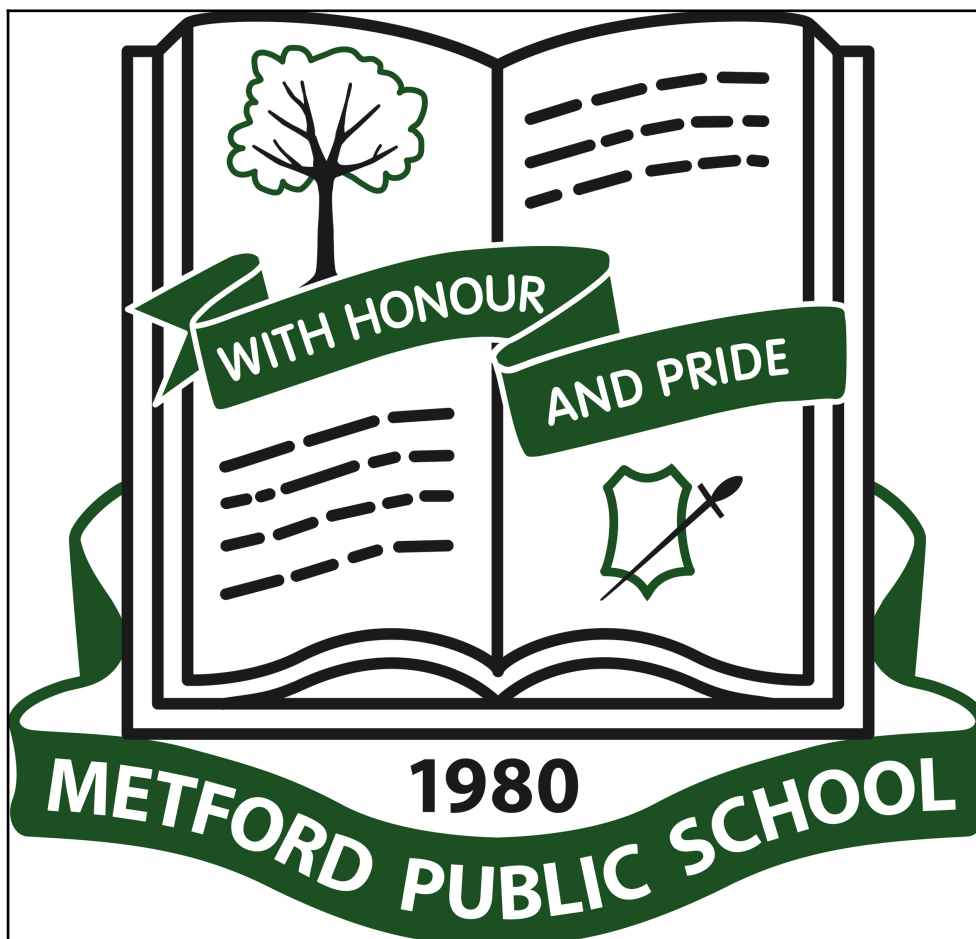


# Metford Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

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.

85% Students reach their individual predicted growth (12 months of learning) against the National Literacy and Numeracy Learning Progressions and other internal data processes.

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.

#### Progress towards achieving improvement measures

##### Process 1: Student Performance Measures

Embed systems to enhance educational aspiration and continual improvement of literacy and numeracy throughout the school community.

Evaluation	Funds Expended (Resources)
<p>To enhance educational aspiration the SD1 team implemented the student Tell Them From Me survey (TTFM), and created a focus plan for improvement areas. 2019 TTFM results indicated that Metford PS girls are below average with extracurricular participation, and feeling a sense of belonging.</p> <p>A focus plan to improve senior girls' participation in extracurricular activities was developed, that included interviewing the senior girls to gauge their understanding of the survey questions. A common thread was noted via the interview process that there were inconsistencies with school communication of extra curricula activities which inhibited the senior girls participation in activities.</p> <p>Changes to support the focus plan have proven positive with senior girls' interest and participation in extracurricular activities. School posts a weekly extracurricular timetable and information in the school notice board, school newsletter and Metford PS Facebook.</p> <p>The TTFM survey offers a platform to survey senior students, however there is nothing in place to survey our student cohort in years K–3. So, during 2019 both stage teams (ES1 –S1 and S2 –S3) dedicated time in stage collaboration days for teachers to focus on effective communication with students. The goal of effective communication is to develop students understanding of the language of literacy learning goals for the (Challenging Learning through Feedback, J Nottingham &amp; J Nottingham), which can continue as a focus area for 2020.</p>	<p>Collaboration days</p> <p>Team meetings</p> <p>Professional learning</p> <p>Tell Them From Me survey analysis</p>

##### Process 2: Assessment

Collaborative development of key assessments and monitoring tools that promote consistent, high standard practices to support quality teaching and learning excellence in literacy and numeracy.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Working towards collaboratively developing key assessment and monitoring tools for numeracy led to SD1 evaluating the literacy assessment project from 2018. A Metford PS numeracy assessment timeline was developed and all staff contributed to combine electronic resources ES1 – S3 literacy and numeracy assessments in a central location.

A SWOT analysis was conducted and a staff questionnaire developed to determine the direction of school planning for literacy and numeracy assessment monitoring tools. The results of the SWOT and teacher questionnaire indicated that whilst teachers contributed to the literacy and numeracy assessment timelines they did not revisit the central electronic resource site as they use their own assessment tools, and readily access stage team resources.

It was determined by SD1 team and in consultation with stage supervisors that all literacy and numeracy assessment and monitoring is clearly evidenced in ES1 –S1 and S2 –S3 teacher programming. MPS Learning and Support Teachers and Instructional Leader work collaboratively with all teachers to identify individual student literacy and numeracy progress. In addition, stage supervisors dedicate time every term during stage collaboration days to focus on literacy and numeracy assessment and monitoring tools.

Collaboration days  
Team meetings  
Professional learning

### Process 3: Learning Culture

Ensure a strategic and planned approach to develop whole school learning and wellbeing processes for students through the Wellbeing Framework to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>To ensure a strategic approach to whole school learning and wellbeing, student 'My Goals' learning statements were compiled for all teachers to use with students to set their personal learning goals. The Metford PS 'My Goals' statements are complete for ES1 – S3 numeracy – quantifying number, and literacy – creating texts and are electronically accessible for all teachers to use.</p> <p>Further to developing student 'My Goal' statements, MPS SD3 has student personal learning goals as a focus area for development. Towards the end of 2019, SD3 trialled GoalHub as a platform for ATSI students' literacy and numeracy goals. SD1 will closely monitor how GoalHub is received by staff and students as this could support 2020 SD1 planning for how all students K–6 can identify their personal learning and wellbeing goals.</p>	<p>Goal Hub professional learning Team meetings Collaboration days</p>

## 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.

#### Improvement Measures

100% of teaching programs identify evidence of staff using innovative, evidence based, future focused teaching and learning practices.

Evidence of professional learning is embedded in classroom practice and programming.

Increased number of students above National Standards in NAPLAN and the school value-add trend is positive.

#### Progress towards achieving improvement measures

##### Process 1: Effective Classroom Practice

Teachers implement innovative high quality learning practices in literacy and numeracy that reflect professional learning in new pedagogical processes.

Evaluation	Funds Expended (Resources)
<p>To develop the implementation of high quality learning practices in literacy and numeracy training was provided to teach 3D design and printing in the classroom using the STEMshare 3D Printing kit and 'Tynker' software. As a result of the time required to print projects and for students to modify designs only 25% of students were exposed to printing in 3D. The software Tynker remains available to all students to continue with the online 3D designing.</p> <p>Professional learning in Aboriginal 8 Ways to Learning became evident in classroom programs through the identification of the eight symbols used to develop teacher awareness of how to incorporate Indigenous culture into a regular unit of work. This method assisted with prompting classroom teachers to identify opportunities to embrace the culture in their teaching and to facilitate deeper understanding and learning.</p> <p>Further staff training was offered in coding a MIniRover using Scratch, and developing coordinate coding skills with Microsoft Excel to copy and create pixelated images.</p>	<p>STEMShare Leader from Maitland District Office</p> <p>STEMShare –3D Printer kit</p> <p>Portable devices with Tynker software</p> <p>Aboriginal 8 Ways of Learning</p> <p>Funding for staff collaboration days, Twilight session</p>

##### Process 2: Data Skills and Use

A whole school approach is used to analyse and interpret internal and external literacy and numeracy data. Staff will collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>Professional learning was provided on how to use the newer aspects of PLAN 2 software for all teaching staff. This shared knowledge allowed for a means to identify areas of weaknesses and strengths to better inform teaching and intervention practices.</p> <p>All staff were offered the opportunity to attend professional learning on SCOUT software to assist in the analysis of external data. Staff in attendance developed their understanding and collaborative skills to interpret the external literacy and numeracy data and how to select specific areas to assist in</p>	<p>Professional learning session</p> <p>Ongoing classroom data</p> <p>Staff expertise and collaboration</p>

## Progress towards achieving improvement measures

modifying their class programs..

### Process 3: Professional Standards & Development

Models of differentiated professional learning are explored, trialed and implemented. Staff are supported by a coordinated whole school approach to improving professional practice which is informed by analysis of staff strengths and areas for development.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>To support staff on understanding how best to improve their professional practice 3–6 staff were trialed on following strategies on digitally storing and collecting evidence that supported their Performance and Development Plans. The methods trialed contributed to the development of the finalisation of 'Accreditation, Performance and Development Procedures for Metford Public School' to be implemented across the school at the beginning of 2020. The process sustains the long term storage of staff evidence and provides ease to principal for future attestation when submitting applications for teacher accreditation and maintenance. The procedures also support the ease for executive staff to view all Professional Development Plans to plan for future differentiated professional learning that supports staffs' needs and the school plan.</p>	<p>Staff Professional Development Plans 3–6 staff trialing method of storage on Microsoft 365 StaffNote</p>



## 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.

#### Improvement Measures

Improved communication with parents that is more timely and effective is evident through survey and focus group responses.

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.

Increased participation by parents, carers and community in committees and teams as appropriate.

#### Progress towards achieving improvement measures

##### Process 1: Effective Communication Protocols

\* Communication systems are focused on providing clear, timely and accurate information that supports progress and achievement for learning and citizenship.

\*\* Through community consultation, improved reporting practices are valued and understood by students, parents and carers.

Evaluation	Funds Expended (Resources)
<p>The functionality of the new report format was reviewed, using feedback from teachers at the end of Semester 1. Modifications were made to the report writing guide to ensure expectations were clear, improving consistency in student's reports. Two student goals for English and mathematics and one student goal for all other Key Learning Areas are easily identified. Parents and carers will be encouraged to give final feedback about the new report format at the end of Semester 1, 2020. Goalhub Professional Learning was delivered to all staff. A small team was created for extensive Goalhub training. Goalhub was implemented and trialled by this team with a focus group of ATSI students. Goalhub will be launched in 2020 for all teachers to create and monitor Personalised Learning Pathways with our ATSI students and their families.</p> <p>Working towards improved and timely communication, Strategic Direction 3 (SD3) have created templates, flowcharts, procedures and expected timelines for staff to use when planning events. These communication packs have been trialled for the planning of several events. Communication packs will be presented to staff and used throughout 2020. Feedback will be collected from staff, parents and carers to determine the effectiveness.</p>	<p>Professional learning</p> <p>Team meetings</p> <p>Collaboration days</p>

##### Process 2: Cohesive Educational Community

Utilising assets that are found within and beyond the school community, provide high quality resources for our school community.

Evaluation	Funds Expended (Resources)
<p>A digital database was created with our current list of assets. Staff can search the database to find assets readily available with skills, services or products relating to their needs. We discovered we needed to encourage</p>	<p>Collaboration days</p> <p>Team meetings</p>

## Progress towards achieving improvement measures

more people to join our asset list. Staff were exposed to the database and encouraged to add their own skills and interests so they too can be utilised for different purposes. The SD3 team worked on a 10 week plan to promote the parent and community members who contribute to Metford Public School, highlighting the varying ways people can be involved in the school. Assets were promoted using videos, photos in action and interviews on our Face Book page. Data reveals high engagement with these posts by our community. These posts contain a call to action for other members of the community to come forward with skills or resources they can offer to the school community. Next year we will focus on getting staff more engaged with the database and encouraging community members to participate at school more frequently.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSOs</p> <p>Aboriginal Education team collaboration days</p> <p>Connecting to Country professional learning</p> <p>Teaching and learning resources</p>	<p><b>Strategic Direction 1 – Improvement measure 1. The Aboriginal 8 Ways of Learning</b> professional learning impacted on classroom programs and practices in a number of classrooms across the school.</p> <p>The development of a <b>Calendar of ATSI days of significance in 2019</b> will support students's understanding of ASTI culture, respect and belonging. This will be implemented in 2020.</p> <p><b>Strategic Direction 3 Improvement measure three.</b> Knowledge and understanding of Goalhub which is planned to be launched and rolled out to all ATSI families in 2020 was an important part of Aboriginal education team collaboration days.. It is anticipated that its use will lead to increased engagement in learning from both the student and their parents.</p> <p><b>Strategic Direction 3 – Improvement measure two.</b> The Aboriginal Education team planned an action plan to address ATSI student partial and whole day attendance in 2020.</p> <p>This resource centre also enables SLSO support in each class to provide differentiation for our ATSI student learning needs.</p>
<b>English language proficiency</b>	SLSOs	<p>The provision of Student Learning Support officers in each classroom and the part–time employment of a Learning and Support Teacher trained in English as an Additional Language or Dialect (EAL/D) supported students with English language proficiency needs in their literacy and numeracy learning. Students specific learning goals were communicated to parents via the Semester 1 and 2 reports.</p>
<b>Low level adjustment for disability</b>	SLSOs	<p>Student Learning and Support Officers provide the classroom support for teachers enabling them to plan and implement specific strategies and differentiation for students with disabilities and special needs. Students specific learning goals were communicated to parents via the Semester 1 and 2 reports.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Assistant Principals off class one day per week.	<p>This funding resource has enabled the assistant principals to meet their supervision obligations according to school policy. Collaboration and internal professional development was designed and implemented by assistant principals to provide Accreditation and staff Personal Development Plan support.</p>
<b>Socio–economic background</b>	<p>Collaboration days, School planning days.</p> <p>Staffing of extra classroom teachers, CLO and SLSOs</p>	<p>Team collaboration to enable all classroom teachers to provide effective teaching and learning programs, differentiated learning for each student and facilitated communication between parents and teachers has been supported through this funding source.</p>

<p><b>Socio–economic background</b></p>	<p>Professional learning</p> <p>Transition to School program</p> <p>Student Assistance – Swimming School bus, excursion support, uniform assistance</p>	<p>A long term, successful and comprehensive Transition to school program has been developed and resourced through the socio–economic background funding. This rewarding, collaboration between prior to school services, parents, children and school staff, enables the school to provide advice, intervention and a positive impact on children as they enter school.</p> <p>So that families could afford the school swimming scheme, the socio–economic funding has been used to pay for the bus travel of each student. Some families facing financial hardship have been supported through subsidised swimming scheme, uniform and excursions.</p>
<p><b>Support for beginning teachers</b></p>	<p>Casual teacher</p> <p>Professional learning</p>	<p>Casual support was funded for one beginning teacher to work closely with her supervisor and her self–selected mentor on achieving her Personal Development Plan goals and meeting her Accreditation responsibilities including specific areas of programming, assessment and classroom practice. Professional learning was also a part of this expenditure.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Staffing support for students needing support with English language</p>	<p>Students needing additional English language support were provided with a teacher on several days a week to support them participate in learning in Literacy and Numeracy.</p>
<p><b>Early Action for Success</b></p>	<p>Instructional Leader, Deputy Principal 1.0 FTE funded through Early Action for Success.</p>	<p><b>Strategic Direction 1 – Improvement measure two. Talking Writing</b> project, significant impact was evident through the analysis of the lexical density of student writing. Incidental impact was also observed in vocabulary development and comprehension.</p> <p><b>Strategic Direction 2 – Improvement measure one. See Talking Writing. Our School is Cool</b>, this project had anecdotal evidence of impact of improved teacher understanding of learning trajectories beyond their grade, greater integration of the MCU and mainstream students and increased student agency and sense of belonging to the school.</p> <p><b>Strategic Direction 3 – Improvement measure two. Working Mathematically</b> twilight professional learning time has had impact on the focus of mathematics in classroom teaching programs.</p> <p><b>Strategic Direction 3 – Improvement measure two. Parents as Teacher and Classroom Helpers</b> has incidental impact measured by improved literacy and numeracy skills of students overtime and improved community understanding of literacy and numeracy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	161	165	165	173
Girls	134	139	140	140

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	93.7	92.9	91.7
1	92.2	93.7	92.1	90.2
2	91.3	92.4	90.6	89.6
3	91.5	90.4	90.8	90.2
4	90.5	91.1	89.2	89.4
5	89.6	90.7	92	87.1
6	92.4	88.4	92.3	90.9
All Years	91.8	91.7	91.5	89.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.21
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	5.62

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	458,762
<b>Revenue</b>	4,495,162
Appropriation	4,402,705
Sale of Goods and Services	8,634
Grants and contributions	81,196
Investment income	2,627
<b>Expenses</b>	-4,405,695
Employee related	-4,122,844
Operating expenses	-282,851
<b>Surplus / deficit for the year</b>	89,468

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	638,544
<b>Equity Total</b>	826,817
Equity - Aboriginal	94,246
Equity - Socio-economic	492,535
Equity - Language	4,386
Equity - Disability	235,649
<b>Base Total</b>	2,083,788
Base - Per Capita	74,390
Base - Location	0
Base - Other	2,009,398
<b>Other Total</b>	621,612
<b>Grand Total</b>	4,170,760

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

The 2019 Tell Them From Me survey of students from years 4, 5 and 6 showed that 93% of Metford Public School students feel that they have someone to advocate on their behalf. This is a dramatic improvement over previous years and a significantly higher percentage than other like schools and the state.

95% of the students surveyed indicated that they had an expectation for success. This measure is also higher than the like schools and the state.

The students surveyed at Metford Public School indicated that their sense of belonging was on par with like schools and the state at 70%.

The measures above are used by the New South Wales Department of Education to evaluate one of its key strategic goals, Metford Public School is actively demonstrating that *'Every student is known, valued and cared for at Metford Public School.'*

Staff at Metford Public School undertook the New South Wales Public Sector Employee Survey – People Matter in 2019. Through this survey Metford Public School staff indicated that they were positive about change bringing about positive outcomes for the school, students and the community. That change was manageable and they had been given appropriate training and development to do their job and meet the expectations of their role.

Collaboration continues to be a strength with staff indicating on the survey that their teams work collaboratively to meet their objectives. These themes have enabled Metford Public School to embrace continuous improvement throughout 2019.

In 2019, Metford Public School's Strategic Direction 3 team undertook a survey specifically to evaluate the effectiveness of the changes in the school's formal written reporting. The changes were brought about from parent feedback that 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 also included a student comment of their semester of learning. The post change survey overwhelmingly supported the changes made.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.