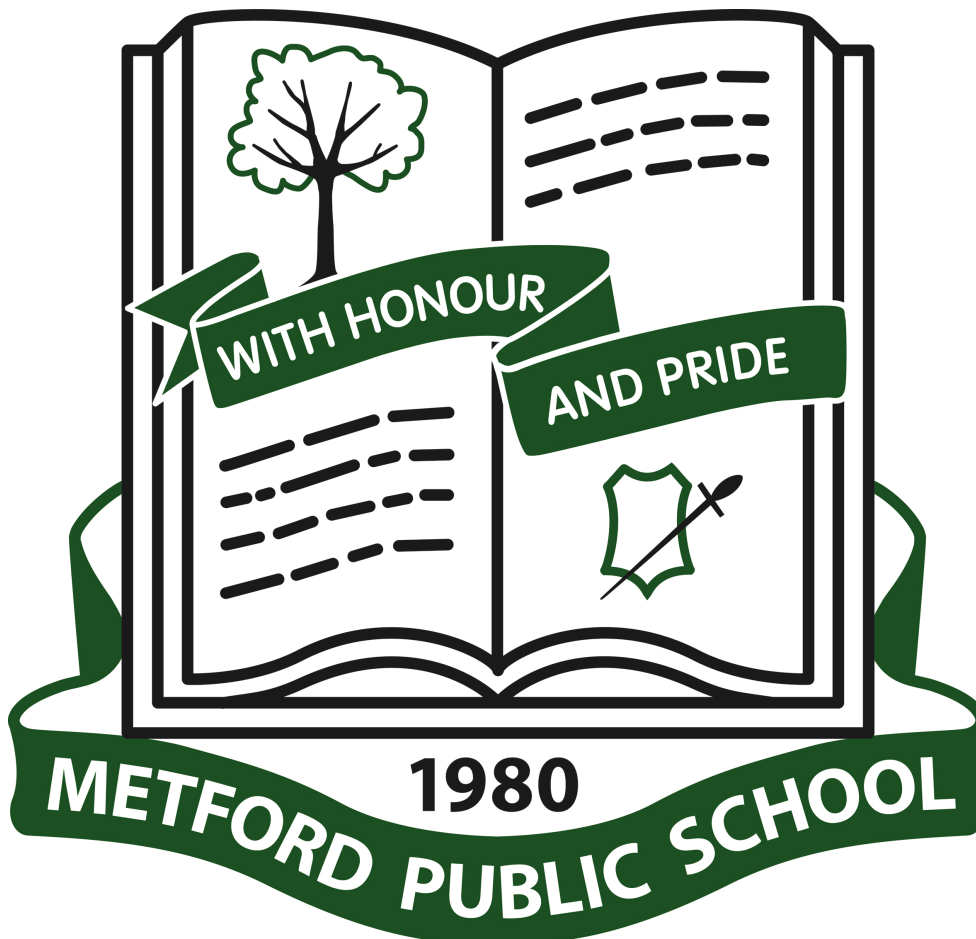


2021 Annual Report

Metford Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Metford Public School we believe that when every student is known, valued and cared for, they are empowered to be successful and resilient learners. A culture that promotes a collaborative approach ensures the best possible learning opportunities for every student at every level across the school. As a school community we strive towards inclusivity in an environment that nurtures, encourages high expectations, continuous improvement, individual success and confidence to achieve.

School context

Metford Public School is a focal point of the community and caters for students from Kindergarten to Year 6. Our current enrolment is 327 students in mainstream K-6 and 21 students with special needs in a three class support unit. 27% of our students identify as Aboriginal or Torres Strait Islander peoples, 45% of students require low level adjustments for disability and 8% of students have English as an Additional Language or Dialect. Our school has excellent facilities which include well maintained classrooms and access to large areas of green play space and two play equipment areas.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan, SIP. They are Student Growth and Attainment, Engagement and Leadership. These areas will build upon the work undertaken in the previous school planning cycle featuring student engagement and community engagement. We recognise that a whole school approach, including all members of the school community, will be needed to achieve improvement in student performance and wellbeing.

We will include:

- * the evaluation, development and implementation of strong pedagogical practices from Kindergarten to year 6 with staff professional learning being key to underpin differentiated learning to meet student need
- * the development of staff evaluative practices in data use and skills
- * the strategic collection of relevant data and the development of systems that support the tracking of individual student performance of both internal and external assessments
- * the development of a strong professional learning community which includes the evaluation of the impact of teaching practices on student learning achievement
- * valuing culture and diversity as an acknowledged driver of students' engagement and success
- * developing and embedding whole school and community practices to improve student attendance

The school's equity funding will be used to support the implementation of this plan through staffing enhancements focusing on instructional leadership, mentoring and coaching.

Continual monitoring of student performance data will determine areas of need and success at a class, stage and school level and the involvement of the whole school community in this will be crucial to our success.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student has the essential reading and numeracy skills they need for growth and success, we will develop our understanding of data concepts, improve the quality and use of internal assessment data and utilise the power of collaboration across the school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- DATA SKILLS AND USE
- ASSESSMENT
- IMPROVEMENT OF COLLABORATIVE PRACTICE

Resources allocated to this strategic direction

Professional learning: \$16,120.00

QTSS release: \$36,214.23

Literacy and numeracy: \$9,882.74

Socio-economic background: \$291,194.73

Aboriginal background: \$73,132.00

Early Action for Success (EaFS): \$114,342.00

Per capita: \$44,257.00

Summary of progress

Our focus for 2021 was to improve student growth and achievement in literacy and numeracy through improvement in teacher use of assessment and data to inform teaching and reporting. This involved professional learning and collaborative practices including the sharing of expertise, coaching, mentoring and feedback in components of reading, numeracy and the *'What Works Best 2020 Update'*. This was supported by investment in off class and after school professional learning staff development and collaboration days. A professional learning environment that ensured psychological safety promoted a staff-wide growth mindset and collective efficacy. As a result, teachers improved,

- their ability to articulate their professional learning needs
- reflection practices
- an increase in the number of students with data entered into PLAN2
- data from PLAN2 being used within programs for differentiation
- the use of consistent assessment practices and improved teacher knowledge of assessment
- skills, understanding and confidence in working with data.

The initiatives undertaken have also impacted positively on students learning and is evidenced by,

- improved achievement in literacy and numeracy progressions in PLAN2
- improvement in reading level data

Next year our focus will be on developing scope and sequences and assessment and data schedules that support literacy and numeracy across the curriculum. Continue with the professional learning and coaching model in Mathematics Building Blocks for Numeracy, the 'Big 6' for reading and phonics and spelling.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TOP 2 BANDS READING: The percentage of students in the top two bands of NAPLAN Reading will be at 14.86% (baseline) and trending upwards towards the lower bound	Metford Public School has exceeded the 2021 target of 14.86% of students achieving the top two bands in NAPLAN Reading by 12% with 26.86% of students achieving the top two bands in NAPLAN Reading in 2021.

<p>system negotiated target of 26.10%.</p>	
<p>TOP 2 BANDS NUMERACY:</p> <p>The percentage of students in the top two bands of NAPLAN Numeracy will be at 11.55% (baseline) and trending upwards towards the lower bound system negotiated target of 18.70%</p>	<p>Metford Public School has exceeded the 2021 target of 11.55% of students achieving the top two bands in NAPLAN Numeracy by 4.45% with 16% of students achieving the top two bands in NAPLAN Numeracy in 2021.</p>
<p>EXPECTED GROWTH READING:</p> <p>The percentage of students that achieve expected growth in NAPLAN Reading will be 44.47% (baseline) and trending upwards towards the lower bound system negotiated target of 55.2%.</p>	<p>Metford Public School has exceeded the 2021 target of 44.47% of students achieving expected growth in NAPLAN Reading by 13.22% with 57.69% of students achieving expected growth in NAPLAN Reading in 2021.</p>
<p>EXPECTED GROWTH NUMERACY:</p> <p>The percentage of students that achieve expected growth in NAPLAN Numeracy will be 38.08% (baseline) and trending upwards towards the lower bound system negotiated target of 51%.</p>	<p>Metford Public School has exceeded the 2021 target of 38.08% of students achieving expected growth in NAPLAN Numeracy by 1.21% with 39.29% of students achieving expected growth in NAPLAN Numeracy in 2021.</p>
<p>ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS READING</p> <p>The percentage of Aboriginal students in the top three bands of NAPLAN Reading will be 19.44% (baseline) and trending upwards towards the lower bound system negotiated target of 28.2%.</p>	<p>Metford Public School has not met the 2021 target of 19.44% of students achieving the top three bands in NAPLAN Reading by 3.65% with 15.79% of Aboriginal and Torres Strait Islander students achieving the top three bands in NAPLAN Reading in 2021.</p>
<p>ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS NUMERACY</p> <p>The percentage of Aboriginal students in the three bands of NAPLAN Numeracy will be at 11.76% (baseline) and trending upwards towards the lower bound system negotiated target of 20.6%.</p>	<p>Metford Public School has exceeded the 2021 target of 11.76% of students achieving the top three bands in NAPLAN Numeracy by 1.84% with 13.6% of students achieving the top three bands in NAPLAN Numeracy in 2021.</p>

Strategic Direction 2: Engagement

Purpose

To create teaching and learning environments that enable students to be healthy, happy, engaged and successful through respectful relationships and improved attendance at school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- WELLBEING
- ATTENDANCE
- DIFFERENTIATION

Resources allocated to this strategic direction

Integration funding support: \$131,140.00

Socio-economic background: \$22,423.00

English language proficiency: \$16,659.51

Low level adjustment for disability: \$69,307.85

Professional learning: \$16,105.00

Literacy and numeracy intervention: \$47,089.54

Per capita: \$44,257.29

Aboriginal background: \$73,133.17

Summary of progress

Our focus for 2021 was to develop staff understanding of departmental wellbeing documents, frameworks and policies. This involved professional learning delivered to teachers by the Assistant Principal Learning and Support (Maitland) in week 4 term 3 about,

- Wellbeing Framework for Schools
- Personal Social Capabilities Continuum
- What Works Best 2020 Update

The original timeline included,

- follow up professional learning
- using the Personal Social Capability continuum to assess and monitor student wellbeing
- a shoulder to shoulder mentoring model with the Assistant Principal Teaching and Learning
- development and implementation of a Student Representative Council.

Alterations were made to the timeline due to the impact of COVID19 lockdown and learning from home periods on students and staff.

Survey of staff after the professional learning indicated that the information was relevant and presented well. The teachers requested follow up professional learning particularly in the understanding of and strategies for social and emotional wellbeing and the Personal Social Capability Framework. The enablers for this success was access to the Assistant Principal Learning and Support (Maitland), professional learning time allocation, School Excellence in Action day allocation to the Wellbeing Leadership team to look at the needs and design the professional learning and the open mindset of the staff. Barriers to the continuation of this process include that the classroom teachers have been prioritising literacy and numeracy due to the provision of COVID Intervention Learning Support Program (CILSP) funding. COVID lockdown and learning from home interrupted plans for professional learning and in class support. Other data that would have been useful would be survey, interview or a focus group from K-3 to give their perspective on their sense of belonging, expectations of success and advocacy, plotting of target students or whole school on the Personal Social Capability continuum across K-6 and the consistent use of the Tell Them from Me survey across semesters.

As a result teachers see a need for the knowledge and strategies in wellbeing and that they are able to articulate their professional development needs.

Next year our focus will be to

- undertake professional learning in
- Safeguarding Kids Together (Department of Education)
- Wellbeing Framework - follow up professional learning (Assistant Principal Learning and Support (Maitland))

- Building Our Knowledge of Behaviour (Assistant Principal Teaching and Learning)
- Personal Social Capabilities continuum
- planning and implementing strategies learned within the classroom with shoulder to shoulder support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>WELLBEING:</p> <p>The percentage of students reporting positive wellbeing through Tell Them From Me will be at 82% (baseline) and trending upwards towards the school determined lower bound target of 85%.</p>	<p>Metford Public School has not met the 2021 target of 82% of students reporting positive wellbeing through the advocacy and expectations of success measures with only 58.54% of students achieving this measure (23.46% below the target). The measure of belonging did not achieve 82% of students reporting a positive sense of belonging.</p>
<p>ATTENDANCE:</p> <p>The percentage of students attending school 90% of the time or more will be at 68.48% (baseline) and trending upwards towards the lower bound system negotiated target of 73.2%.</p>	<p>Metford Public School has not met the 2021 target of 68.48% of students attending school 90% of the time or more with only 59.89% of students achieving this measure (8.59% below the target). This measure was seriously affected by COVID19 lockdown and learning from home.</p>
<p>DIFFERENTIATION</p> <p>All teachers provide a quality curriculum that engages students at every level and supports their understanding.</p>	<p>This process was disrupted by COVID Home Learning occurring from term 3 week 4 to term 4 week 4. Teachers attempted to differentiate through digital spaces and home learning paper packs. When students returned in Term 4, week 4, resourcing was allocated to an off class CT to support teachers to differentiate curriculum, with a particular focus on targeting high achieving students in years 2 and 4 in preparation for 2022 NAPLAN.</p>

Strategic Direction 3: Leadership

Purpose

To develop a student-centred school leadership approach to make decisions about challenges and strategies for school improvement so that it meets the needs of students and the community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- IMPROVEMENT OF PRACTICE

Resources allocated to this strategic direction

Socio-economic background: \$224,236.00

Early Action for Success (EAFs): \$57,171.00

QTSS release: \$36,214.00

School support allocation (principal support): \$19,726.59

Summary of progress

Our focus for 2021 was providing instructional leadership opportunities for aspiring leaders to build the capacity and capability in staff through leading professional learning coaching and mentoring. This involved monitoring Professional Development Plans and an Expression of Interest process to identify aspiring leaders. These leaders were involved in providing professional learning, coaching and mentoring their colleagues. As a result three classroom teachers and an assistant principal have had opportunities to relieve in higher duty positions. During term 4 2021, the Instructional Leader is moving to a Senior Education Officer 2 position, an Assistant Principal is moving into an Assistant Principal Curriculum and Instruction and a temporary Learning and Support Teacher has been made permanent. This process has also made a positive impact on collaboration between staff and an unintentional result was that our Student Learning Support Officers undertook professional learning to support components of reading.

Next year our focus will be on continuing to identify aspiring leaders and give them opportunities to develop their leadership skills and experience.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
IMPROVEMENT OF PRACTICE The percentage of staff with the capacity to lead improvement of practice initiatives within their classroom and across the school will be at 10% (baseline) and trending upwards towards the lower bound school determined target of 15%.	Metford Public School has exceeded the 2021 target of 10% of staff with the capability and capacity to lead improvement of practice by 5% with 15% of staff with the capability and capacity to lead improvement of practice.
TEACHERS ACHIEVING LEADERSHIP POSITIONS The percentage of staff achieving leadership positions will be at 10% (baseline) and trending upwards towards the lower bound school determined target of 15%.	Metford Public School has exceeded the 2021 target of 10% of staff achieving leadership positions by 5% with 15% of staff moving into new leadership positions for 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,140.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Metford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • WELLBEING <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs and high-level learning needs e.g. CILSP and SLSO • staffing release for targeted professional learning around Jolly Phonics/Heggerty training • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) along with ILSP meetings and consultation with external providers. • intensive learning and behaviour support for funded students - PL delivered to all staff from APLAS along with individual student observations/meetings. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>students with learning needs being supported in the classroom and playground to ensure they can access differentiated learning which will support their development, knowledge and skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>in 2022, continue to use these funds to support individual students to enhance them meeting their learning outcomes.</p>
<p>Socio-economic background</p> <p>\$582,700.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Metford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • IMPROVEMENT OF PRACTICE • DATA SKILLS AND USE • WELLBEING • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • professional development of staff through Welfare/Wellbeing to support student learning • equitable access to specialist resources e.g. Ipad purchases • providing students without economic support for educational materials, uniform, equipment, excursions and additional school activities. • additional staffing to implement SLSOs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through SEiA days to support student learning • employment of additional staff to support community engagement through CLO program implementation. <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$582,700.73</p>	<ul style="list-style-type: none"> * targeted students showing engagement in learning * improved outcomes for students in literacy and/or numeracy *financial support for families to allow students to be in uniform and attend major excursions *enhanced teacher capacity to meet the needs of students *professional learning and time allowance targeted to support teachers <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue these activities to promote quality teaching and improved student outcomes meeting school based targets using SEiA days and targeted professional learning. Using our two AP C and Is to lead and guide enhanced teacher capacity to provide teachers with best evidence based practice to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$146,265.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Metford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • DATA SKILLS AND USE • ATTENDANCE <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of Aboriginal Education AP to support engagement in literacy and numeracy programs and improve attendance of Aboriginal students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * PLP template developed to align with current school LST profiles * Students achieving targeted support and personal growth in Literacy and Numeracy * Student attendance is closely monitored and supports put in place to improve overall attendance and engagement <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Employment of Aboriginal Education AP to support students, their families and build stronger connections with the wider community * Targeted intervention in Literacy (Writing) and Numeracy * Regular monitoring and review of PLP goals * Targeted intervention for attendance support * Engage in cultural excursions and experiences * Create and build connections with community organisations to support student learning and wellbeing
<p>English language proficiency</p> <p>\$16,659.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Metford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • WELLBEING <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in:</p> <p>our targeted students improving their understanding and capacity to learn</p>

<p>English language proficiency</p> <p>\$16,659.51</p>	<p>using our NSW curriculum</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue employing SLSO to support this program in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$237,484.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Metford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • WELLBEING • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: the employment of SLSOs supporting students in all classrooms to meet their targeted goals in learning</p> <p>After evaluation, the next steps to support our students with this funding will be: Use 2022 funding to provide SLSO support in all classrooms</p>
<p>Professional learning</p> <p>\$32,225.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Metford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • DATA SKILLS AND USE • WELLBEING <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • releasing expert teachers to lead collaboration days, unpack evidence-based approaches to teaching phonological awareness, phonics and word recognition • engaging a specialist teacher to unpack evidence-based approaches to teaching phonics, spelling and grammar • engage specialist teacher/program to improve teaching practice in phonological awareness. • release expert teachers to lead professional learning for support staff and intervention teams in phonological awareness. • release executive staff to attend Fluency PL to share and unpack knew knowledge with other teaching staff • release executive team to complete Quality Teaching Rounds PL ready for school implementation in 2022 • allocate SDD time to lead PL in Mathematical Building Blocks for numeracy (MBB4N) <p>The allocation of this funding has resulted in: Teachers participating in collaborative practice, developing their knowledge and skills to ensure quality teaching and improved practice to support student outcome enhancement.</p> <p>After evaluation, the next steps to support our students with this</p>

Professional learning \$32,225.00	funding will be: a deep, school wide focus on an area of literacy and numeracy rather than a many pronged approach.
Literacy and numeracy \$9,882.74	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Metford Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • DATA SKILLS AND USE Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher The allocation of this funding has resulted in: increased support for students to meet their learning goals. After evaluation, the next steps to support our students with this funding will be: continuation of support for our Learning and Support team
Early Action for Success (EAfS) \$171,513.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Metford Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • DATA SKILLS AND USE • IMPROVEMENT OF PRACTICE Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to lead analysis of data and professional learning, including the use of learning sprints The allocation of this funding has resulted in: <ul style="list-style-type: none"> *enhanced teacher skills and knowledge in using data to support differentiation in the classroom *development and delivery of professional learning to support teachers meeting our school targets *monitoring and evaluation of our SIP for external validation *reviewing our 2021 SIP to inform the development of our 2022-2025 SIP After evaluation, the next steps to support our students with this funding will be: Early Action for Success program will be removed in 2022.
QTSS release \$72,428.23	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Metford Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • DATA SKILLS AND USE • IMPROVEMENT OF PRACTICE

<p>QTSS release</p> <p>\$72,428.23</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>QTSS focused on</p> <p>*leading teachers from kindergarten to year 6 and our support unit in developing differentiated teaching and learning programs for literacy and numeracy. There was a major focus on years 3-6 spelling as we identified this as a need when assessing writing samples as a team. Assessments were organised to be completed. These were derived from the DoE spelling diagnostic tool. Following these assessments, we were able to group our students according to the progressions and enter this information into PLAN 2.</p> <p>*At SEiA days, we brainstormed all lessons/resources/activities to assist students in achieving their spelling goals.</p> <p>*QTSS time used to assist teachers in running reading groups and the areas teachers needed to focus on in Reading comprehension.</p> <ul style="list-style-type: none"> •Implementing and supporting results for implementation of learning and teaching in the classroom using Check in assessments and NAPLAN online •Managing staff and their PDP goals, facilitating information and resources-based on PDPs needs when possible through Collaboration Days •EV-Term 2 then back to SIP •Device management across the school •High school and Kindergarten 2022 transition <p>Working from Home</p> <ul style="list-style-type: none"> •Supervision of online Seesaw and Google Classroom platforms •Communication with staff working onsite, and at home •SIP monitoring •creating onsite plans for cohort movement around the school and signage <p>* compiling and managing a student wellbeing register</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to support APs to embed their leadership work 2 days a week in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.54</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Metford Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • WELLBEING <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>* improved student outcomes using LaST support for targeted students</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, continue the use of this funding for LaST support if it is available.</p>
<p>COVID ILSP</p> <p>\$233,049.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

COVID ILSP

\$233,049.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in:

- * increased the frequency of LaST/C-ILSP targeted literacy and numeracy intervention across K-6
- * enhanced student confidence and improved learning engagement
- * improved C-ILSP and LaST teacher data skills and usage: regular 5-10 week cycle to enter pre and post data, monitor of student progress, and evaluate results
- * developed one LaST professional knowledge and skills to mentor 3 C-ILSP staff.

After evaluation, the next steps to support our students with this funding will be:

In 2022, continue to fund additional staff to target student literacy and numeracy intervention groups across K-6. COVID ILSP staff will access PL opportunities and continue to use PLAN 2 data to monitor student learning progress.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	165	173	183	160
Girls	140	140	158	160

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	91.7	86	89.8
1	92.1	90.2	87.9	87.9
2	90.6	89.6	90.2	88.5
3	90.8	90.2	90.1	89.2
4	89.2	89.4	89.6	89
5	92	87.1	86	88.7
6	92.3	90.9	84.3	84.8
All Years	91.5	89.9	87.8	88.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	14.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	5.92

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	390,200
Revenue	5,328,067
Appropriation	5,241,411
Sale of Goods and Services	16,212
Grants and contributions	70,106
Investment income	237
Other revenue	100
Expenses	-5,498,775
Employee related	-5,066,598
Operating expenses	-432,177
Surplus / deficit for the year	-170,708
Closing Balance	219,492

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.

	2021 SBAR Adjustments (\$)
Targeted Total	63,845
Equity Total	983,110
Equity - Aboriginal	146,265
Equity - Socio-economic	582,701
Equity - Language	16,660
Equity - Disability	237,485
Base Total	3,058,013
Base - Per Capita	88,514
Base - Location	0
Base - Other	2,969,498
Other Total	671,321
Grand Total	4,776,289

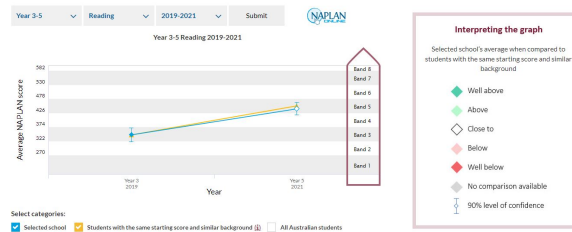
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

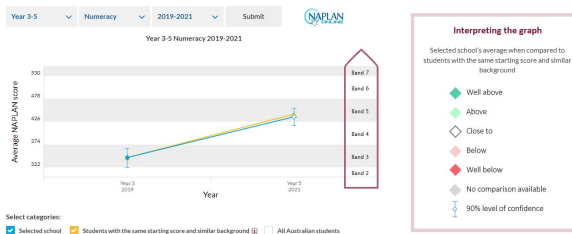
The graphs below indicate an upward trend of NAPLAN results for students across Metford Public School from 2019 - 2021. Results show continued improvement across Reading, Writing and Numeracy compared to students with the same starting score and similar background.



The blue line shows how much Reading results have improved since the students did NAPLAN two years ago compared to others across the country (yellow line).



The blue line shows how much Writing results have improved since the students did NAPLAN two years ago compared to others across the country (yellow line).



The blue line shows how much Numeracy results have improved since the students did NAPLAN two years ago compared to others across the country (yellow line).

Parent/caregiver, student, teacher satisfaction

Parent/caregiver - During remote learning parents were contacted via phone, email and sms. Contact was managed by Assistant Principals. Parents indicated to Classroom Teachers their appreciation of regular contact. If concerns were raised about learning, wellbeing or family support, the designated Assistant Principal would manage this. Throughout this process we were able to address concerns in a variety of areas. Many parents indicated their appreciation for the support and check ins. Staff members also delivered home learning packs and stationary supplies to vulnerable families with strong appreciation given to staff.

Student - During remote learning students engaged in daily zoom sessions with their classroom teachers and support staff. Many students commented on how much they enjoyed seeing each other and having conversation about the learning. Some classes participated in online games such as; dress ups, scavenger hunts and more. Students who were unable to attend zoom sessions were contacted by MPS staff for a check-in. Some students asked for assistance with work, others just wanted to chat about being home. Upon return to school students indicated through verbal feedback how much they enjoyed the opportunity to engage with peers and teachers.

Teacher - On return from learning from home staff were surveyed about Wellbeing at Metford Public School. Areas targeted were student wellbeing, staff wellbeing and PBL. Information was used for future planning in 2022 and to drive further SIP directions. 27% of Staff participated in completing the People Matters employee Survey (PMES) with results indicating strengths and weaknesses.

28	Attendance - lack of work	Called mum about Felicity lack of work this week. She said the last two days Felicity hasn't been able to get online due to family emergency. I just reminded her about our zoom time, aim to complete 3 or more activities on Seesaw a day and then complete any Studyladder. (I am trying to get her more active with Seesaw, as she mainly gets on here and there to do studyladder activities.) I talked to mum about paper packs but she seems to not be keen with it.	2/9/2021	12.20pm	Phone - spoke with mum	Need Felicity to be more consistent with completing her work c as trying to complete Seesaw activities when no studyladder a for the day. I also informed mum about the importance of Felicity zoom at 10:30 to be apart of the breakout rooms
28	Attendance	I have tried to call Treys mother about the limited amount of work he has done this week. I have also reached out about him doing zooms too. Karen sent an SMS out today about it to all parents. Treys dad said they picked up a paper pack and is doing both however, I am unsure if this is really happening or if they are returning it. I have brought up what is expected in previous phone calls.	2/9/2021	12.28pm	Phone - left a message	
60	Attendance	I have attempted contact and left voicemails on three separate occasions requestion Amanda to contact the school. There has been no contact made. Mattia's last piece of work submitted was on August 24th. Prior to this the last work submitted was August 16th.	3/9/2021	10:05	Phone - left a voicemail	Voicemail left outline my concern of minimal work being compl Amanda to contact the school admin to organise a time for CT
28	Attendance - workload	I have had contact with mum today. Kalami has been at her grandmas all week. She has joined and tried to join zooms all week. She has done limited work on Seesaw and Studyladder. She has read a good amount of books on WUSHKA. I told mum she needs to be doing more work online if that is what she wants to do for her home learning. Mum said she had a paper pack but can't remember when they picked it up as it is at her mother's place. I spoke to her about returning it and maybe pick up a pack today for next week and see if Kalami is able to do the paper pack. I informed her that Kalami can do paper pack, come to zooms and also do online activities if she wants. I will be contacting mum next week to check in.	03/09/2021	9.48am	Phone - spoken to Kalami's mum.	I spoke with both Kalami and her mum about the amount of work to do as well as how she can do her learning.
28	Attendance - workload	Lleyton will often join zooms but not do much work online. He is most times at school. I have contacted mum each week talking about the workload he needs to do. I have spoken about getting a paperpack as well. I tried to call today but only left a message. The message said, just checking in to see how everything is going at home. I have notice Lleyton has been joining the zooms but not completing any activities online. If he is having trouble with online learning, you can pick up a paper pack that may support him. Please give the school at school if you need any support.	3/9/2021	11.25am	Phone - message left	He sometimes does he work on the weekend. He can end up c of work.

Example of contact during remote learning - managed by Assistant Principal Learning and Support, Aboriginal Education and Support

What can the Wellbeing Leadership Team do to support you better? e.g. mentoring, observations, team teaching, Professional Learning (specify)

10 responses

I have been engaging in reflecting on the current school plan, updating the Situational Analysis and looking forward to the creation of the 2022-2025 Strategic Improvement Plan. So from what I can see a lot of professional development ground work has been done in orientation towards policy documents. I would like to see the Wellbeing Leadership Team support all classroom staff in the development of quality respectful relationships with colleagues, students, parents/carers and the community.

Observations in order to provide suggestions for how to address certain behaviours etc

NA

On the spot support when students are non-compliant and making it difficult to continue teaching. The rest of the students and the teacher should be able to do their job without feeling threatened or uncomfortable.

team teaching

Model how you envisioned the lessons to be implemented.

I think a mentor program is a great idea

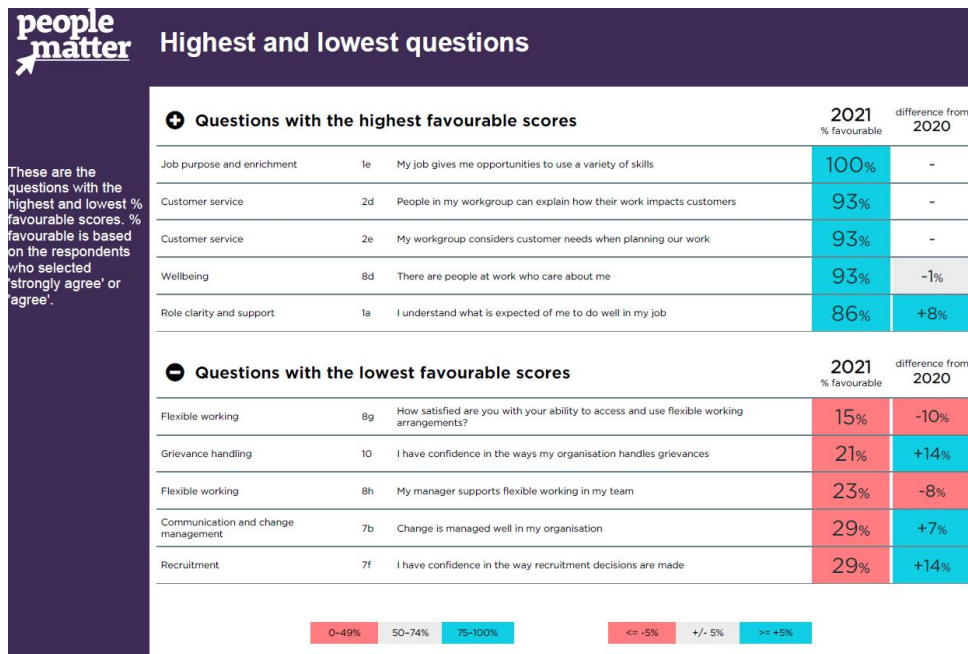
Teacher survey sample responses

Can you please provide some suggestions on what we can do at MPS to support staff Wellbeing Wednesday? Remember it is not school funded e.g. staff zooper doopers, each stage takes turns to provide morning tea.

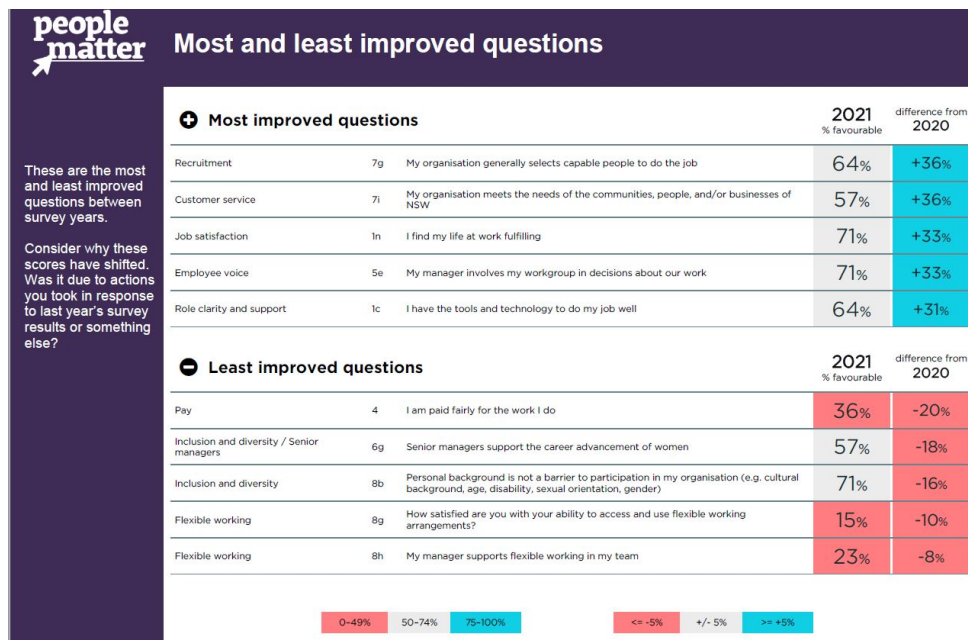
12 responses

- My feeling is that any wellbeing activity for staff needs to not impact the time of any staff to organise as this has an impact on their wellbeing and makes the exercise counter productive. (Especially Term 4)
- Acknowledgements of work - perhaps relieving from a duty.
Organising a weekly coffee van or food delivery - staff pay for own
- A day off without a duty
Coffee cart each Wednesday morning
Take turns doing morning tea or afternoon tea
- I feel that wellbeing needs to be supported through presence of executive staff on the ground and in classrooms on a consistent daily basis. Staff want support.
Adding extra pressure on staff to provide a morning tea is not wellbeing.
- Just make it simple and casual. It could be verbal or a fun relaxing activity at a time and place that is suitable.
- Morning tea/afternoon tea provided by each stage either weekly or fortnightly. Maybe acknowledge

Teacher survey - staff wellbeing response



People Matters employee Survey (PMES) Highest and lowest question responses.



Strengths


These are the strengths of the employee experience in your team. These are the aspects that you should look to maintain and celebrate with your team.



Your Strengths for 2021	2021 Score	Parent Unit 2021	Year on Year Change	Most Increased Compared to 2020	2021 Score	Parent Unit 2021	Year on year change
My job gives me opportunities to use a variety of skills	100%	89%	New Item	My organisation generally selects capable people to do the job	64%	60%	+36 ppts
People in my workgroup can explain how their work impacts customers	93%	87%	New Item	My organisation meets the needs of the communities, people, and/or businesses of NSW	57%	74%	+36 ppts
My workgroup considers customer needs when planning our work	93%	88%	New Item	My manager involves my workgroup in decisions about our work	71%	71%	+33 ppts
There are people at work who care about me	93%	90%	-1 ppts	I find my life at work fulfilling	71%	0%	+33 ppts
I feel motivated to contribute more than what is normally required at work	86%	73%	+25 ppts	I have the tools and technology to do my job well	64%	74%	+31 ppts
My workgroup works collaboratively to achieve its goals	86%	78%	+25 ppts	There is good team spirit in my workgroup	64%	75%	+31 ppts

People Matters employee Survey (PMES) strengths.


Home learning will continue from **Friday 13th August** for another week. Hopefully we will be able to return to on site school learning next Friday.


WEEK 6 BOOKLETS
 Learning at home packs for next Week, (16th August- 20th August) will be available between **10am and 12pm** tomorrow Friday 13th August from the Melaleuca entrance. Please ring 49332655 and a staff member will bring the pack out to you.
 When collecting your new pack, please return this week's one as that indicates to us that learning has been completed at home and ensures that you are marked as attending school. If you are posting work on Seesaw or Google Classroom or the Support Unit page, this indicates that you're learning from home and attending school as well.
Stay safe everyone and we will see lots of you on Zoom next week.


 Emi Donkin and 15 others 14 comments 1 share


 Like
  Comment
  Share


 [REDACTED]
 Do we still have an at home pack to collect if we are using seesaw to complete learning?
 Like Reply 40 w

 replied · 2 replies

 [REDACTED]
 Like Reply 40 w

 [REDACTED] Top fan
 Laithan and mia K only have access to the computer on thursdays and friday so would we be still able to get a home pack please
 Like Reply 40 w

 Metford Public School replied · 1 reply

 [REDACTED]
 I would like to collect another pack for Blake please.
 We are working thru worksheets and uploading to see-saw.

Sample communication during remote learning via Facebook.



Messages of positive support for Metford Public School staff via Facebook.

Managed by Katey, Cathy, Vicki Contact made 24/8, in communication with Early Links	Keaton [redacted]	Michael [redacted]	KEP	Wellbeing Concern	Not being able to connect with mum or dad over the phone to find out current address. With the hope to send Week 8 work packs to them. Have had previous conversations with mum and dad regarding the displacement from home and living out of a motel. Motel is name unknown. Was told it was located somewhere in Jesmond (Newcastle)	Last contact with parent was Friday 20/8/21	Approx lunch time	Phone (no answer)	Last Friday call was to touch base with the family and to see how the comments on the youngest brother Yeralah helped Keaton with read. However no mention of motel and their whereabouts.
Vicki - 2/10 contact with Mum as working from paper pack and online when able to.	Kayden [redacted]	Emmy [redacted]	KJ	Attendance - no class work for 3 day or more	No work submitted since last thurs, unsure if working on paper pack delivered but has accessed secure	24/8/21		Emailed guardian	Email as this was best contact method previously. Just checking in s
Vicki - 24/8 paper pack mailed for week 7	Luke [redacted]	Jodi [redacted]	KP	Attendance - no class work for 3 day or more	Luke's paper pack has not been collected or returned. No work has been submitted online. The last time I spoke to mum was on 15/8/21. He did submit work on Seesaw on 19/8 but we have just discovered today that it was not him, another child logged in under his name.	24/08/2021	12	Phone (no answer - left message)	Both his mother and father were contacted. Neither answered the ph
Vicki - 2/8 phone call made, no answer. 2/10 notification from Emma that work has been submitted online and sighted in zooms	Chaleigh [redacted]	Emma [redacted]	KJ	Attendance - no class work for 3 day or more	On daily zooms but no work submitted since weekend.	25/08/2021	12 43pm	Phone (no answer - left message)	I also called yesterday (24/8) and left a msg for Mum and have prev days but no work has been submitted since the weekend

Example of contact during remote learning - managed by Assistant Principal Learning and Support, Aboriginal Education and Support

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.