Metford Public School
Annual School Report

2012
**Our school at a glance**

**Students**

Our student population did not change significantly throughout the year with only a small percentage leaving and a similar number transferring in.

While our students are mainly of Anglo-Australian descent, there is an increasing diversity of cultures enrolling in the school including our Aboriginal population which increased during the year, reaching around 18%.

A proportion of our students come into Kindergarten with pre-school experience usually from one of the pre-schools in Metford.

Our Year 6 students mainly transition to Maitland High School, our partner high school. However, a small number go to Maitland Grossman High either because they live in its zoning area or through application. A minority transfer to the private sector or to other government high schools.

**Staff**

There were some slight changes in teaching staff this year, although there was still a range of teaching experiences and expertise amongst the permanent and temporary staff. The temporary teaching staff was mainly employed to fill positions while permanent staff members were on short or long term leave.

Student learning support officers were again employed to work with students with disabilities and with students requiring additional support who were identified through the Learning Support Team.

The senior administration manager was supported by a new school administration officer and some part-time administration staff and the general assistant continued in his position working five mornings per week.

The principal’s position for 2012 continued to be shared between the appointed principal (3 days per week) and one of the assistant principals (acting the other two days).

**Significant programs and initiatives**

**Priority Schools Program**

The most significant additional funding used in the school in 2012 was that from the Priority Schools Program. These funds were used to support targets in the school plan, in particular, literacy, numeracy and student engagement. The funds allowed for additional resources to be purchased for literacy, numeracy and the library, the employment of a community liaison officer and a school learning support officer who ran the playgroup program. The funds also supplemented a teacher salary to allow an additional class to be established which helped reduce class sizes in the early years.

Priority Schools Program funds also targeted professional learning for staff in Language, Literacy and Learning (L3), Quality Teaching and teacher observation as part of the school’s management plan.

In Term 2, 2012 Stages 2 and 3 were given the opportunity to enter the Priority Schools Program Hunter/Central Coast Writing Competition. This involved either writing a narrative or poem using the picture of a bushland tree-house as inspiration. Several students entered the competition and there was a particularly outstanding entry by one of our Year 6 boys who was given a commendation for his excellent narrative. Four of the students were invited to a Young Writers’ Camp with author Kerri Lane, an inspirational speaker, who involved the students in creative writing. This was an extremely positive experience for all of these students.

Some Metford staff and students enjoying the Easter Hat Parade.
Student achievement in 2012

Literacy

There were some positive results in NAPLAN literacy, including Year 3 girls improving their results in the test aspect of grammar and punctuation from 2011 by 34 scale scores and Year 5 boys achieving 24 scale scores above the state average growth in the test aspects of reading. Year 5 also improved their spelling results from 11% performing at proficiency in 2011 to 29% in 2012 which exceeded our 2014 target.

However, there are areas that need considerable improvement in both Years 3 and 5 which include:

- inferring, locating and interpreting information from a text;
- being able to identify incorrect spelling and write the correct spelling; and
- identifying and correcting a range of grammatical and punctuation errors.

Numeracy

Overall numeracy results in Year 3 and Year 5 were below those of the state.

In Year 3, 39 students attempted NAPLAN numeracy and the results were somewhat lower than 2011, with 82% of students in Bands 1-3. Only 18% of students were in Bands 4-5 with no student achieving Band 6. 68% of students were in Bands 1-3 in data and measurement with 31% of students in Bands 4-6.

Areas for improvement include:

- increasing the number of students who attempt each question;
- reading and understanding the questions and the language of mathematics; and
- the picturing of patterns, rotating and sliding of shapes.

In Year 5, 34 students attempted NAPLAN and some of these students showed good growth from Year 3 to Year 5.

In numeracy 88% of students were in Bands 3-5 and 12% of students in Band 6. No student achieved Band 7 or 8.

In data and measurement 67% of students were in Bands 3-5 and 12% of students in Band 7. No student achieved Band 8.

Areas for improvement include:

- reading and understanding the questions and the language of mathematics; and
- 2D space including reflected drawings, symmetry, tessellations and naming shapes.

Messages

Principal’s message

This report provides an overview of school activities during 2012 and was compiled with the support of a range of staff, parents and students. The report also contains the results of surveys undertaken with students, staff and parents.

The school newsletter was also used to review the diversity of activities in which our students, staff and community were involved this year. Those activities included camps, excursions, an energy expo and mini fete, leadership course, book fair, Harmony Day, Grandparents’ Day, NAIDOC, Education Week, StarStruck, Olympic celebrations, a range of sports and our school concert which this year was *Maitland Mary Poppins*.

The concert was well supported by the community and the media with coverage on the front page of the *Maitland Mercury*. It certainly highlighted the immense diversity of talent within
the school and helped cater for those students with talents in the performing arts.

The school received funds through the Premier’s Sporting Challenge in 2011 and the remainder of these funds along with some school funds helped cover the costs of building additional playground equipment.

Our Kindergarten staff continued their professional learning in literacy teaching through involvement in Language, Literacy and Learning which again showed continued improvement in all areas of literacy.

While the school continued to achieve success in a number of areas including sport, creative and practical arts and activities which involve the community, there is still considerable work that needs to be done in improving attendance and our students’ results in literacy and numeracy. They will again be target areas for 2013 along with student engagement which includes attendance. Our staff is committed to improving these areas and with additional support through increased equity funds, which will provide extra resources and professional learning, I am sure that improvement will occur.

It has been a very fulfilling year and 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

The P&C consolidated its activities this year with a core group of members who supported the school through a range of fund-raising events including:

- selling book packs for Kindergarten to Year 6;
- organising very successful Easter and Mothers’ Day raffles and Mothers’ and Fathers’ Day stalls; and
- holding a pie drive, discos each term, a well-supported trivia night, Halloween activities and Carols under the COLA.

While all of these were very successful activities, one of the most successful was the consolidation of the canteen with its new supervisor, canteen committee and dedicated group of volunteers who this year helped the canteen make a considerable profit.

We hope to build on this success in the future.

Kathy Gillies P&C Treasurer

Student representatives’ message

As student leaders, we worked through the school parliament to organise activities including fund-raising, community events such as Clean Up Australia and student events such as the talent quest. We ran weekly and special assemblies like the ANZAC Day ceremony at school and were involved in the East Maitland ANZAC Day march and ceremony. As leaders of our school, we also attended a leadership course to help us in our new roles.

We also helped with changing the signs that tell the community what is happening at school, handed out play equipment and hats and collected paper across the school for recycling.

We have enjoyed our time as leaders and the experience we were given at Metford has helped us grow as good citizens in our community.

We are proud and honoured to have been part of Metford Public School.

Sally Gillies and Bohdi Vile School Captains
Some of our student leaders participating in the ANZAC Day march in East Maitland.

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
As has been the trend over the past few years, the enrolments for the school continue to drop slowly which is reflective of the changing demographics in the school’s drawing area.

Management of non-attendance
This year there was a small number of chronic non-attending students, particularly in Year 1 and Year 4, whose absences were impacted on by family situations and community issues. To try and address these issues, the school used departmental processes to work closely with the home school liaison officer and parents to develop strategies which could assist with improved attendance.

While investigating new strategies to address non-attendance, the school will continue to utilise its policy of contacting parents by phone and with follow up correspondence when students are absent.

Class sizes
Our classes were established in a way to best cater for the needs of every student and based on departmental recommendations for numbers. However, the number of students in each of the Stage 1 classes was reduced with the setting up of an additional class using some funds from the Priority Schools Program and some staffing allocation.

This year the majority of our classes were established in years, but because of the spread of student numbers a Stage 1 class (S1F) and a Stage 2 class (S2B) were set up.

- **Table: Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.4</td>
<td>93.6</td>
<td>92.3</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>91.3</td>
<td>91.0</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
<td>91.5</td>
<td>91.6</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.7</td>
<td>92.3</td>
<td>89.4</td>
<td>90.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89.8</td>
<td>92.3</td>
<td>92.5</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.9</td>
<td>92.7</td>
<td>92.0</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.6</td>
<td>92.2</td>
<td>90.4</td>
<td>90.2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92.2</strong></td>
<td><strong>91.7</strong></td>
<td><strong>92.3</strong></td>
<td><strong>91.3</strong></td>
<td><strong>90.7</strong></td>
</tr>
</tbody>
</table>

- **Table: Class sizes**

<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>KO</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>S1H</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>S1K</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Staff information

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

The teachers at the school have a range of teaching experiences from those who are beginning teachers to those who have been teaching for over 35 years.

During the year the role of support teacher learning assistance was changed to a learning and support teacher role and as a result provided us with an additional three days per week of teacher time. The staff in this position supported classroom teachers and individual students with educational activities, behaviour management strategies and social skills' programs.

The school continued on the Reading Recovery program with its trained teacher and a school counsellor supported the school through the Learning Support Team.

The teacher of visual difficulties was part of our school staffing allocation, but was a regional staff member who worked in a variety of schools.

The part-time allocation was used to support the establishment of an additional class, executive release and release from face-to-face teaching across the whole school.

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>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Teacher of Visual Disabilities | 1.0
Part-time Teacher allocation  | 1.546
Counsellor                    | 0.2
School Administrative & Support Staff | 2.922
Total                          | 21.888

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

The school had two teachers who identify as being of Aboriginal descent and employed two Norta Norta tutors who also identify as being Aboriginal.

Staff retention

While the staff remained reasonably constant during 2012 a number of staff took extended leave for health and personal reasons. Where possible, these staff members were replaced by long-term casual teachers.

Mrs Curran who had been teaching at the school for a significant number of years retired during the year and Miss Woodford the school’s librarian who had also been at the school for a considerable number of years announced her retirement from early 2013. Mrs Hedges the school’s community liaison officer also announced her decision not the return in 2013 after a considerable time at the school in a variety of roles. These staff members have made an invaluable contribution to the education of an incredible number of students and the whole school community is very appreciative of their commitment and wishes them well for the future.

During 2012, the principal’s position was again shared between Ms Claverie who worked three days a week and Mrs Kelleher who relieved in the role the other two days. Ms Pratten and Mrs Walton also worked in a shared role on a Kindergarten class during the year.

A new teacher, Ms Owen, was appointed to the school and while this was her first permanent teaching position she came with considerable teaching experience.

Teacher qualifications

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

The teaching staff at Metford has a diversity of qualifications including degrees, double degrees and post graduate qualifications including...
graduate certificates and master’s degrees. This diversity of qualifications adds to the strength of the staff talent within the school.

<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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>155433.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>236592.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>168233.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83193.75</td>
</tr>
<tr>
<td>Interest</td>
<td>7898.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17950.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>669302.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19857.26</td>
</tr>
<tr>
<td>Excursions</td>
<td>45821.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29522.59</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1834.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>183430.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>40233.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38340.98</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45824.03</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20766.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>31679.03</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4370.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>481679.37</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>207622.90</td>
</tr>
</tbody>
</table>

In 2012 there was a considerable decrease in expenditure from 2011 in casual relief for teachers of approximately $15000, an excellent saving. However, the rising cost of utilities has resulted in increased expenditure of over $11,000 in this area. While there are still costs to come out of the funds that are being carried over, the amount allows the school to start 2013 in a healthy financial position.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

The school staff provides our students with the opportunity to participate in a range of activities outside of the classroom. These activities help expand our students’ skills and positively promote the school in the local and wider community.

Achievements

Arts

Our school promoted the arts in a variety of ways throughout the year with one of the biggest being our school concert *Maitland Mary Poppins* in which every student had a role.

Our other big commitment was in supporting *StarStruck* with dancers and choir members. The *StarStruck* choir comprised of 14 talented singers from Years 3-6 who participated in many rehearsal sessions and had the opportunity to perform in four fantastic *StarStruck* concerts. Our 18 dancers were also involved in extensive rehearsals and all four performances and did a wonderful job representing our school.

*StarStruck* is a big commitment and an amazing opportunity and happens only with the support of parents and carers, and the school staff and students would like to thank all of them for their hard work with transport, communication, costumes and props.

In 2012, Metford Public School also had a large junior choir of very talented and keen singers. This choir consisted of Kindergarten, Year 1 and Year 2 students. They had the opportunity to perform at occasions such as the Infants Presentation Assembly and the P&C carols’ night. All of the students were very enthusiastic and
dedicated members of the choir and performed extremely well with the support of a staff member, a parent and a community member, all with expertise in music.

Our senior choir continued to excel and performed at special assemblies, Presentation Day, community events and the Education Week awards’ ceremony at Maitland High School. They too did an excellent job at all of their performances.

Sport

Our students especially in Years 3-6 had the opportunity to participate in a diversity of sports at school, at Public Schools Sports Association (PSSA) activities and at gala days. Those sports included soccer, cricket, football, touch football and OzTag.

The school cross country, swimming and athletics carnivals were well supported and allowed a group of students the opportunity to participate at the zone level. In athletics a number of students who were successful at the zone went to the regional carnival.

The school also supported the Active After School Care program which offered the opportunity for our students to experience netball, taekwondo, dance, handball, cricket, tennis and archery.

School Newspaper Competition

Some of our Stage 3 students had the opportunity to participate in the Newcastle Herald/Newcastle Permanent Building Society School Newspaper Competition. As a result of their incredible writing they produced a full spread of articles with pictures which were included in an edition of the Newcastle Herald.

Public Speaking

Metford Public School was the host for one zone of the Hunter Central Coast Public Speaking competition. Leading up to this event, our school had a K-6 public speaking competition within each class. Two representatives from each class then made it to the stage finals and the winners of the stage finals progressed to the zone finals. The students were able to write a speech on a topic of their choice. There were students from eight other schools who attended the zone finals and our school captains did a fantastic job of announcing for the day and our students performed exceptionally well. One of our students won the Stage 1 section and progressed to the regional final.

Jasper Vile and Killara Drew who won the Stage 1 section of the public speaking competition in our school.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 3**

The results in Year 3 indicate that students are over-represented in the lower bands and while the percentage of students achieving Band 4 is close to the school average for 2008-2012, there were no students who achieved Band 6.

**Numeracy – NAPLAN Year 3**

These results reflect the literacy results in that the majority of Year 3 students are achieving in the lower bands in numeracy and no students achieved Band 6.

**Reading – NAPLAN Year 5**

The results for Year 5 are better than Year 3, and while there is still a large proportion in the lower bands, there is a higher percentage in Bands 7 and 8 than the percentage in the similar school group. The school average is also higher than this group in Band 8.

**Numeracy – NAPLAN Year 5**

Year 5 results in numeracy show an over-representation in the lower bands. However, the results in Bands 5 and 6 are consistent with the similar school group and the percentage of our students achieving Band 6 shows a positive improvement.
Progress in reading

The progress in reading during 2010-2012 has shown improvement since 2009-2011 and has been greater than similar school groups and state departmental schools. To try and further improve this result, teachers in Years 3-6 will participate in professional learning on the teaching of reading in 2013.

Progress in numeracy

Our progress in numeracy over the past two years is not as strong as previous years and has dropped below similar school groups. Improved numeracy results remain a target for the school in its current management plan and further professional learning needs to be provided to teachers.

Significant programs and initiatives

Aboriginal education

The school had a significant number of Aboriginal students who were supported through mainstream and additional educational activities. These additional activities included the Norta Norta program which provided funding to employ tutors to work with students in Years 4 and 6 to assist in improving their results in literacy and numeracy.

To further assist in improving educational outcomes for our Aboriginal students, meetings were held with parents, staff and students to develop personalised learning plans for each Aboriginal student. The school also employed a number of school learning support officers to work with a small number of Aboriginal students who needed extra help in the classroom. These school learning support officers were employed through the use of school and local management group funds.

Two staff members regularly attended Aboriginal Education Consultative Group (AECG) Inc meetings with one of those staff members having been elected as a regional representative for the Maitland AECG Inc.

NAIDOC activities were held to celebrate Aboriginal and Torres Strait Islander culture and were well supported by staff, students and the community and Aboriginal perspectives were taught in classrooms as part of the curriculum.
Students participating in the Smoking Ceremony as part of our NAIDOC celebrations.

Multicultural education
Metford Public School has an increasing number of students from a range of cultures and celebrates that diversity through classroom and school activities like Harmony Day.

This year the school received additional teacher time to employ part-time teachers to support two new students who did not have English as their first language. Those teachers were also able to provide advice to other staff with students who came from homes where English was not their first language.

Other programs
Language Literacy and Learning
Our Kindergarten teachers continued to receive professional learning by regional staff to support them in teaching literacy to our Kindergarten students. This program has helped our students achieve excellent results in all areas of literacy, including half of our students achieving or exceeding the regional target in reading.

Reading Recovery
This reading support program continued in 2012 with the teacher completing her training with the support from regional staff. A number of Year 1 students took part in this intensive program and achieved improved reading results. These students continued to be monitored in the classroom once they had completed the program.

Progress on 2012 targets
Some progress has been made in our three target areas particularly in Year 5 spelling results, Year 3 writing, introducing Positive Behaviour for Learning, expanding the operation of the Learning Support Team and improving attendance in Years 3 and 5.

Target 1 - Improve literacy results
Our achievements include:

- the percentage of students performing at proficiency in spelling in Year 5 increased from 11% in 2011 to 29% which surpassed our 2014 target of 22%;
- the percentage of students performing at proficiency in writing in Year 3 increased from 8% in 2011 to 15% in 2012 with our target of 18% in 2014; and
- the percentage of students performing at proficiency in writing in Year 5 increased from 4% in 2011 to 9% in 2012 with a target of 18.9% in 2014; and
- providing literacy support to target individual students through student learning support officers, the Norta Norta tutors and the learning and support teacher.

Target 2 - Improve numeracy results
Our achievements include:

- participating in Leading Mathematics Learning training 3-6;
- co-operatively programming numeracy;
- utilising the Sarah Rose units in years 3-6; and
- introducing and utilising the Mathletics website K-6.

As shown in our NAPLAN results, progress on our 2014 targets for numeracy in Years 3 and 5 was
not made in 2012 and considerable work needs to be done in this area for improvement to occur.

**Target 3 – Increase Student Engagement**

Our achievements include:

- providing professional learning for members of the Positive Behaviour for Learning team;
- starting the implementation of Positive Behaviour for Learning across the whole school;
- increasing equipment in playground;
- implementing social skills’ programs in all classes;
- expanding the operation of the Learning Support Team through sharing of leadership;
- improving attendance in Years 3 and 5; and
- using the connected classroom to develop links with other schools e.g. debating.

Some of our students sharing morning tea with grandparents.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of reading.

**Background**

NAPLAN results for 2012 show that only 8% of Year 3 students and 18% of Year 5 students are reading at proficiency level. Surveys were given to a sample of students, all teachers and parents on reading to determine their opinions.

**Findings and conclusions**

A high proportion of parents’ surveys showed that:

- their children enjoy reading;
- their children read at home; and
- teacher training in the teaching of reading is important.

A significant number of parents indicated that:

- their child does not talk about how reading is taught;
- they were not aware of how reading is taught; and
- the school could do more to promote reading at school and at home.

Students indicated that:

- they like reading and understand how reading is taught;
- teachers know how to help them with their reading; and
- teachers know how to help them improve their reading.

However, some students were unsure of how they were assessed in reading and some found reading uninteresting.

Teachers were very positive about:

- their understanding of how to teach reading;
- how their students were progressing and how to help them improve; and
- their ability to give feedback to students and parents about students’ progress. (Not supported by students.)

Some concern was raised by a significant proportion of staff about their ability to provide interesting activities that were appropriate to each student’s needs and interests. (A response reflected by students.)

**Future directions**

Parents’ responses indicated that information sessions need to be held with the community on the teaching of reading and the school needs to
do more to promote reading at home and at school.

While students and teachers were generally positive in their responses about reading, results in NAPLAN do not reflect these opinions. In 2013, Language, Literacy and Learning will continue to be implemented in Kindergarten and the teachers in Years 3-6 will participate in professional learning in Focus on Reading with the support of regional staff and an assistant principal who has been trained in its implementation.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents agreed that:

- what their child was learning at school was important;
- that it was important for their child to follow the classroom and school rules;
- they were satisfied with their child’s progress; and
- that extra curricula activities were important.

A significant number of parents were concerned about the safety of their children’s belongings at school and some parents also felt that:

- the look of the school could be improved;
- their child was not always safe;
- they did not always feel welcome by staff;
- the school was not always a friendly place;
- there were inconsistencies in behavior management; and
- teachers did not always give parents ideas about how to help their child.

Teachers’ surveys indicated that:

- teachers were respectful towards parents;
- they welcomed contact from parents;
- the principals modelled respectful behavior;
- they did not always treat each other with respect;
- they needed to learn more about their students’ lives outside of school;
- they needed to help each other more;
- students needed to be more involved in decisions that affect them; and
- the student discipline practices were not always fair.

**Future directions**

There are a number of things that the school will need to consider as a result of these surveys including:

- looking at ways to improve the climate between teachers and between teachers and parents;
- progressing with the implementation of Positive Behaviour for Learning to avoid perceptions of inconsistencies in behaviour management;
- improving the appearance of the school and the safety of students’ belongings;
- running further information sessions for parents on helping their child at home with learning;
- allowing students to be more involved in decisions about their own learning; and
- encouraging teachers to learn more about their students’ lives.

![Kelsey Mason and her dad enjoying breakfast at our Fathers' Day breakfast.](image)

**Professional learning**

Professional learning was directly linked to the school plan and focused on Language, Literacy and Learning for Kindergarten, Leading Mathematics Learning (3-6) and lesson
observation and debriefing time to further develop teachers’ understanding of Quality Teaching. Other professional learning focused on developing teachers’ knowledge of Newman’s Analysis, the implementation of the Schedule for Early Numeracy Assessment (SENA) and use of the literacy and numeracy continuums.

The training of the teacher involved in the Reading Recovery program continued and additional professional learning was provided to the staff employed as learning and support teachers.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improved spelling and writing skills of all students.

2013 Targets to achieve this outcome include:

- increase the percentage of students performing at proficiency in spelling in Year 3 from 13% in 2011 to 23%;
- increase the percentage of students performing at proficiency in spelling in Year 5 from 11% in 2011 to 22%;
- increase the percentage of students performing at proficiency in writing in Year 3 from 8% in 2011 to 18%; and
- increase the percentage of students performing at proficiency in writing in Year 5 from 4% in 2011 to 18.9 %.

Strategies to achieve these targets include:

- employing a teacher at assistant principal level with expertise in literacy to work in classrooms supporting teachers to strengthen their teaching of literacy;
- the assistant principal undertaking teacher observations in literacy sessions, debriefing and planning with selected staff;
- providing professional learning to staff on the new English syllabus to be implemented in 2014;
- teachers plotting students on the literacy continuum once per term with results discussed at stage and staff meetings to inform teaching practice;
- providing opportunities for discussion by all staff of the Quality Teaching (QT) overview and timetable observation and debriefing sessions for all staff that focus on improving QT within literacy sessions;
- the literacy team collecting spelling data and writing samples every 5 weeks which are analysed and used to inform the teaching and learning cycle; and
- developing and utilising Personalised Learning Plans for Aboriginal students with parents and/or caregivers and updating at least once a semester.

School priority 2

Outcome for 2012–2014

Increase performance of all students in numeracy.

2013 Targets to achieve this outcome include:

- increase the percentage of students performing at proficiency in numeracy in Year 3 from 13% in 2011 to 27.5%; and
- increase the percentage of students performing at proficiency in numeracy in Year 5 from 6% in 2011 to 11.5%.

Strategies to achieve these targets include:

- focusing teaching on number (fractions, decimals, multiplication), patterns and algebra (word problems, multi-step problems), data (word problems, interpreting data, fractions and decimals and multi-step problems);
- placing all students on the numeracy continuum once per term and results discussed at stage and staff meetings;
- using NAPLAN results for individual students, including Aboriginal students to identify areas of need;
• organising and holding maths’ expos and information sessions for parents/community;
• providing professional learning to staff in SENA and Newman’s Analysis;
• continuing professional learning of K-2 staff in Targeting Numeracy Teaching strategies and processes;
• co-operatively programming numeracy; and
• utilising the Mathletics website K-6.

School priority 3

Outcome for 2012–2014

Increased engagement of all students.

2013 Targets to achieve this outcome include:

• improving attendance from 91.3% in 2011 to 92.3%;
• improving results in student, parent and teacher satisfaction survey; and
• reducing suspensions by 5%.

Strategies to achieve these targets include:

• introducing Positive Behaviour for Learning across the whole school;
• revising the student welfare and discipline policy and award system;
• providing opportunities for partner visits between teachers to observe Quality Teaching lessons, debrief and provide feedback;
• expanding organised games and increased equipment in playground;
• implementing social skills’ programs across the whole school;
• providing a positive parenting program to parents/carers;
• expanding the operation of the Learning Support Team through the training of staff and notification of agenda items;
• employing a teacher with expertise in early childhood to provide educational experiences to targeted children one morning per week in semester 2 prior to their commencement of Kindergarten;
• implementing the school’s attendance procedures K-6;
• providing professional learning for staff in the needs of Aboriginal students and the inclusion of Aboriginal perspectives; and
• using the connected classroom to develop links with other schools.

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.

Nicole Claverie Principal
Dianne Kelleher Assistant Principal
Jane Power Assistant Principal
Lee Schulha Assistant Principal
Brooke Pearce Classroom Teacher
Switlana Hedges Community Liaison Officer
Rebecca Glover P&C Representative
Kathy Gillies P&C Representative

School contact information
Metford Public School
Melaleuca Drive Metford 2323
Ph: 49332655
Fax: 4933 2164
Email: metford-p.school@det.nsw.edu.au
Web: www.metford-p.school@det.nsw.edu.au

School Code: 4521

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: