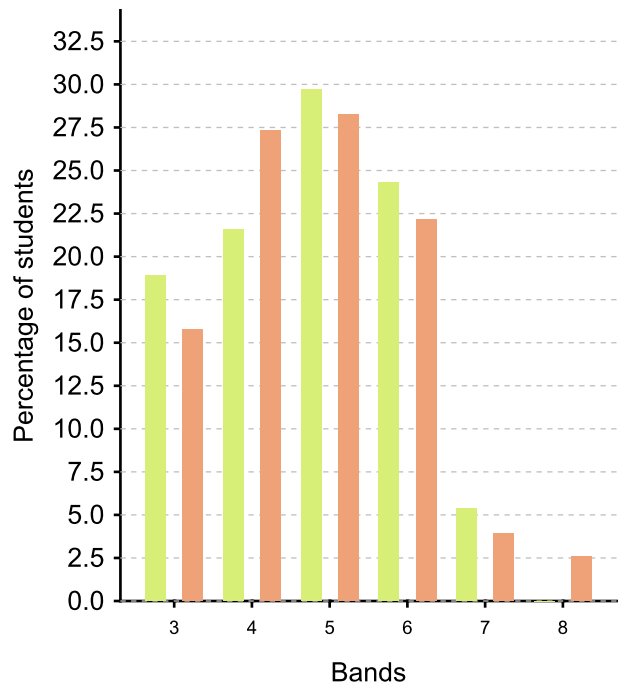
Percentage in bands:
Year 3 Writing



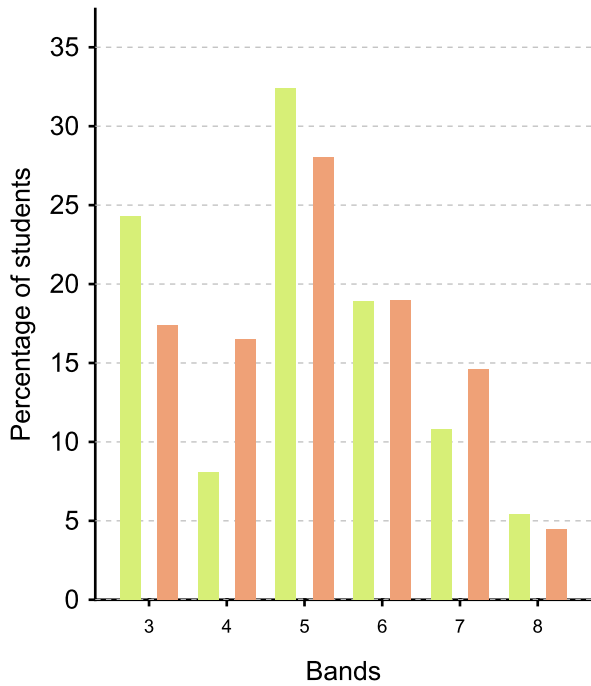
Percentage in bands:
Year 3 Spelling



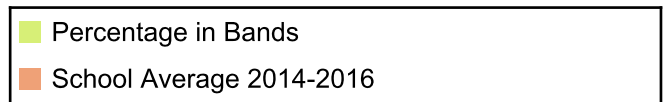
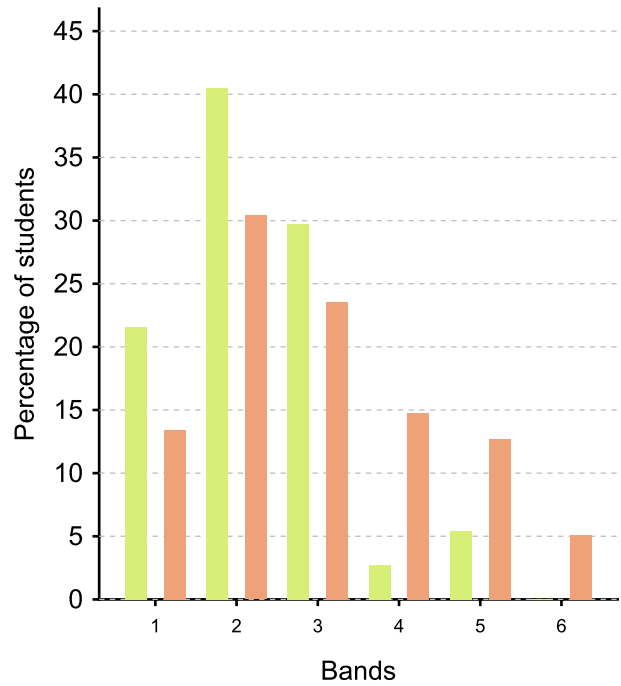
Percentage in bands:
Year 5 Reading



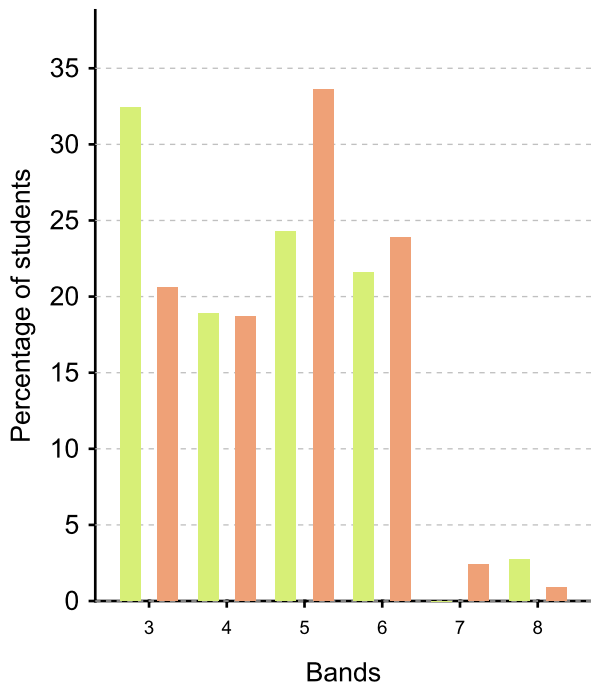
Percentage in bands:
Year 5 Spelling



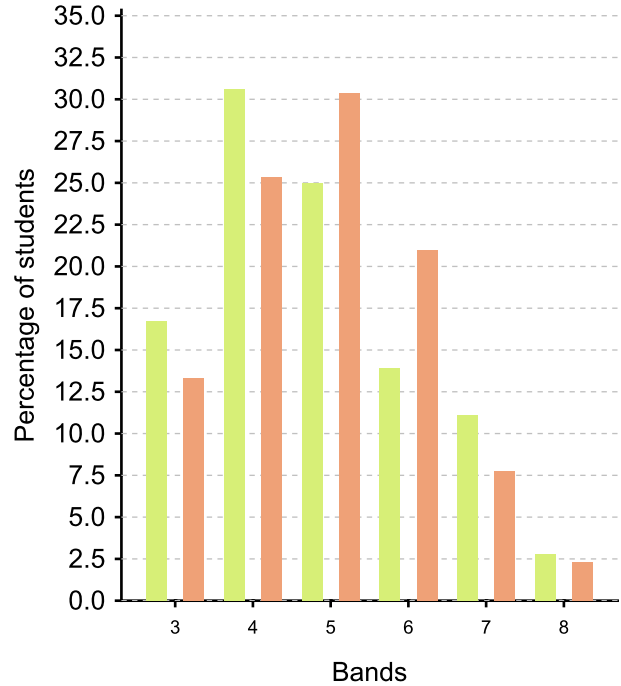
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Parent/Carer Satisfaction:

Student Satisfaction: Students in years 4 to 6 participated in the Tell Them From Me survey in 2016. The results, including the following, indicated close to state averages in most domains.

Indicators

Metford %

NSW %

Participation in school sports

83%

83%

Participation in extra-curricular activities

50%

55%

Positive sense of belonging

76%

81%

Students with positive relationships

88%

85%

Students that value schooling

95%

96%

Students with positive behaviour at school

82%

83%

Students who are interested and motivated

78%

78%

Staff Satisfaction:

21 Staff participated in a school developed satisfaction survey which provided us with the following responses.

School leaders are acknowledged positively with an average of 66% satisfaction with leadership performance over the 8 questions asked. 80% of teachers believe that they have had guidance for monitoring student progress and 76% have had support from leaders in stressful times. More support for observations and useful feedback is needed.

Collaboration is a strength at Metford Public School.

100% of teachers discuss assessment strategies and learning problems with others. 95% of teachers work with others in developing learning opportunities and giving each other feedback about their teaching. Data informs practice and this is discussed with others to further support student learning success. Feedback to students is another strength with discussion of student learning goals and learning expectations a regular feature of our classrooms.

Use of technology to support student learning, in particular assessment, needs to be a focus of professional learning in 2017.

How's My School Survey Conducted by strategic Direction 3 Committee T2 2016

This survey centred on the methods of communication that the community used and preferred and their perceptions of the quality of communication offered by the school.

Of over 100 respondents all indicated that they read the school newsletter either through our Facebook page or the hard copy delivered to each family.

98% believed that the school listened to the community and were satisfied with the way they had received messages from the school.

90% received and read school Facebook updates.

95% believed they were given adequate notice and information about school excursions.

50% had accessed the school website.

95% believed it was easy to talk to staff and community members at school.

55% thought that school reports were easily understood

70% believed that teacher interviews gave clear information about their children's progress at school.

The top 3 school programs that community indicated awareness of were Popping Up to Primary School pre school program, Positive Behaviour for Learning and Drums tuition.

Policy requirements

Aboriginal education

Metford Public school has a growing number of Aboriginal students who are an important and valued part of our school community. Eight incoming Kindergarten students accessed our highly valued transition to school program, PUPS. This was an integral part of their transition to school program. The school has worked tirelessly to establish quality engagement and connections with our Aboriginal families. The Aboriginal Education Team focused on improving student engagement and learning opportunities. To further assist in improving learning outcomes for our Aboriginal students, meetings were

held with parents, staff and students to develop personalised learning plans for each Aboriginal student. NAIDOC activities were held to celebrate Aboriginal and Torres Strait culture and histories and were well supported by students, community and staff.

Our Aboriginal teacher taught history and geography lessons using the Australian curriculum to all students in the school. This promoted staff and student knowledge of Aboriginal perspectives, culture and history.

In the Tell Them From Me survey, Aboriginal students reflected on their culture and school. 87% of students felt good about their culture at school with only 3% disagreeing with this statement. 80% of students feel that their teachers have a good understanding of Aboriginal culture with 20% were unsure about this statement.

Four teachers participated in Connecting to Country learning and two more teachers participated in Stronger Smarter Jarjums learning. This further enhanced our staff's knowledge of Aboriginal cultures and histories.

Multicultural and anti-racism education

Metford Public school has an increasing number of students from a range of cultures and backgrounds and celebrates this diversity through classroom and school activities such as Harmony Day. We also participated in Bullying No Way activities to address antiracism and bullying through history, PBL and literacy units. Students were exposed to different cultures through creative arts experiences such as Musica Viva and other visiting performances.