

Metford Public School Annual Report



2017



4521

Introduction

The Annual Report for **2017** is provided to the community of **Metford** 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

School contact details

Metford Public School

Melaleuca Drive

Metford, 2323

www.metford-p.schools.nsw.edu.au

metford-p.school@det.nsw.edu.au

4933 2655

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 2017, the enrolment fluctuated between 295 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 an Instructional leader for kindergarten to year 2 classes. Metford PS receives transitional equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index, FOEI, for 2017 is valued at 150, 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.

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. 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.

The results of this process indicated that our school will focus on respectful learners, teachers and community to enhance learning and teaching through collaborative practice, use of data to inform practice and professional learning that supports individual teacher need and the needs of individual students to ensure twelve months of growth for twelve months of learning opportunities.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Individual Literacy and Numeracy learning data was recorded for all students K–6 every five weeks during 2017.

Student learning growth was analysed and the data used to identify targeted individual academic support.

School Learning and Success teachers were deployed every weeks according to student data results.

An average of 59% of year 5 students achieved greater or expected growth in NAPLAN performance measures, using NAPLAN Student Expected Growth data from 2015 to 2017.

All Aboriginal students made progress with their personal learning goals in 2017, and 35% met the Premier's Priorities goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students tracked using Literacy and Numeracy continuums with the majority showing expected individual growth per semester relevant to expected time frames.	Funds were expended to support Collaborative Planning days that focused on Consistent Teacher Judgement to ensure analysis of student performance was accurate.	
An average of 60% of students achieve greater or expected growth in NAPLAN performance measures over the three years, 2015 to 2017.	Funds were expended to support the analysis of 2015 to 2017 results and the communication of this to staff.	
An average of 30% of ATSI students will perform in the top bands – Literacy and Numeracy NAPLAN results.	Aboriginal Equity funding was used to support student learning by employing a teacher and SLSOs to enhance ATSI student learning.	

Next Steps

Continue to embed Metford PS student Literacy and Numeracy five weekly data recording and analysing system.

Refine to embed teachers using the Literacy and Numeracy Learning Progressions as teaching and learning tool.

Embed the school Learning and Success Team targeted deployment process for individual student learning support.

Review K–6 Literacy and Numeracy differentiated assessment tools to ensure that all students have opportunity to achieve individual learning success.

Develop individual student Literacy and Numeracy 'My goal' statement learning logs. Students will become aware of their personal learning successes and know the language used for their 'where to next' learning goal.

Employ an AEW to build supportive cultural and learning relationships with Aboriginal student.

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

- Established weekly stage meetings to collaboratively discuss student data and progress.
- Improved teacher practice by developing and trialling an expression of interest process for applying for learning support in each classroom.
- Maintained and constantly reviewed L3 and TEN training for K–2 staff.
- Introduced Seven Steps to Writing Success for Year 3–6 staff.
- Executive staff participated in quarterly executive planning days to plan strategies for achieving milestones and staff professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Funds were used to support executive analysis of data received from the TTFM survey.	Tell Them From Me Survey data was analysed and common concerns evident from students, staff and community allowed executive team to collaboratively plan school vision and strategic directions for 2018–2020 School Plan.
Teachers Requiring Accreditation policies and procedures are in place according to BOSTES requirements	Teachers Requiring Accreditation were supported with mentoring and coaching time by an executive member to ensure requirements were met in a timely manner.	Three teachers successfully submitted Accreditation reports in 2017.
Professional Development Framework plans, policies and procedures are in place and being monitored for effectiveness to enhance student outcomes and to empower teacher leadership opportunities.	Three teachers participated in the Aspiring leadership course, organised by Maitland Office. This involved casual replacement for participation. Professional learning was approved for courses that supported teachers' PDPs.	

Next Steps

- Train staff to use Literacy & Numeracy Progressions to monitor student progress and transition existing data into PLAN2.
- Improve writing practice using Seven Steps to Writing Success for 3–6 students.
- Establish and maintain protocols for stage and staff meetings in alliance with new strategic directions; Respectful Students, Respectful Staff, Respectful Community.
- Continue to use PDPs and the Teaching Standards and record evidence to support the maintenance period for pre–2004 staff, while continuing to support graduates and those maintaining Proficiency.

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

- Community Perceptions Survey designed, collated and used to inform School Plan.
- Constantly reviewed and updated school assets.
- Improved community engagement with our school places by involving parents, local artists and local council to create a Café and Mural where community members can meet. Applied for and received community grant from MCC to complete project.
- Created and evolved a Student Representative Council to promote student voice.
- Engaged in collaborative plan for 2018–2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained high levels of student engagement, learning and well-being as a result of quality and innovative strategic, community learning partnerships and consultation.	Funding support was given to lead assistant principal who facilitated the SRC in 2017. Funding support was given to cater for the Perception Survey afternoon. Strategic Direction Rolling days were implemented to support the best monitoring and analysis of the 2015–2017 school plan in weeks 5 and 10 of each term. Funding was provided for casual relief so teachers could attend.	Development of Student Representative Council has given students a channel to communicate and have a voice in school decisions. The Community Perception Survey was completed by 109 families. The survey focused on identifying our community perceptions about student engagement, learning and well-being. A gap analysis technique was used to determine areas of focus according to our community. These results influenced the direction of our 2018–2020 school plan and informed us of our community's priorities.

Next Steps

- Utilise assets that are found within and beyond our school community to provide high quality resources. Monitoring and updating asset map regularly. Put on display in playground for all community members to see and add to. Ensure a wide range of community groups are connected to the school and visible on map.
- Communicate opportunities for parents, carers and community members to participate in activities, programs and committees.
- Develop a collaborative relationship with P&C, SD3 and CLO, working together towards strategic goals.
- Complete Mural and launch Café with Official Opening of community space.
- Successful community events.
- Development of a communication team.
- Improved and more timely communication with parents and carers regarding school events, learning goals and reporting.
- Regular and greater communication with Maitland HS and feeder schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$93 373	All Aboriginal students made progress with their learning goals in 2017, however, only 35% met the Premier's Priorities goals. Aboriginal culture is positively respected in our school community through the events we have organised for Aboriginal and non-Aboriginal students and their families and our Aboriginal students feel valued by all teachers as measured in the Tell Them From Me survey. Teacher and SLSO support was used to assist our ATSI students in their learning. An AEW was employed but he had to resign due to other employment opportunities. This will be actioned again in 2018. Sista Speak and Bro Speak will be
English language proficiency	\$4315	SLSO support was provided for 3 EAL/D students who needed intensive support in the classroom. This was successful as students gained greater access to learning.
Low level adjustment for disability	\$44 380	Learning activities enhanced student learning through use of SLSO intervention at small group and individual levels. Collaboration between teachers and SLSOs continues to be positive.
Quality Teaching, Successful Students (QTSS)	Staffing Entitlement of 0.24 in semester 1 and 0.549 in semester 2	QTSS was highly valued by executive staff. It was used to enhance teacher professional learning through observation and feedback, student participation and engagement in learning, facilitate and implement school programs and plan and monitor our school plan.
Socio-economic background	\$409651	Continuous monitoring of the use of this funding provided support for teachers and SASS staff to participate in professional learning, collaborative practice and feedback activities that promoted positive student learning improvements and student engagement in learning. Funding also provided for additional staffing to support school programs and an extra class in 2017. Students and their families were supported with uniform, excursion and sporting costs throughout the year.
Support for beginning teachers	\$11370	The beginning teacher used her valued time to ensure her PDP goals were met. These included professional learning in her role as LaST, implementing an environmental program successfully in our school and enhancing her classroom pedagogical practice.
Early Action for Success		Metford Public School supported the Early Action for Success initiative through co-contributions that covered Interventionist support, professional learning, speech therapy expertise, transition to school programs and the development of the communities understanding of literacy and numeracy development in young children.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	158	160	161	165
Girls	147	133	134	139

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	90.3	94.6	93.7
1	93	91.5	92.2	93.7
2	92	91.9	91.3	92.4
3	93.2	91.3	91.5	90.4
4	91.9	89.9	90.5	91.1
5	91.1	92.3	89.6	90.7
6	88.7	91.2	92.4	88.4
All Years	91.8	91.2	91.8	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

An attendance Co-ordinator was employed in term 4 to assist with managing attendance. Her role was to ensure that contact was made with families who had students who had lower than acceptable attendance rates and to give support to these families; to inform HSLO of any support needed; and to implement a positive attendance reward system for those students who have regular positive attendance. This has been a positive initiative as it has supported families and improved attendance in Term 4. This initiative will be continued in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.73
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	3.92
Other Positions	0

*Full Time Equivalent

We have one teacher who identifies as Aboriginal in our work force.

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	0

Professional learning and teacher accreditation

All teachers who required to submit either Proficient or Maintenance reports did so and have all been accredited. Professional learning funds were expended in 2017 and equity and global funds were used to further support staff learning. Teachers as well as SASS staff participated in a variety of professional learning to enhance their skills and knowledge and practice in literacy, numeracy, LMBR, project based learning, Positive Behaviour for Learning and sports coaching.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	481,543
Global funds	188,638
Tied funds	360,121
School & community sources	53,486
Interest	5,055
Trust receipts	3,181
Canteen	0
Total Receipts	610,480
Payments	
Teaching & learning	
Key Learning Areas	3,195
Excursions	16,543
Extracurricular dissections	37,328
Library	0
Training & Development	1,480
Tied Funds Payments	435,605
Short Term Relief	57,200
Administration & Office	77,903
Canteen Payments	0
Utilities	32,712
Maintenance	7,932
Trust Payments	4,444
Capital Programs	0
Total Payments	674,342
Balance carried forward	417,681

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	920,905
Appropriation	885,613
Sale of Goods and Services	436
Grants and Contributions	34,414
Gain and Loss	0
Other Revenue	0
Investment Income	443
Expenses	-432,389
Recurrent Expenses	-432,389
Employee Related	-333,518
Operating Expenses	-98,871
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	488,517
Balance Carried Forward	488,517

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- Metford Public School has a financial monitoring team made up of school executive, School Administration Manager and the Principal. They meet on a regular basis to ensure that schools finances are expended appropriately and meet school strategic direction planning and vision.
- Balance carried over is targeted for casual costs, professional learning and resource acquisition to support school programs to enhance student learning outcomes.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

School performance

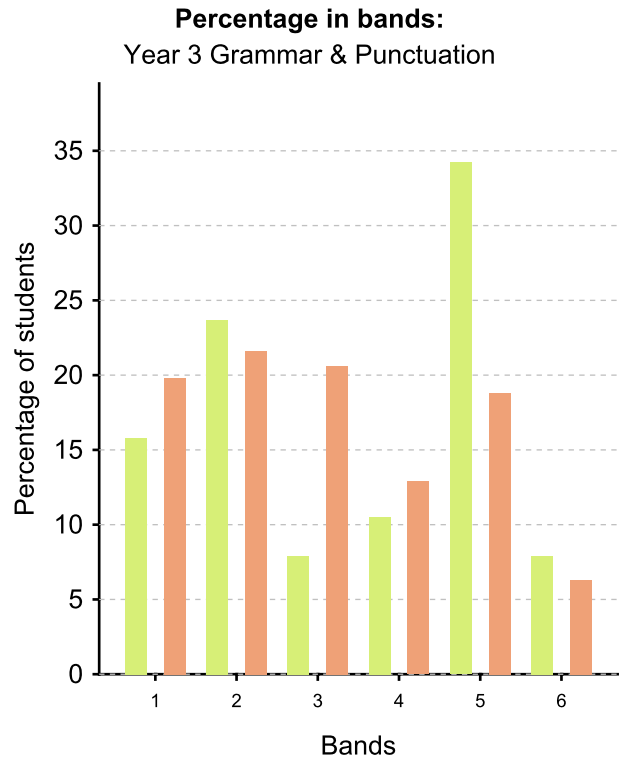
NAPLAN

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.

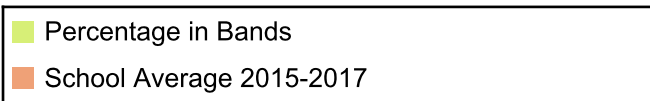
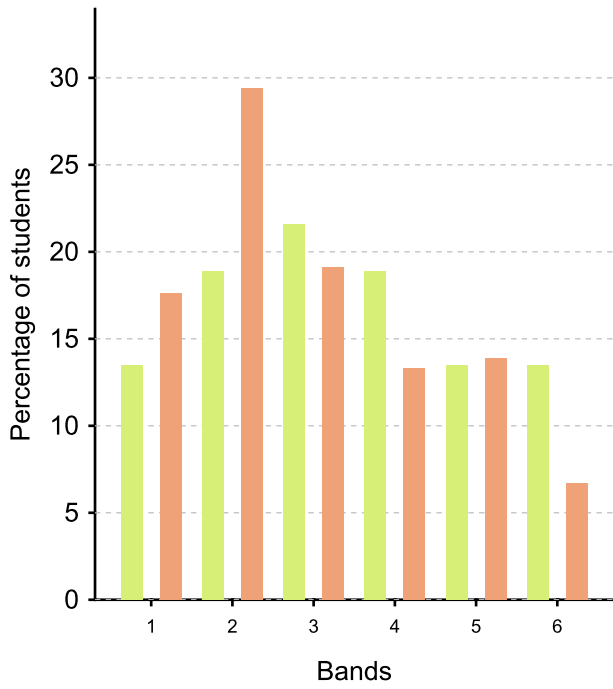
	2017 Actual (\$)
Base Total	2,136,775
Base Per Capita	46,004
Base Location	0
Other Base	2,090,771
Equity Total	709,788
Equity Aboriginal	93,373
Equity Socio economic	409,651
Equity Language	4,315
Equity Disability	202,449
Targeted Total	269,043
Other Total	462,439
Grand Total	3,578,044

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

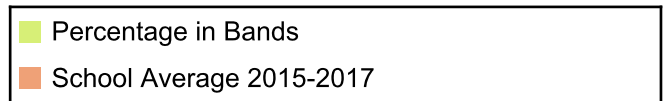
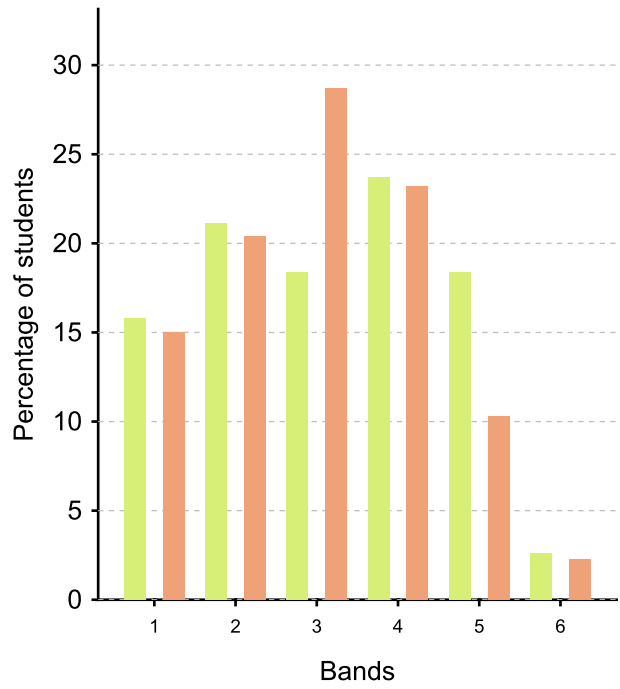
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



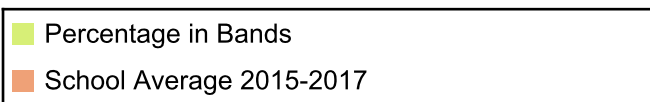
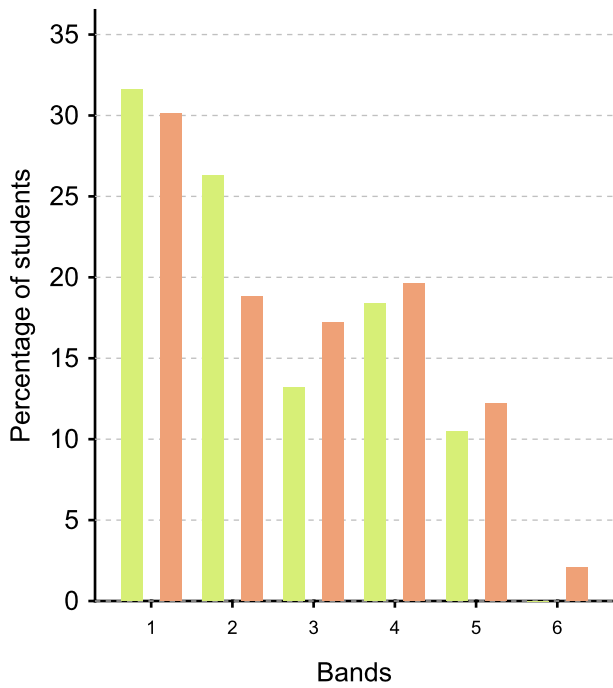
Percentage in bands:
Year 3 Reading



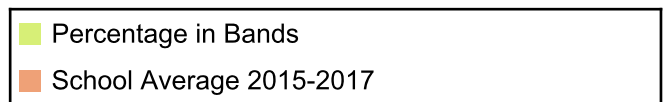
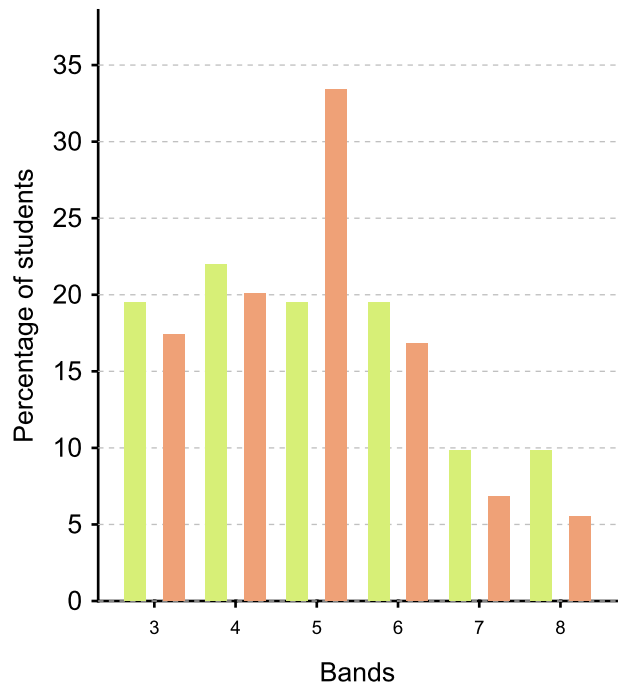
Percentage in bands:
Year 3 Writing



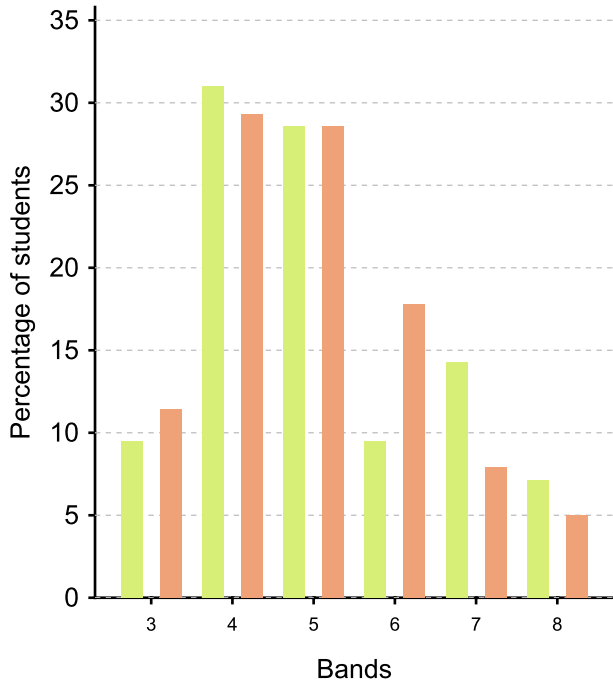
Percentage in bands:
Year 3 Spelling



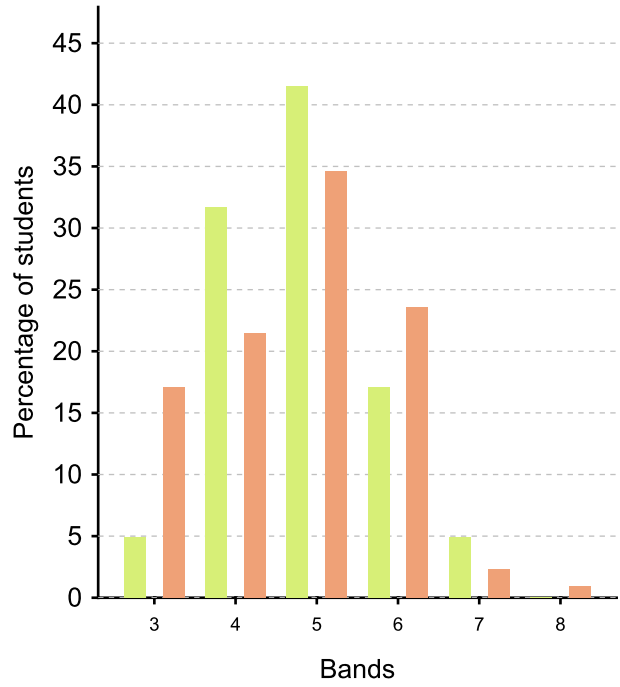
Percentage in bands:
Year 5 Grammar & Punctuation



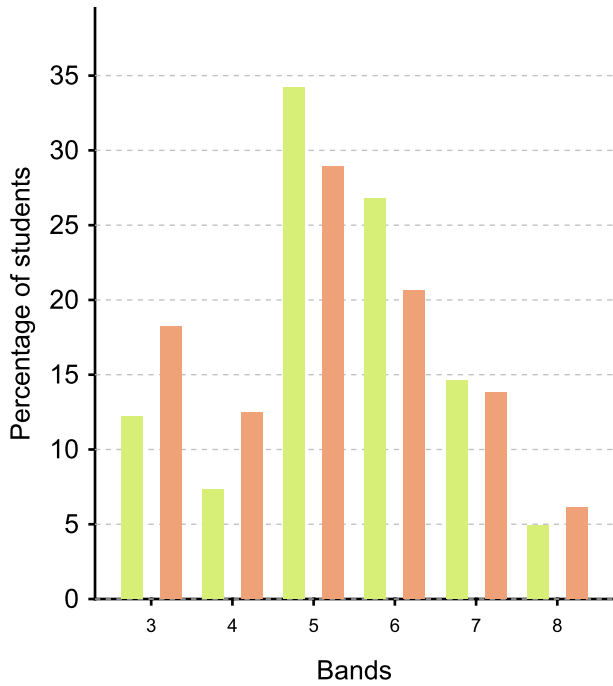
Percentage in bands:
Year 5 Reading



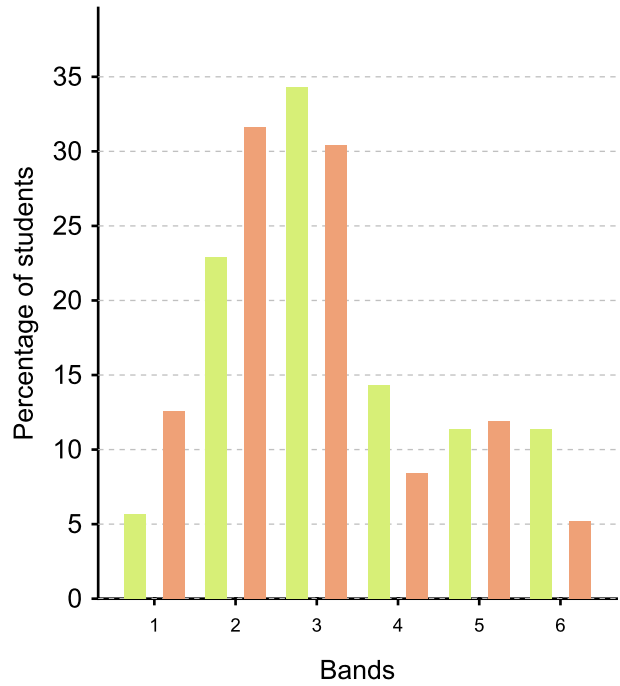
Percentage in bands:
Year 5 Writing



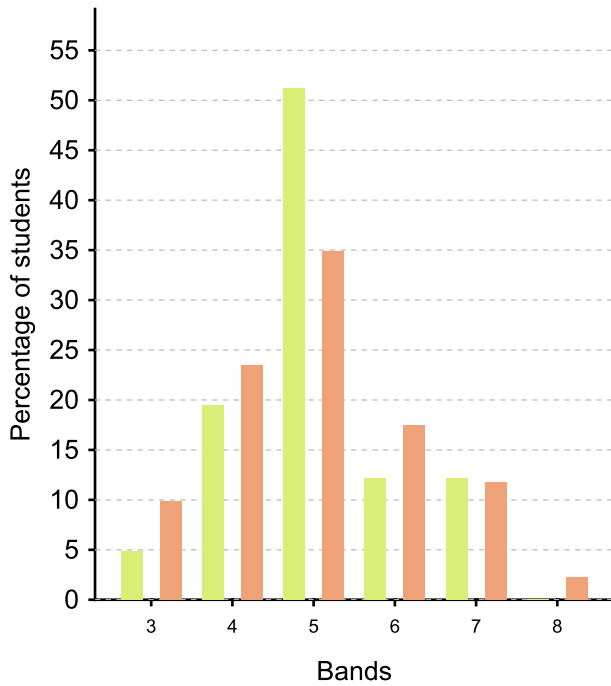
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



All Aboriginal students made progress with their learning goals in 2017, however, only 35% met the Premier's Priorities goals. Teacher and SLSO support was used to assist our ATSI students in their learning.

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. Ten 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.

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.

Six teachers participated in Connecting to Country 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.