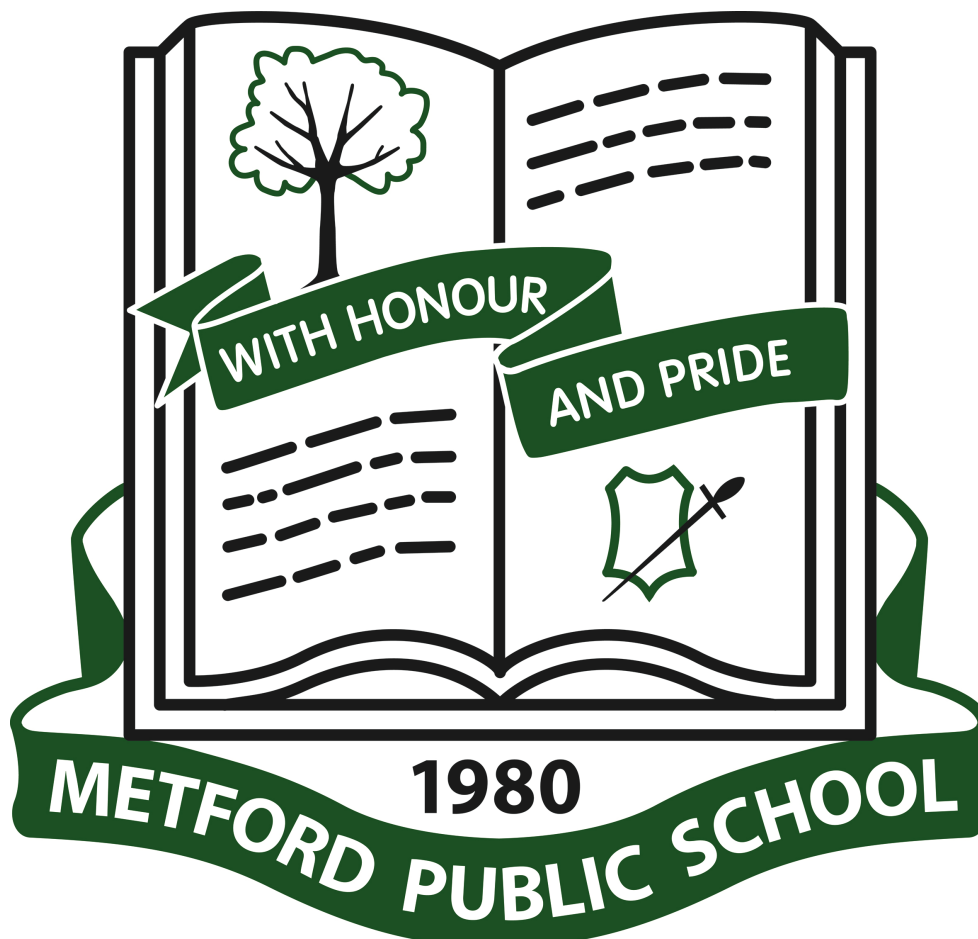


2022 Annual Report

Metford Public School



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Introduction

The Annual Report for 2022 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 273 students in mainstream K-6 and 22 students with special needs in a three class support unit. 30% 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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

Resources allocated to this strategic direction

Socio-economic background: \$309,624.00

AP Curriculum & Instruction: \$168,637.00

Per capita: \$28,546.00

Integration funding support: \$84,350.00

Aboriginal background: \$68,886.00

English language proficiency: \$7,514.00

Low level adjustment for disability: \$241,812.00

Summary of progress

With a focus on improving our practice in numeracy, reading and assessment through effective data use we strategically planned for professional learning and collaboration sessions to build the capacity of teaching staff. The leadership team used staff surveys, PDPs and student data to pinpoint areas of focus for the leadership team to pursue. In 2022 we targeted Number and Place Value, Phonics and Word Recognition and ALAN On-Demand assessments as areas for improvement in teaching practice. Teachers were exposed to a range of evidence-based practices from credible sources. They were supported to engage with their new knowledge to effectively program, analyse data and differentiate with effective teaching strategies. Teachers reported they felt more confident to plan, teach and assess, and had a better understanding of the important learning that came next for each student in these focus areas. New internal assessments were designed to fill gaps of knowledge about our students in phonics.

A team of teachers and APs participated in Curriculum Reform Implementation in 2022 as a Self-Selector School. Teachers engaged with Units of Work in English and mathematics and gave valuable feedback to the DoE. Metford PS were presented with an award for their contribution to the trial implementation phase. This successfully prepared our K-2 team for implementation in 2023. Programming and implementation looks different with the new syllabus and new resources are available to support the teaching and learning cycle. Teachers have been supported to utilise the Universal resource Hub and the Reading and Numeracy Guides to access evidenced based practices to support teaching and learning. Resources were purchased and organised to support implementation in 2023.

Metford PS have been engaged with the Quality Teaching Rounds (QTR) Hunter Schools Partnership Project. We have been working with the University of Newcastle to implement QTR. 11/20 Class Teachers (CT) participated in QTR Professional Learning Communities (PLCs) across the school to code lessons and give explicit feedback to colleagues. This has supported teachers to target and improve on areas within the Quality Teaching Framework. We are hopeful that by supporting teachers further in understanding the teaching and learning cycle, with a focus on the elements within What Works Best (WWB), we will see an improvement in these areas monitored through QTR in 2023. By the end of 2023, all teaching staff will have participated in QTR.

We can assume that this work will improve student outcomes given the impact it has had on teaching, but we need to monitor this over a longer period of time to fully comprehend the impact we have made. Student growth and comparative data in NAPLAN has been unavailable due to gaps in data (COVID), although we will be specifically looking at our performance in N & PV in 2023.

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>TOP 2 BANDS READING:</p> <p>The percentage of students in the top two bands of NAPLAN Reading will be above the lower bound system negotiated target of 26.1%.</p>	<p>2022 NAPLAN data indicates 10.45% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.</p>
<p>TOP 2 BANDS NUMERACY:</p> <p>The percentage of students in the top two bands of NAPLAN Numeracy will be above the lower bound system negotiated target of 18.7%.</p>	<p>2022 NAPLAN data indicates 1.82% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.</p>
<p>EXPECTED GROWTH READING:</p> <p>The percentage of students that achieve expected growth in NAPLAN Reading will be above the lower bound system negotiated target of 45%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However 3-6 Check-in Assessments and historical NAPLAN data indicate ongoing focus is required in reading fluency and comprehension.</p>
<p>EXPECTED GROWTH NUMERACY:</p> <p>The percentage of students that achieve expected growth in NAPLAN Numeracy will be above the lower bound system negotiated target of 41%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-in and IfSR assessments indicate ongoing focus is required in number sense and operational.</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 above the lower bound system negotiated target of 28.2%.</p>	<p>2022 NAPLAN data indicates 28.5% of Aboriginal students in the top three skill bands for reading, indicating achievement of the system negotiated target of 28.2%</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 above the lower bound system negotiated target of 20.6%.</p>	<p>2022 NAPLAN data indicates 5.2% of students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target.</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
- COMMUNITY ENGAGEMENT

Resources allocated to this strategic direction

Socio-economic background: \$197,739.00

Aboriginal background: \$103,341.00

Per capita: \$42,819.00

Summary of progress

WELLBEING

The 2021 Tell Them From Me (TTFM) student survey data results - Social-Emotional Outcome, students with a positive sense of belonging for feeling accepted and valued by their peers had remained consistent with the 2020 data at 60%. Noting that the NSW Government Norm is 81%, the school executive team determined that student sense of belonging would be a priority area for improvement during 2022.

Two major student wellbeing focus areas for 2022 was to ensure that Metford PS Wellbeing Procedures and Practices documents aligned with the NSW DoE; that MPS was prepared for NSW DoE reform of Inclusive, Engaging and Respectful (IER) Schools implementation for 2023. As well as a priority to implement a successful stage three wellbeing day.

By the end of 2022, MPS has conducted the beginning phases to implementing the NSW IER, and the stage three wellbeing day was a very productive and informative day, consisting of guest speakers, activities, discussion, and fun activities for students.

Results from the 2022 student survey indicate a further decline in results for students with a positive sense of belonging for feeling accepted and valued by peers. The 46% result indicates the further focus is needed in this area of student support.

For 2023, it is important that we continue to build staff knowledge to fully implement the DoE IER, which includes finalising MPS School Behaviour Support and Management Plan.

A school Wellbeing Lead team will be established to focus on the different aspects of supporting student wellbeing at MPS. That is, a 2023 Wellbeing action plan will be developed to include a review of MPS Positive Behaviour for Learning (PBL) system, PBL regular data analysis, stage three Wellbeing Day with the possibility to expand Wellbeing Days to include all stage groups K-6.

ATTENDANCE

With a school wide focus on improving student attendance, the Metford Public School attendance procedures were reviewed and updated. To support the new attendance procedures, the leadership team developed a school attendance team including an attendance coordinator, teaching staff, SLSOs and CLO. The attendance team developed surveys for staff and community members to determine the key priorities for developing a school wide attendance action plan. The survey indicated that 31.6% of staff identified that systems were not in place to track real-time data, along with 63.4% of staff identifying that patterns of non-attendance are identified but proactive strategies are not in place for ongoing support.

In 2022, the focus was on developing and training staff on the new attendance procedures. This included professional learning for the leadership team, attendance team and whole school staff. The professional learning incorporated reviewing the new attendance procedures and completing the attendance e-learning training.

Analysing school wide attendance data was a key priority to determine what areas needed to become a focus for the new procedures. Analysis was completed against the Achieving School Excellence in Wellbeing and Inclusion evaluation support resource. The following areas were identified: theme 3 - attendance was at delivering and we needed to connect with the community, attendance concerns communicated across the whole school along with the process for escalating an attendance concern. It was identified that systems were in place, however following on from Covid-19 we needed to reset and remind the community of the process and procedures for attendance. This included developing ways of acknowledging attendance improvement, celebrating success and growth. By recognising the various areas for improvement staff were able to better understand attendance matters across the school. An analysis of individual cohorts identified that year 2 had the highest number of unexplained and unjustified absences, although their cohort attendance rate was high. This trend continued from 2020 - 2022 identifying this cohort as the focus cohort for explaining absences.

Metford Public School were engaged with the Safeguarding Kids Together team to assist and support the restructure of the attendance procedures. It is assumed that in 2023 the new attendance procedures will be implemented and actively used along with enhancing the communication of attendance processes with the wider community. It is also assumed that the implementation of these procedures will address the staff concerns around systems and processes, while assisting the wider school community to have a stronger focus on attendance.

COMMUNITY ENGAGEMENT

Working alongside the Safeguarding Kids Together team, Metford Public School designed an action plan to improve our communication systems and practices in 2022. As part of our community engagement action plan, we developed a survey for our families to identify their needs in relation to whole school communication. From these surveys, it was evident that communication between school and the community needed to improve following barriers associated with COVID 19. The surveys also indicated a need to trial a new communication platform.

Following research, it was decided the school would trial the Sentral Portal for Parents application. The Sentral for Parents app helps parents/caregivers stay connected and informed about school activities. We trialled using the parent teacher interview booking feature to make this process simpler and more efficient. As a result, this saved administration time for teachers and ultimately increased the overall percentage of parents/caregivers attending interviews.

Given the successful engagement of parents/caregivers with the Sentral Portal for parents app, we will be trialling more features to continue to strengthen and streamline our communication in 2023.

We also identified the need to improve our communication in relation to student well-being and attendance. We devised a plan for 2023 to enhance communication by sending SMS messages for attendance, behaviour and well-being concerns.

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 above 85% which is the school determined lower bound target.</p>	<p>Results from the 2022 student survey indicate a 12% decline in students reporting a positive sense of belonging; feeling accepted and valued by peers. The 46% result indicate that further focus is needed to strengthen students sense of wellbeing at school.</p>
<p>ATTENDANCE:</p> <p>The percentage of students attending school 90% of the time or more will be above 73.2% which is the school determined lower bound target.</p>	<p>In 2022 according to SCOUT data the percentage of students attending 90% of the time or more was at 38.9%. Across the Maitland network this was only 38.2% and 37.3% across the state. This determines that as a school we are above both network and state averages.</p>
<p>COMMUNITY ENGAGEMENT:</p> <p>The percentage of parents actively involved in the school community will be above 50% with stronger two-way communication systems established</p>	<p>Sentral data indicates that 110 individuals and 59% of families registered, booked and attended parent teacher interviews, using the Sentral Parent Portal application, which has strengthened our two way communication.</p>

Strategic Direction 3: Leadership

Purpose

To develop a school leadership approach to make decisions about challenges and strategies for school improvement so that it meets the needs of staff, 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: \$65,913.00

Professional learning: \$34,272.00

QTSS release: \$72,400.00

AP Curriculum & Instruction: \$42,160.00

Beginning teacher support: \$15,227.00

Per capita: \$14,273.00

Summary of progress

Leaders participated in Professional Learning (PL) to build their capacity to lead, including; Quality Teaching Rounds (QTR, Anita Chin - 'Leading Primary Mathematics', Phonics and Decodable Texts and Assistant Principal Curriculum & Instruction (APCI) induction modules. Through collaboration days, PL sessions, stage meetings and scheduled team RFF, teachers were able to plan, collaborate and reflect on teaching as a team. School wide focus on targeted areas of the curriculum, such as Number and Place Value (NPV) and Phonics, brought the whole school together as a cohesive team. Teachers understood their role in driving whole school improvement and the purpose behind it. Linking PL, collaboration days and stage meetings to a focused area of the curriculum was crucial in the success of this cohesiveness.

Professional Learning Communities (PLCs) were introduced for QTR Rounds which ultimately led to an improvement in staff wellbeing by encouraging professional relationships to develop across stage teams. Coding lessons using the Quality Teaching Framework in a supportive environment, reaffirmed teacher confidence in their own practice and provided them with an opportunity to identify and focus on areas for development.

To support teacher wellbeing and strengthen a culture of collective efficacy, we identified the need to develop our coaching and mentoring practices. A coaching model was designed to build teacher capacity in effective evidenced based teaching and data analysis, lead curriculum and improve student educational outcomes for 2023.

Aspiring to leadership pathways were not established in 2022. Executive and other staff were deployed to cover classes on a regular basis due to teacher shortages. Other activities within the School Improvement Plan became a priority. Staff were supported to successfully relieve in higher duty roles such as Assistant Principal and Principal.

Metford PS volunteered to be an early adopter school implementing and trialing the new K-2 English and Mathematics curriculum. Executive and Year 1 teachers participated in a virtual forum, regular professional learning sessions and implemented the DoE Units of Work. The team gave regular feedback to the DoE that was utilised to modify resources and units ready for implementation across the state. This experience built capacity in this team to lead and implement the new syllabus for other K-2 classes in 2023. In Term 3, Professional Learning and collaboration days were planned utilising the 'Curriculum Implementation Journey' resources introduced by the DoE to support schools. Teachers unpacked the syllabus, identified new content, experimented with implementation, explored the units of work and differentiated teaching and learning activities based on the needs and context of their class. In targeted areas such as phonics and decodable reading, we attended specialised PL and built connections with a local school that included visits to their K-2 classrooms to observe lessons. When K-2 teaching staff were consulted, 100% felt confident to start implementing the new curriculum in 2023. Our 3-6 staff also participated in this journey and will be supported further in 2023 to implement the new 3-6 curriculum in 2024.

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
All K-2 staff are trialing practices in the classroom that reflect outcomes from the new syllabus and have a plan to fully implement the new English and mathematics syllabus in Term 1, 2023	Document analysis of learning programs indicate 100% of K-2 teachers have been trialing practices from the new syllabus and have a plan to fully implement these in Term 1 2023.
New pedagogy/teaching strategies are evident in 100% of classrooms evidenced by classroom observations and monitoring of programs.	Teaching programs and observations indicate that new pedagogy/teaching strategies are evident in 92% of classrooms.
Impact rating from staff feedback indicates leadership initiatives have supported an improvement in practice by an average of 60% or more across all key focus areas.	2022 Tell Them From Me survey indicates teachers rated their improvement in practice based on leadership initiatives as 65% in key focus areas.
Executive led professional learning, collaboration, coaching and mentoring sessions improve teaching practice evidenced by a satisfaction rating of 7/10 or above.	'Building our expertise' surveys indicated an average rating of 7.5/10 by teachers in regards to executive led professional learning, collaboration, coaching and mentoring.
A clear leadership pathway process has been designed to support staff aspiring to leadership or higher accreditation status and ready for implementation.	Due to casual teacher shortages affecting allocation of staff and resources, this strategic area was not a priority and a clear leadership pathway has not been designed to support staff aspiring to leadership or higher accreditation status

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,350.00</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"> • DATA SKILLS AND USE <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • the employment of School Learning Support Officers to support students in classrooms to engage with learning in Literacy and Numeracy <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$573,276.00</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"> • DATA SKILLS AND USE • ASSESSMENT • WELLBEING • ATTENDANCE • IMPROVEMENT OF PRACTICE • COMMUNITY ENGAGEMENT <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Quality Teaching Rounds and School Excellence in Action days to support student learning • staff release to increase community engagement • employment of additional staff to support classroom program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results for Aboriginal students indicates that 5.2% of these students are in the top three bands. Reading NAPLAN results for Aboriginal students indicates that 28.5% of these students are in the top three bands. Reading NAPLAN data indicates 10.4% of all students are in the top two bands. Numeracy NAPLAN data indicates 1.82% of all students are in the top two bands.</p> <p>Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG.</p>

<p>Socio-economic background</p> <p>\$573,276.00</p>	<p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentors through the Strategic School Support initiative to support our trajectory towards achieving targets. Data shows that attendance rates for students is not consistent or meeting targets. Next year, the school will diversify the role of the Aboriginal Education Assistant Principal, redirecting 0.2 of the position towards a focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$172,227.00</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 • WELLBEING • ATTENDANCE • COMMUNITY ENGAGEMENT <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Assistant Principal, to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • provide staff with opportunities to attend Connecting to Country program run by Maitland AECG. <p>The allocation of this funding has resulted in the following impact: an increase (>50%) in Aboriginal families engaging in the PLP process. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: to continue engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Resources will be allocated to support enhanced cultural connections for students.</p>
<p>English language proficiency</p> <p>\$7,514.00</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"> • DATA SKILLS AND USE <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Their literacy growth is on track to meet their goals.</p> <p>After evaluation, the next steps to support our students will be: to continue employing extra staff to support EAL/D students.</p>

<p>Low level adjustment for disability</p> <p>\$241,812.00</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"> • DATA SKILLS AND USE • ASSESSMENT <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$34,272.00</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"> • IMPROVEMENT OF PRACTICE <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds were implemented for teachers • School Excellence in Action days for all teachers regularly throughout the year <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of coaching and co-teaching.</p>
<p>QTSS release</p> <p>\$72,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice 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"> • IMPROVEMENT OF PRACTICE <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. More teachers consistently</p>

<p>QTSS release</p> <p>\$72,400.00</p>	<p>using learning intentions, success criteria and have a strong focus on formative assessment. More teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing casual teachers to support Assistant Principals to work with their teams to enhance teaching and learning.</p>
<p>COVID ILSP</p> <p>\$261,380.00</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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	173	183	160	150
Girls	140	158	160	156

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.7	86.0	89.8	87.6
1	90.2	87.9	87.9	85.8
2	89.6	90.2	88.5	84.8
3	90.2	90.1	89.2	84.3
4	89.4	89.6	89.0	84.6
5	87.1	86.0	88.7	84.0
6	90.9	84.3	84.8	85.7
All Years	89.9	87.8	88.3	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	13.33
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	5.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	219,492
Revenue	5,214,992
Appropriation	5,103,980
Sale of Goods and Services	11,638
Grants and contributions	96,921
Investment income	2,354
Other revenue	100
Expenses	-4,837,714
Employee related	-4,481,777
Operating expenses	-355,937
Surplus / deficit for the year	377,279
Closing Balance	596,770

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.

	2022 SBAR Adjustments (\$)
Targeted Total	84,350
Equity Total	994,824
Equity - Aboriginal	172,220
Equity - Socio-economic	573,277
Equity - Language	7,514
Equity - Disability	241,813
Base Total	2,970,294
Base - Per Capita	85,638
Base - Location	0
Base - Other	2,884,656
Other Total	693,453
Grand Total	4,742,922

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.

Due to COVID-19, NAPLAN was cancelled in 2020 impacting our ability to show growth data from year 3 - 5 in 2022. The following graphs compare the average scores of different cohorts of students.



Comparison between Year 3 cohort 2021 and Year 3 cohort 2022 in Reading (average scores). Metford PS (green), Similar School Groups (Black), State (red).



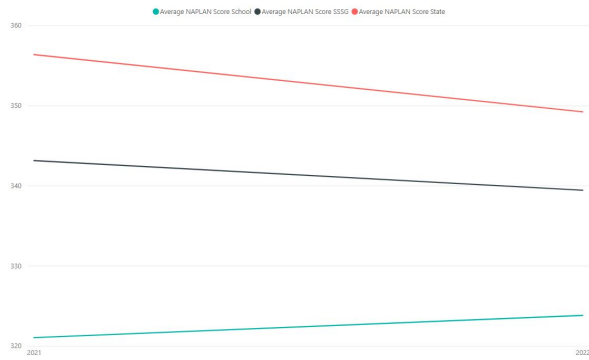
Comparison between Year 5 cohort 2021 and Year 5 cohort 2022 in Reading (average scores). Metford PS (green), Similar School Groups (Black), State (red).



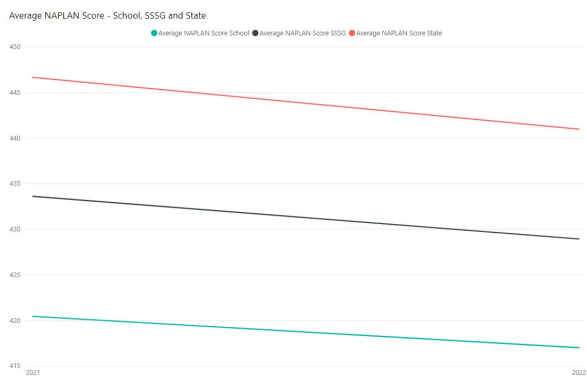
Comparison between Year 3 cohort 2021 and Year 3 cohort 2022 in Numeracy (average scores). Metford PS (green), Similar School Groups (Black), State (red).



Comparison between Year 5 cohort 2021 and Year 5 cohort 2022 in Numeracy (average scores). Metford PS (green), Similar School Groups (Black), State (red).



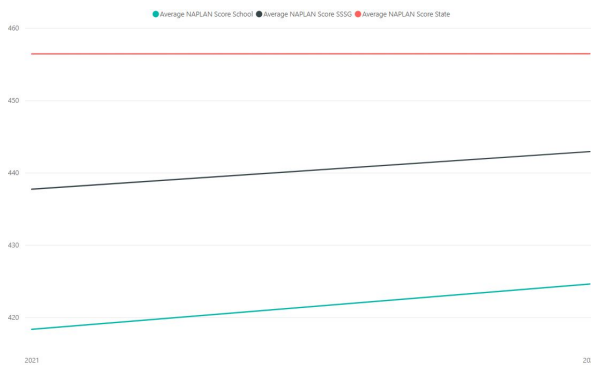
Comparison between Year 3 Aboriginal cohorts 2021 & 2022 in Numeracy (average scores). Metford PS (green), Similar School Groups (Black), State (red).



Comparison between Year 5 Aboriginal cohorts 2021 & 2022 in Numeracy (average scores). Metford PS (green), Similar School Groups (Black), State (red).



Comparison between Year 3 Aboriginal cohorts 2021 & 2022 in Reading (average scores). Metford PS (green), Similar School Groups (Black), State (red).



Comparison between Year 5 Aboriginal cohorts 2021 & 2022 in Reading (average scores). Metford PS (green), Similar School Groups (Black), State (red).

Parent/caregiver, student, teacher satisfaction

Staff Satisfaction: 17 respondents

The Tell Them From Me 'Focus on Learning' Teacher Survey Report 2022 stated that 42% of teachers felt that school leaders clearly communicate the school strategic vision and values. Collaboration is a strength at Metford Public School with 94% of teachers reporting that they are aware the NSW Curriculum Reform initiative. Curriculum Reform will inform practice Year One support student learning success.

The 2022 People Matter Survey was completed by 18 employees. 72.2% of staff reported that teaching at Metford PS gives them a feeling of personal accomplishment. 66.7% of staff reported that people in their workgroup treat each other with respect, which is an improvement of 9.5% in comparison to 2021 staff data. A high proportion of staff feel that they support the values of Metford PS and that Metford PS is making improvements to meet future challenges.

Parent/Caregiver Satisfaction: 23 respondents

Tell Them From Me 'Partners in Learning' Parent Survey report 2022 showed that 95% of parents had chose Metford PS as their first choice of public school, and 90% would recommend Metford PS to other parents. 91% of respondents feel that Metford PS is a culturally safe place for all students. When asked about types of communication, 86% of parents identified the school newsletter as being a useful tool for finding out news about the school.

Student Satisfaction: 104 respondents from year 4 - year 6 student cohort

Tell The From Me 'Student Outcomes and School Climate report that 62% of students feel proud of their school, 70% of Aboriginal students feel good about their culture when at school, and 89% of students believe that schooling is useful in their everyday life. An average of 50% of students set challenging goals for themselves in their schoolwork and aim to do their best.

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.