2010 Annual School Report
Metford Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Metford Public School student population fluctuated at around 350 during 2010. Our students were placed in year groups except for one across stage class (Years 2 and 3) and one stage 3 class (Years 5 and 6).

Our students were involved in a range of activities throughout the year from debating, spelling bees, to sporting and creative arts. These activities were held both in our school and the wider community.

Staff
During 2009 our number of permanent staff remained the same. However, the school employed a number of casual teachers who replaced permanent staff on leave or in other teaching positions within the school. Additional school administration staff and school learning support officers were also employed to assist in the office and classrooms.

Two long-term staff members who worked in the school office, Mrs Lean and Mrs Richardson retired during the year.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Priority Schools Program
Funds allocated to the school under this program were used according to the guidelines to provide support in improving literacy and numeracy outcomes for students, and increase community participation. These funds provided for the professional learning of early stage one teachers in literacy and stage two teachers in developing a numeracy moodle through the use of technology. An additional support teacher learning assistance was employed part-time to work with students needing extra support in literacy and numeracy.

The funds also provided for the employment of a community liaison officer, Mrs Hedges, who did an excellent job with the support of staff in increasing educational activities for our community’s involvement in our school.

The Priority Schools Program funds provided for the employment of a speech therapist who assessed individual students, worked with stage one teachers in understanding and supporting the specific speech needs of their students, and provided workshops for our parents and carers.

The use of Priority School Program funds also allowed for the operation of a mentor program. A number of staff volunteered to be trained as mentors, with the support of an itinerant teacher behavior. These staff then worked each week with a group of students identified as needing additional social support within the school environment.

One of our many dads with his daughter who both enjoyed our Fathers’ Day breakfast organised with the assistance of our community liaison officer.

Student achievement in 2010

Literacy
In 2010 52 Year 5 students and 36 Year 3 students participated in NAPLAN testing.

Results in Year 5 Aspects of Literacy showed that almost 100% of students improved their standards since Year 3, showing growth especially in reading. Whilst some responses were above state achievement, and results in literacy were comparable with “like” or “similar schools”, areas of development remain for literacy teaching and learning from Kindergarten to Year 6.

The areas identified as a priority include the skills involved in locating information and finding hidden meaning when reading. In writing, the spelling of technical words and the use of more descriptive and persuasive vocabulary challenged both Year 3 and Year 5 students. The correct use of grammar to connect ideas and build longer, stronger sentences also require further targeted teaching.
The literacy learning program in 2011 will respond to these students’ needs by linking the scope and sequence of spelling, reading and writing skills to students’ background knowledge and engaging subject areas across the curriculum. Particular emphasis will be placed on persuasive writing and its specific criteria and purpose in relation to school and community life.

**Numeracy**

Overall numeracy results in NAPLAN saw a growth in Band 2 meeting the National Achievement Benchmark for Year 3 of 25%, as well as an increase in students achieving Band 5. The results show that there were 3 students who fell below the National Minimum Standard for 2010. These students will receive support from the school’s support teacher learning assistance and be placed on special individual education programs to assist them in the classroom and improve these results.

Numeracy results for Year 5 were increased statistically for the students matched in the NAPLAN for Year 3, 2008 and Year 5, 2010. Results show that just 10%, 5 students fell below the National Minimum Standard. There was an increase in students achieving Band 4, the National Achievement Benchmark for Year 5, as well as an increase in Band 7.

The results for *Working Mathematically* were again poor for both Year 3 and Year 5, and this area will continue to be a target for 2011 and beyond. The mathematics target team will work on delivering continued professional learning to classroom teachers in Newman’s Analysis (comprehending questions) and using common mathematical language across all stages.

**Messages**

**Principal’s message**

2010 was a year of change at Metford, with the most significant being not only the appointment of a new principal, but also the principal’s position being shared by two people, Mrs Kelleher (an assistant principal) and me. The changes also extended to teachers with a number taking long term leave throughout the year.

We also saw major changes in the school office area, not only extensive renovations, but also changes of staff with Mrs Lean and Mrs Richardson retiring after being at Metford since the school started. They were two dedicated staff members who were very supportive of our school and all of its activities.

Changes also happened in and around the school including refurbedished toilets, classrooms repainted and some refurnished, a new multi-purpose classroom built, improved drainage, Smartboards installed in those classrooms that did not already have one, new water tanks installed to change our water usage and a solar system to help change the way we use power.

While there were people and physical changes to the school, there were also shifts in teaching practice within classrooms with the use of Smartboards which opened our classrooms to the world through the internet. The best example of their use would be our Stage 2 mathematics’ research project using the internet for which they received many praises from our regional staff including our regional director on her visit to our school earlier in the year. One of the most significant differences was the literacy teaching that happened in our Kindergarten classes. This resulted in amazing improvements in our students’ reading and other literacy results which exceeded the regional targets set for Kindergarten.

The year was a very positive one for Metford and I look forward to continuing that progress in 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Nicole Claverie**

**P & C message**

While the P&C had a few issues at the start of the year with some changes of executive, its operation improved throughout the year. We ran a number of fund-raising activities including Mothers’ and Fathers’ Day stalls, raffles, discos and barbecues at open day and the carols’ night.
Some concerns with the operation of the canteen were resolved and a new canteen committee was established to assist with advice to the manager.

The members, while only small in number achieved a significant amount and I am sure we will improve in strength next year. I would like to thank this small group for their support of our school this year and hope to see them at meetings in 2011.

Rebecca Mapstone, P&C President

Student representative’s message
As we remember our time at Metford, we think of our teachers and our friends who made the time here so enjoyable. We will take to high school great memories of our primary school years. Our final year here has been one of leadership opportunities. This year the student parliament ran weekly and its ministers did lots of things to support the school. We ran assemblies and parliament and raised funds for a present from Year 6, a computer screen for the school foyer. We also changed the signs in the notice boards in the school grounds, recycled paper and set up the hall or COLA for assemblies. It has been a good experience and we thank the school staff, our parents and friends for their help.

Nicholas Hayes and Jessica Alexander

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

There was a slight increase in student enrolments from 2009 of ten students, five male and five female.

Student attendance profile

The attendance rate of our students increased in 2010 to 92.2% which is still slightly below the region and state, but an improvement on the 2009 rate. There are still a number of students whose poor attendance impacts on the overall attendance rate of the entire school population.

Management of non-attendance
In 2010 a new procedure for managing non-attendance was introduced across the school. After two days’ absence the class teacher contacted the home to determine the reason for non-attendance. Parents were also encouraged to contact the school by phone on the first day of non-attendance. The home school liaison officer also worked with an assistant principal and parents to develop attendance plans for chronic non-attending students.
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1PR</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>S1NP</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>S1/2K</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>S1/2K</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>S2S</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>S2T</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>S2Z</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>S3M</td>
<td>5</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>S3M</td>
<td>6</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>S3C</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>S3N</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S3W</td>
<td>5</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>S3W</td>
<td>6</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>ES1W</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>ES1R</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>ES1P</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Class sizes were maintained within departmental guidelines where possible. However, to ensure that an across stage class of Year 2 and 3 students was not above the recommended number of 24 students for Year 2, one Year 2 class had to be established with two students above the recommended number.

Structure of classes
Classes were established in year groups, but one across stage class and one stage 3 class, had to be set up because of the spread of student numbers.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Metford Public School consists of a team of dedicated staff who contribute effectively to the improvement of students’ learning across all areas of the curriculum. The team caters for the individual learning needs of all students and provides a diversity of programs to ensure student engagement and the achievement of educational outcomes in a challenging learning environment.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.788</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.922</td>
</tr>
<tr>
<td>Total</td>
<td>22.41</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 there were two permanent Aboriginal teachers on the school staff, one classroom teacher and the school principal. An Aboriginal tutor was also employed as part of the Norta Norta program.

Staff retention
All permanent staff members were maintained during 2010. However, one permanent staff member took long term leave for personal reasons and was replaced by a very experienced temporary teacher familiar with the school, our students and our routines.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. The teaching staff varies in experience from early years teachers to those who have been teaching for over 25 years. This variety in experiences contributes to a positive and healthy learning environment with the sharing of expertise at both stage and whole staff level.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>56 850.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>192 082.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195 856.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81 002.73</td>
</tr>
<tr>
<td>Interest</td>
<td>4 478.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28 545.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>558 816.03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10 660.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>44 525.81</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35 942.55</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12 667.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>188 659.22</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52 714.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35 742.43</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40 612.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 841.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>32 828.06</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 141.82</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>481 336.23</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>77 479.80</td>
</tr>
</tbody>
</table>

The total funds available in 2010 were over $100,000 less than 2009. However, over $20,000 more was carried forward from 2010 to 2011.

A full copy of the school’s 2010 financial statement was tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Metford Public School continued to provide a diversity of programs to meet the educational needs of all of its students including academic, artistic, sporting, social and welfare. This diversity of programs allows all students to develop their skills and to try new opportunities.

Achievements

Arts
Creative and Practical Arts is a syllabus area enjoyed by all members of the Metford Public School community. All classes participated in weekly craft or art activities related to their Connected Outcomes Groups (COGs) or novel text. Many examples of these works were in our library foyer and in classrooms.

Performance arts are activities of excellence at our school. We once again participated in Starstruck and showcased the talents of our students and staff to the entire Hunter Central Coast community.

Our choirs participated in eisteddfods, at shopping centres, Maitland High School during Education Week, local clubs and groups as well as featuring at our Carols under the Cola and continuing the traditions of performing at all special school occasions.

The school band also performed at all weekly assemblies and formal occasions as well as at the local Stockland Mall. The band was supported by a large number of music tutors who gave weekly lessons in guitar, drums, brass instruments, woodwind instruments, keyboard and singing.

Our Term 3 concert, Counting the Beat, was extremely entertaining. The matinee and two night performances were well received by our community and showcased the talents of students and staff, from prop building, performance, to back stage and lighting work, all well done.

Metford Public School always shines in the arts.

Boys from our school concert, Counting the Beat.
Sport
Metford Public School's strong sporting traditions continued in 2010. Students were involved in skills' programs within the school, along with an intensive swimming school for Years 2-6. The school offered coaching clinics in rugby league, soccer and basketball during the year.

At school representative level, teams competed in the New South Wales Primary School Sports Association (PSSA) knockout competitions for boys' and girls' soccer, girls' netball, boys' cricket as well as boys' and girls' touch football.

Students also participated in athletics, cross country and swimming at our annual school carnivals. Several students achieved zone and regional representative status in cross country, swimming and athletics.

The Little Athletics Program for Schools (LAPS) featured prominently this year, with Years 2-6 enjoying the benefits of learning and developing new skills in the sprint run, long jump, high jump, shot put and discus.

Active After School Communities
The Active After School Communities’ program (AASC) was introduced in 2010. The aim of the program was to actively involve students in team and individual sports from a variety of sources which included tennis, cheerleading, rhee tae kwon do and rugby League.

Mentor Program
The Mentor Program was a new student support program introduced in 2010. The program aimed to support students in their achievements and encourage them to reach their goals.

Students engaged in several academic and extra curricula activities during weekly sessions with mentor teachers. These included goal setting, personal care, gardening, animal care and building. The program gave students the opportunity to have a person within the school community to whom they could talk on a daily basis, whilst building confidence in their successes and achievements.

Kindergarten Transition
The school operated a very successful transition program from home to school. This program ran over consecutive weeks with both a parent and a child component. The components allowed information to be passed to the parents about school, and gave the children the opportunity to get to know the school environment. It also gave staff the time to observe the children and make appropriate placements in 2011.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).
Literacy – NAPLAN Year 3
While there was a negative shift of students into Band 1, which the school will address in 2011 as part of the school target on literacy, there was a significant positive shift from Band 5 to Band 6 for reading.

The results in punctuation and grammar reflect the results for reading with a negative shift in Band 1. However, there was a significant increase in the number of students achieving results in Bands 5 and 6. This positive shift shows that the higher performing students moved from Band 4.

Numeracy – NAPLAN Year 3
The results for Year 3 in numeracy showed that a significant amount of work will need to be done in 2011 in this key learning area. There was an over-representation of students achieving Band 2, although the shift to Band 5 was a significant and positive result.

Literacy – NAPLAN Year 5
Year 5 results for reading show that there was a positive shift from Band 3 to Band 4 and an increase in the number of students achieving Band 8. While these are good results, the school needs to focus on further improvement in reading through a number of planned strategies.
The results for grammar and punctuation indicate our students have shifted to the lower bands, but there was positive growth from Band 6 to Band 7.

Progress in literacy

Our results for 2010 show that there has been significant growth in students’ results in reading between 2008 and 2010 and that this growth was well above the state and similar school groups.

The progress in writing between 2008 and 2010 for the group of students involved, indicates that the growth was above the state and similar schools.

Numeracy – NAPLAN Year 5

The percentage of students who achieved Bands 3, 4 and 5 indicates a need for the school to continue its focus on numeracy in 2011.

The growth in grammar and punctuation for the 2008 Year 3 students showed that their growth was well above that of similar schools and the state. This is a positive result and a similar focus will be maintained in this area as has been done over the last few years.
The results for growth in spelling between Year 3 and 5 for this group of students show very positive progress. However, a continuous focus will be maintained on spelling.

Progress in numeracy
Numeracy progress for those students who were in Year 3 in 2008 and Year 5 in 2010 show an improvement in growth over previous students and an improvement greater than students in similar schools and the state.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

These results show that while our results for numeracy and spelling are satisfactory, the focus must also continue on reading, writing, punctuation and grammar to improve our standards.

### Percentage of Year 5 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

The percentage of our students reaching the minimum standard in reading, writing, spelling and numeracy is satisfactory. However, these areas will continue to be targets for our management plan with a particular focus placed on punctuation and grammar.

Significant programs and initiatives
In catering for the needs of all students within the school, Metford has continued to implement specific support programs and educational initiatives which address school identified issues and support the state plan.

Respect and responsibility
The concepts of respect and responsibility continued to be key messages within our student welfare practices. Our merit system continued with students achieving gold, silver and bronze awards, as well as citizenship certificates at weekly assemblies. A new system of classroom behavior management was introduced to ensure consistent expectations of and consequences for inappropriate behavior across the whole school,
and these are directly related to respect and responsibility.

**Connected learning**
The school is part of the Department of Education and Training’s Connected Classroom’s program and work was started on the room this year and will be finalised in 2011. This facility will provide opportunities for staff and students to access learning opportunities across a range of areas, including linking with other classrooms and teachers.

A dad having a lesson on the use of Smartboards during a parent workshop.

**Aboriginal education**
Aboriginal education is a priority area within the school and was overseen by a committee of staff, parents and students. One of their main focus areas was the organization of NAIDOC activities. These activities were held for a day with community and students participating. An afternoon tea was also organised at which personalised learning plans were developed for most of the school’s Aboriginal students with their parents/caregivers. Teachers followed up with those who did not attend and finalised the plans either face to face or by phone.

The school had two senior Aboriginal representatives, elected by students, who formed part of the team of school leaders. These two leaders represented the school at assembly and at other functions to perform our acknowledgement of country.

Further support for Aboriginal education was provided through the implementation of Aboriginal studies/perspectives which are an integral part of the curriculum and were included in COGs where relevant.

Students and community members also participated in Maitland High School’s NAIDOC activities and a high school transition program which was run specifically for Aboriginal students. Funds allocated to the school through the *Norta* program provided for the employment of an Aboriginal tutor who worked specifically with those Aboriginal students who were in need of support in literacy and numeracy.

A teacher and some community members volunteered to run a homework afternoon each Thursday which was well attended. The school as part of its commitment to Aboriginal education provided funds to assist with materials and refreshments.

One of our Aboriginal families helping staff with the development of personalised learning plans.

**Multicultural education**
Acknowledging the different cultures that make up our school community and understanding our cultural backgrounds is critical to developing an acceptance of difference and knowing who we are as individuals.

To develop that acceptance and knowledge, Metford Public School continued to include multicultural perspectives in all Key Learning Areas where relevant. To support these perspectives and acknowledge our diversity within the school and community we again celebrated Harmony Day. This day was well attended by community, and students purchased a significant amount of Harmony Day resources.
Three generations of the Crawford family participating in school activities on Harmony Day.

Progress on 2010 targets
These targets were central to the improvement of students’ outcomes in 2010 and were directly linked to teacher professional learning at the individual, stage and whole school level.

Target 1
NAPLAN results enhanced by 5% in literacy
This target is for the end of 2011 and progress is being made in literacy results and teaching practice.

Our achievements include:
- All Kindergarten teachers trained in the use of the Language, Literacy and Learning program;
- Kindergarten reading results exceeding regional targets;
- A scope and sequence of grammar and punctuation implemented in all classes;
- Best Start data used effectively by staff to inform teaching practice;
- An extremely well-attended transition program from home to school for students entering Kindergarten in 2011;
- Our participation in the Premier’s Spelling Bee; and
- The continued professional learning of staff in literacy at staff and stage meetings.

Target 2
NAPLAN results enhanced by 5% in numeracy
NAPLAN results showed an over-representation of students in the lower bands and this is being addressed through a number of strategies.

Our achievements include:
- The Best Start data used effectively by staff to inform teaching practice;
- Professional learning provided to staff in the use of Newman’s Analysis;
- Consistent assessment practices used from Kindergarten to Year 6; and
- Professional learning of staff provided by regional personnel in the use of technology in numeracy teaching.

Target 3
All students engaged in their learning
The implementation of the Quality Teaching Framework has shown that the inclusion of its elements and dimensions results in an increase in students’ engagement in their learning. The focus on the Framework within our teaching is critical to the engagement of our students.

Our achievements include:
- Use of an overlay to ensure that the elements of the Quality Teaching Framework were addressed in all Key Learning Areas;
- Successful operation of a Kindergarten transition program;
- Implementation of a mentor program with identified students which resulted in decreased suspensions for them; and
- Introduction of rich tasks to engage all learners.

Target 4
Strengthening the links from home to school
All schools and especially Priority Program Schools need to engage their communities in their children’s learning and Metford is continually improving this engagement through a diversity of activities.

Our achievements include:
- The continued employment of a community liaison officer;
- Strong community attendance at parent/teacher interviews, maths’ expo, open day, grandparents’ day and Harmony Day;
- Extensive community participation in playgroup sessions;
- Increased positive media coverage; and
- Numerous donations and grants from community organisations, businesses and financial institutions.

**Target 5**

**Improved teacher knowledge of and access to enhanced technology in all KLA’s K-6**

As part of the *Building the Education Revolution*, Smartboards were installed in those classrooms that did not already have one. The aim was to ensure that all staff and students had access to modern technology, the web and its extensive resources.

Our achievements include:

- The provision of professional learning for staff and sharing of expertise in ICT;
- Access to and awareness of appropriate software;
- Enhanced learning experiences for students;
- The revision and implementation of our Kindergarten to Year 6 computer skills’ scope and sequence; and
- All staff teaching technology.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of leadership and spelling.

**Educational and management practice**

**Leadership**

**Background**

As the school had a change in principals in 2010 with the position shared between the person appointed and an assistant principal relieving in the role, the area of leadership was surveyed with staff, parents and students. This was to determine the effectiveness of the arrangement and determine any areas for improvement.

**Findings and conclusions**

Parent surveys indicated that our school leaders:

- Understand the school and get the best from staff and students;
- Involve all groups within the community in deciding what it is aiming for;
- Introduce changes that are good for the school; and
- Are always looking for ways to improve what the school does.

Staff indicated that our school leaders:

- Improve our school through their understanding of the school’s strengths and weaknesses;
- Demonstrate an interest in, and accountability for student learning outcomes;
- Model commitment to school improvement;
- Inspire and motivate learners; and
- Encourage teachers to reflect on and challenge their practices.

Students surveyed indicated that the school leaders usually:

- Understand the school and get the best from staff and students;
- Introduce changes that are good for the school;
- Involve all groups within the school community in deciding what it is aiming to achieve; and
- Motivate and inspire learners.

Students were more critical than staff and parents and indicated that our school leaders sometimes:

- Value the contributions of individuals and groups;
- Ensure that everyone is treated fairly;
- Look for ways to improve what the school does;
- Encourage leadership roles with staff, parents and students; and
- Discuss ways to improve students’ learning.

**Future directions**

As a result of these surveys, particularly those of students, the school needs to have more involvement of students in decision-making,
encouraging leadership within the school and ensuring that the student welfare policy is equitably implemented.

**Curriculum**

**Spelling**

**Background**
The school has had a focus on spelling in the last two years' plan and while some changes have occurred, NAPLAN and school-based results indicated that this area needs a stronger focus.

**Findings and conclusions**

Whilst there were successful aspects in our spelling results in NAPLAN in 2010, the literacy team looked at spelling questions or writing criteria markers where our school was 20% below state scores in Year 3 and 10% below state scores in Year 5. The team found that spelling accuracy was linked to subject knowledge and commonalities across the school showed the spelling of ‘content words’ or ‘challenging words’ was significantly incorrect. Further that 67% of Year 5 and 94% of Year 3 wrote with ‘mostly simple words’.

Parents and students were surveyed to determine their opinions of spelling within the school and the results showed that:

* 100% of parents and 95% of students consider spelling to be important and indicated that spelling practice takes place in the home on some or most nights of the week; and
* 75% of parents and 90% of students believed their child’s or their own spelling had improved in 2010, that spelling lists chosen by teachers were useful and appropriate, and were aware of class spelling routines.

Teacher surveys indicated a need to strengthen the link between the scope and sequence of spelling skills, writing criteria and engaging subject knowledge.

**Future directions**

Although parents and students indicated in surveys that they were generally pleased with spelling across the school, our analysis of NAPLAN indicated that continued work needs to be done in this critical area. As a result there will be a focus on professional learning of staff in spelling, the PEG spelling system that was being used across the school will be withdrawn, and that the link between the scope and sequence of spelling skills, writing criteria and engaging subject knowledge will be strengthened.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school through the use of the School Satisfaction Survey. Their responses are presented below.

**Findings and Conclusions**

Most parents surveyed indicated that students would prefer to have more challenging schoolwork and over half of the parents would like information in regard to providing assistance for their child to do their best. A significant percentage of parents feel welcome at our school and that the teachers and staff are friendly. All parents surveyed know the behavior expectations of our school.

Over half of the students surveyed indicated that they would like teachers to help them feel better about themselves and that they do not feel they belong to our school. While a significant percentage believe that all students who break the school rules are not treated the same.

All of our staff value respect and most believe that our school is preparing students to get good jobs.

**Future Directions**

Surveys indicated a need for the:

* Whole school implementation of rich tasks and the Quality Teaching Framework into teaching/learning practices;
* Inclusion of professional learning opportunities to support the implementation of rich tasks into the school management plan;
* School executive to encourage and support staff to constructively challenge their educational practice;
* Continued implementation and improvement in all quality teaching
practices across all aspects of learning from Kindergarten to Year 6;
- Implementation of student welfare programs that focus on self esteem;
- Extension of leadership programs and the encouragement of student involvement in the decision-making process and at individual, class and school-based level; and
- Effective implementation of school welfare policies by all staff.

**Professional learning**
The school was given the opportunity for our Kindergarten teachers to participate in the Literacy, Language and Learning program. A large amount of professional learning funds were used to support staff attending this training.

Teachers were also provided the opportunity to develop their skills in technology and numeracy through staff meetings and regional support.

**School development 2009 – 2011**

**Targets for 2011**
Analysis of NAPLAN for literacy and numeracy, school based data, anecdotal information, parent, student and staff satisfaction surveys showed particularly that three of the previous target areas need to be continued.

**Target 1**

**Literacy**
Analysis of school-based data and NAPLAN results indicated that literacy is an area that needs a continued focus across the school, although the results for Kindergarten showed great improvement and exceeded regional targets.

Strategies to achieve this target include:
- A scope and sequence of punctuation and grammar implemented;
- The extension of the Language, Literacy and Learning program to Year 1 staff;
- The use of rubrics and explicit teaching of writing with one text type analysed each term; and
- Participation in the Premier’s Reading Challenge and Spelling Bee.

Our success will be measured by:
- An improvement in NAPLAN results and school-based literacy data;
- Kindergarten and Year 1 reading results comparable with regional targets; and
- An improved knowledge of teachers in the teaching of literacy.

**Target 2**

**Numeracy**
This is an area that NAPLAN results and school data showed as a priority area. While some work has been done in Newman’s Analysis and the use of SENA to inform teachers of students’ knowledge, further professional learning is needed.

Strategies to achieve this target include:
- The professional learning and support of staff in the use of Newman’s Analysis;
- The professional learning of staff in Targeted Numeracy Teaching from Kindergarten to Year 2;
- Information sessions held on the use of the region’s COW and Moodle; and
- The extension of the Numeracy at Home program.

Our success will be measured by:
- Improved NAPLAN results;
- An improvement in numeracy outcomes;
- Improved understanding of mathematical language;
- All teachers using SENA and Newman’s Analysis; and
- Increased use of the Numeracy at Home activities.

**Target 3**

**Student Engagement**
School satisfaction surveys, behavior data and the suspension register indicated that a percentage of our students are not engaged in, or have ownership of their learning.

Strategies to achieve this target include the:
- Continued implementation of quality teaching in all aspects of learning across Kindergarten to Year 6;
- Provision of opportunities for gifted and talented students across all KLAs through the introduction of rich tasks, Service
Learning and other enrichment activities; and
- Professional learning of staff in the use of technology and the connected classroom.

Our success will be measured by:
- An increased engagement of students in learning as identified in students’ school satisfaction surveys;
- A reduction of students entered onto the school’s behavior record (STARS);
- Improved attendance rates; and
- A decrease in suspensions.

Target 4
Community Participation
Metford Public School has a history of extensive community participation as evidenced in attendance rates at Harmony Day, grandparents’ day, the maths’ expo, Kindergarten transition and Education Week. This participation has occurred through the development of strong links with the community over a long period. The school aims to not only maintain these strong links, but further develop them.

Strategies to achieve this target include:
- The extension of parent workshops and expos;
- The continued employment of a community liaison officer;
- The promotion of school activities through the media; and
- Inviting parents to participate on target teams.

Our success will be measured by:
- The increased satisfaction of parents as evidenced in school satisfaction surveys;
- The increased participation of parents in classrooms and on school target teams;
- An increase in donations to support school activities; and
- Extensive positive media coverage.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Lee Schulha - Assistant Principal
Jane Power - Assistant Principal
Phillip Tilden - Classroom Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr