

Metford Public School Annual Report



2018



4521

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Metford Public School is a respectful learning community that inspires students to become productive and responsible members of the wider community. Respectful, collaborative and committed relationships will be initiated and developed in a high expectation environment among students, teachers, parents, carers, families and the wider community. Teachers will continue to work in a supportive, collaborative setting in a professional, reflective way, responsive to the holistic needs of each student. Our vision is further underpinned by our core values of Respect, Responsibility and Commitment with Honour and Pride.

School context

Metford Public School is a primary school to the east of Maitland. At the beginning of 2018, the enrolment was 320 with approximately 30 more boys than girls across the school. In addition, 22% of our students identified as Aboriginal or Torres Strait Islander and 5% have English as an additional language or dialect. 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 eleven mainstream classes and two multi-categorical (MC) classes. Its executive consists of a Principal, an Instructional Leader for Early Action for Success and three Assistant Principals. In support the school has a part time librarian and four Learning and Support Teachers. Metford Public School receives transitional equity funding to support student learning and staff professional learning. Our School's Family Occupational and Education Index, (FOEI) has remained around the 150 value over the past few years, which recognises our community's low socio-economic standing. The 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 to cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students, from kindergarten to year six, enabling them 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, Learning and Literacy (L3) and Focus On Reading programs; is a "Restorative Practices" school and highly values and uses the Positive Behaviour for Learning, PBL, system; 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 Rotary, The East Maitland Men's Shed and Greenhills Dental.

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 continue to 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. This will be done through embedding systems to enhance educational aspiration and continued improvement of literacy, numeracy and student wellbeing, and ensuring that high quality and accessible communication practices are able to be accessed by our community.

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

Respectful Students

Purpose

To create respectful, responsible and committed citizens. Students will have high expectations, value their own and others learning and make choices to maximise their academic and social success.

Overall summary of progress

To embed systems of continual improvement, Metford Public School developed a new History Scope and Sequence document that was delivered to staff at a professional learning session, and is being used by teachers to program History across all learning stages, ES1 – S3. Knowledge and understanding of the Literacy and Numeracy Progressions was a priority focus at the beginning of 2018. Our MPS Instructional Leader presented whole school professional learning, as well as sessions at ES1 – S3 stage collaboration days. The Expression of Interest (EOI) school referral process for staff to access Learning and Support Teacher targeted intervention for individual and small group learning was reviewed. Staff were surveyed and the EOI referral template was modified. The EOI student support system is embedded in the school and operates as a business as usual process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students recognise that their wellbeing is positive and they have satisfaction with themselves, their education, and their relationships at school. They have a positive outlook on their future. This will be identified through participation in Tell Them From Me surveys.	Collaboration Days, Staff Development Days, stage meetings, professional learning funds	Our focus on student learning and wellbeing processes included developing a numeracy progressions learning log booklet. Students in ES1 – S2 have a 'numeracy my goals' learning log booklet that has been implemented and is being used as a teaching tool for giving student learning feedback.
85% Students reach their individual predicted growth (12 months of learning) against the National Literacy and Numeracy Learning Progressions and other internal data processes.	Collaboration Days, Staff Development Days, stage meetings, professional learning funds	Student learning data in ES1 – S1 is entered in PLAN 2 every 5 weeks, and every 10 weeks for S2 – S3. The focus learning areas for data collection are the National Learning Progressions – creating texts and quantifying number.
Improved targeted assessment practices that include both formative and summative assessment for planning, programming and reporting to parents will be identified, monitored and evaluated in teacher programs.	Collaboration Days, Staff Development Days, stage meetings, professional learning funds, supervision practices	To collaboratively develop key assessments and monitoring tools, we developed a numeracy assessment timeline for ES1 – S3 teachers. Collaboration with all staff was sort to develop a one page document, which outlined assessment tools and a timeline for data entry.

Next Steps

Strategic Direction 1 will evaluate the 2019 Tell Them From Me student survey results to influence the focus areas for improvement. We will continue to develop literacy and numeracy teacher assessment timeline documents that will include an assessment tools resource list.

Our focus will continue on student learning and wellbeing processes to develop and implement a student language friendly resource for teachers and parents to discuss with students their learning progress and goals in literacy and numeracy.

Strategic Direction 2

Respectful Staff

Purpose

To create a respectful and collaborative teaching and learning environment underpinned by professional, reflective, flexible and contemporary staff who demonstrate high expectations. They are responsive to the holistic needs of each student, their colleagues and our diverse community.

Overall summary of progress

Staff engaged in Agile Learning Sprints to strategically target learning needs of students. This initial phase had teachers learning new strategies to define, design, implement and review teaching and learning that challenged and engaged students. Innovative quality learning was seen in the initial implementation of the first STEMshare kit, Robotics. Teachers and students were engaged in coding and designing products.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching programs identify evidence of staff using innovative, evidence based, future focused teaching and learning practices.	QTSS support, professional learning funds, Collaboration Days, stage meetings	Teaching staff in years 3–6, and some learning support staff, were trained in 'Seven Steps to Writing Success' in Term 2 and implemented these strategies in their classrooms. All staff had the opportunity to use the STEMshare Robotic kit to introduce and develop the fundamental coding skills. Staff shared resources and ideas on lessons involving the technology. All staff had initial training in implementing Learning Sprints, to narrow the focus of student learning and target specific skills to make long term impact on student outcomes.
Evidence of professional learning is embedded in classroom practice and programming.	QTSS funds, professional learning funds, supervision support	Professional learning was planned on the expression of interest outlined in staff Performance and Development Plans. School professional learning sessions were designed and differentiated to meet the needs of the staff. External professional learning was utilised to support writing, ALAN, PBL, MAPA, ICT, Accreditation, differentiation, Choice Theory & Agile Learning Sprints.
Increased number of students above National Standards in NAPLAN and the school value-add trend is positive.	Collaboration Days, Staff Development Days, professional learning funds	2018 results demonstrated a positive value-add trend. Analysis of results by staff identified a common area of need for the majority of the students and have developed a plan to support future growth in this area.

Next Steps

'Seven Steps to Writing Success' will continue to be implemented and monitored in grades three to six, until it becomes embedded into practice.

STEMshare kits will be booked for each term in advance and the necessary professional learning planned to support the implementation of the technology in the classrooms.

The utilisation of Agile Learning Sprints in school management, and teaching practice will continue to assist in refining the areas of need, so that both staff and students make maximum impact on teaching and learning.

Further development of staff understanding and expectations of Performance Development Plans and accreditation requirements will be a focus in 2019.

Strategic Direction 3

Respectful Learning Community

Purpose

To create a respectful school community that utilises, invites and inspires its members to share and support a high expectation of student learning. We appreciate all and model for our children, the ways that they can be productive and responsible citizens of the local and wider community.

Overall summary of progress

New report formats were designed and trialled after consultation with staff, parents and carers. A report writing guide was developed to ensure goals were easily identified and reports were consistently written K–6.

An asset map was developed and installed in the school playground to promote skills and support offered from our parents and community.

There has been an increase in parent and carer involvement. Information was gathered regarding our communication channels and how we currently use them within and beyond the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved communication with parents that is more timely and effective is evident through survey and focus group responses.	Strategic Direction team, Community Liaison Officer	We conducted a staff survey about our current communication channels and how staff use them. We found that staff are inconsistent with the purpose and use of different communication channels and there is no current procedure to follow when communicating with our school community. We identified a need to develop a clear communication policy and a communication team representative of all staff to improve timeliness and effectiveness of future communication.
Increased engagement of parents and carers about literacy and numeracy learning and the educational goals of their child as evidenced by increased attendance and participation at events, IEP and PLP afternoons, parent–teacher interviews and individual learning support team meetings.	Strategic Direction team, community engagement funds	Improving the knowledge of student learning goals amongst our parents and carers was targeted through generating a new report format that clearly stated student learning goals. A draft report writing guide was developed following the DoE Curriculum Planning and Programming, Assessing and Reporting Policy to support teachers with the new format. The new report format was trialled in the Semester 2 reporting period.
Increased participation by parents, carers and community in committees and teams as appropriate.		We have parent and community representation in more committees and teams, achieved through a variety of plans and initiatives. Throughout the year, plans were put into place to target parent groups in our community and engage them in conversations about skills they can contribute in our school community. Our Community Liaison Officer (CLO) conducted interviews with all our new kindergarten families during Best Start Kindergarten Assessments and targeted new families at our Metford Mingle as well as deliberately surveying identified target groups. Through these conversations we have increased our school asset register and installed an asset map in our playground to stimulate ongoing parent and community involvement. Parents, carers and our

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation by parents, carers and community in committees and teams as appropriate.		community participated in teams and committees such as Strategic Direction, Transition to School, Parents and Citizens, Activation of Place Mural Project, Parents as Teachers and Classroom Helpers (PaTCH), Bush Preschool Program and Breakfast Club.

Next Steps

SD3 will evaluate the new report format and draft report writing guide through feedback from staff, parents/carers and focus groups participants. Modifications will be made and trialled in the Semester 1 reporting period. Evaluations will continue until all stakeholders agree we have created a report format that engages parents and clearly identifies student learning goals and achievements. Parent Information nights have been poorly attended, so we will source feedback from the community about which format would work better for them and trial in 2020. GoalHub is an interactive online goal setting tool designed to improve communication of student learning goals and develops PLPs and IEPs for students. We will source professional learning from GoalHub for staff in semester 1 and if the program suits our context, we will trial in Semester 2.

A communication team will evolve to create a communication policy for our school. This will involve determining who needs to be represented on the team, roles and responsibilities of the team, development of flowcharts, timelines, procedures and templates to follow when communicating with our community. The team is also looking at improving noticeboards in the playground to highlight weekly events.

To further improve parents, carers and community in teams, we are looking at implementing regular promotional videos of current community members involved in our school to highlight the many different ways people can be involved. There is also a plan to add spotlights in our school newsletter of parents/carers involved in the school, encouraging others to become involved. At our Metford Mingle, staff will encourage parents to add their skills to our asset map.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$82 809.00) 	<p>Aboriginal students and their literacy and numeracy progress are focused upon by teaching staff. SLSO support in class enables differentiation for each students learning needs. Goal setting with Aboriginal students happens regularly and goals in each Key Learning Area have been communicated through the student report to parents.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$2 730.00) 	<p>Support for students with English as an additional language or dialect has been provided through provision of Student Learning Support Officers. This has enabled teachers to target specific learning goals for these students to improve their literacy and numeracy skills. These learning goals have been communicated through semester two reports to parents and carers.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$67 200.00) 	<p>Students with a disability and/or special needs have been supported by Student Learning Support Officers. This has enabled teachers to plan and implement specific learning goals for these students. These learning goals have been communicated to parents through semester two reports to parents and individual learning support team meetings.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$48 790.00) 	<p>Quality Teaching, Successful Students funding has provided the opportunity for supervisors to fulfil their obligations according to the school supervision policy, and support accreditation and the Performance Development Plans of their staff.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$22 875.00) Socio-economic background (\$1 125.00) Socio-economic background (\$3 750.00) Socio-economic background (\$1 290.00) Socio-economic background (\$4 320.00) Socio-economic background (\$3 000.00) 	<p>Funded casual support for the communication and collaboration of teams of teachers and between teachers and parents have supported teachers, students and carers to provide an effective learning environment for our students.</p> <p>To support the community, the funding for low socio-economic communities enables a comprehensive transition to school program. This program continues to improve with positive impact on the students upon entry to Kindergarten.</p> <p>School subsidies to enable students from families suffering from financial hardship to attend swimming school and excursions are also funded from this resource centre.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$48 000.00) 	<p>Funded casual support has enabled three beginning teachers to work closely with each other and their mentor on a variety of goals including specific areas of programming, assessment, accreditation and differentiation.</p> <p>The mentor and supervisors of the beginning teachers have also been supported with professional learning that specifically looks at their leadership of Agile Learning Sprints to be run inclusive of the beginning teachers.</p>

Targeted student support for refugees and new arrivals	Nil	Not Applicable
Early Action for Success	<ul style="list-style-type: none"> • (\$0.00) • (\$0.00) 	<p>Teachers, students, parents and carers have started with a collective understanding of high expectations, 'growth mindset' '12 months growth for 12 months learning', and goals in literacy and numeracy.</p> <p>In 2019 Early Action for Success will continue to support the school plan strategic directions to embed this collective understanding in classroom practice and the community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	160	161	165	165
Girls	133	134	139	140

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.3	94.6	93.7	92.9
1	91.5	92.2	93.7	92.1
2	91.9	91.3	92.4	90.6
3	91.3	91.5	90.4	90.8
4	89.9	90.5	91.1	89.2
5	92.3	89.6	90.7	92
6	91.2	92.4	88.4	92.3
All Years	91.2	91.8	91.7	91.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

An attendance co-ordinator is employed one day per week to support attendance of our students at Metford Public School. Non attendance and partial attendance is managed using DoE policy and procedures. HSLO referrals were activated for low attendance rates and this has had a positive impact with students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.12
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	4.92

*Full Time Equivalent

We have two teachers who identify 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 2018 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, SAP, SAPHR, finance and administration, project based learning, Positive Behaviour for Learning and sports coaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	488,517
Revenue	4,116,813
Appropriation	4,045,158
Sale of Goods and Services	1,079
Grants and Contributions	67,707
Gain and Loss	0
Other Revenue	0
Investment Income	2,869
Expenses	-4,146,567
Recurrent Expenses	-4,146,567
Employee Related	-3,863,263
Operating Expenses	-283,305
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-29,755
Balance Carried Forward	458,762

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.

	2018 Actual (\$)
Base Total	2,224,414
Base Per Capita	59,948
Base Location	0
Other Base	2,164,465
Equity Total	734,270
Equity Aboriginal	85,992
Equity Socio economic	421,534
Equity Language	2,746
Equity Disability	223,997
Targeted Total	453,658
Other Total	506,170
Grand Total	3,918,511

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Metford Public School's value added scores, in all three groupings (K–3, 3–5 and 5–7), have continued their positive trend over the last few years, with further growth evident in 2018.

The 2018 cohort of year five students made significant growth in writing, grammar and punctuation when compared to like schools and the rest of the state.

Metford Public School's value added scores, in all three groupings (K–3, 3–5 and 5–7), have continued their positive trend over the last few years, with further growth evident in 2018.

Students in the 2018 year three cohort have improved their numeracy scores compared to the year three students at Metford Public School in 2015–2017 (inclusive). The percentage of students in bands 4–6 has increased to 53% of the cohort.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

All Aboriginal students made progress with their learning goals in 2018, however, only 35% met the Premier's Priorities goals. Classroom teacher, learning and support teachers and SLSO support was used to assist our ATSI students in their learning.

Parent/caregiver, student, teacher satisfaction

Staff Satisfaction:

Collaboration is a strength at Metford Public School. 100% of teachers discuss assessment strategies and learning problems with others. 100% 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 2018.

Parent/Caregiver Satisfaction:

A survey was facilitated through Strategic Direction 3 team to inquire about how our community engaged with our student reports. They found that our parents thought student reports were hard to read, difficult to understand and didn't support their understanding of how they could assist their children. This led to a revised reporting format which was used in semester 2, which focused on an easier to read format, statements about what students can do and where their focus will be next. It is also included a student comment of their semester of learning. A survey of parents' reactions to

this new format will be undertaken early in 2019.

Student Satisfaction:

101 students in years 4, 5 and 6 completed the *Tell Them From Me* survey in March 2018. 82% of students participate in school sports and clubs and 82% have positive relationships at school. This compares with a state average of 85%. 96% of our students value learning which is the same as the state average. 91% of our students give their best effort in lessons as opposed to 88% as the state average. 93% of students believe our teachers give quality instruction which is the same as the state average. Our students have positive teacher–student relationships and have high expectations of success at school.

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. Six 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 Islander 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. 91% of students felt good about their culture at school. 88% of students feel that their teachers have a good understanding of Aboriginal culture. Six teachers participated in Connecting to Country learning. This further enhanced our staff's knowledge of Aboriginal histories and cultures.

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, Positive Behaviour for Learning and literacy units. Students were exposed to different cultures through creative arts experiences such as Musica Viva and other visiting performances.