Metford Public School
Annual School Report 2013
School context
Metford Public School is situated on the eastern boundary of Maitland and is in the Hunter/Central Coast Region of the NSW Department of Education and Communities (DEC). The school population of 296 students is drawn from a diverse local community with approximately 20% students (60) identifying as Aboriginal. Twelve classes were formed in 2012, Boys make up 50% of the student population and girls 50%.

Principal’s message
This report provides an overview of school activities during 2013 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.

A diverse range of activities including camps, excursions, leadership courses, book fairs, Harmony Day, Grandparents’ Day, NAIDOC, Education Week and StarStruck were significant in connecting with our community.

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.

In 2013, all our teachers from Kindergarten to Year 6 have participated in Focus on Reading professional learning. This has been very motivating for all our staff in changing the way they teach comprehension and has led to improved results in understanding texts.

Our participation in the Early Action for Success government strategy from Semester 2 has been a significant program for our school’s continued aim to enhance our teachers’ professional learning and change to pedagogy.

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 2014 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.

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Catherine Watt

P & C and/or School Council 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 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. The canteen committee and dedicated group of volunteers helped the canteen make a considerable profit which was targeted for classroom air conditioning and enabling wireless access to technology in all learning areas.

We hope to build on this success in the future.

Metford Public School P&C
Student representative’s message

As student leaders, we worked through the school parliament to organise activities including fund-raising, community events such as Clean Up Australia and a Coffee Shop for visitors attending special occasions. 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.

Anna Pham and Thomas Glover, School Captains

Student information

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

Student enrolment profile

Enrolment has been stable in 2013 with students moving and others enrolling consistently throughout the year.

<table>
<thead>
<tr>
<th>Year</th>
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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.

Workforce information

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

Workforce composition

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Vision Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teachers</td>
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<tr>
<td>RFF and Part Time Allocation</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>General Assistant</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>21.468</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Metford PS has one teacher who identifies as being of Aboriginal descent.

Teacher qualifications

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

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<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Tied funds</td>
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<tr>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

Expenditure

- Teaching & learning
  - Key learning areas: 21729.70
  - Excursions: 29724.26
  - Extracurricular dissections: 60899.85
- Library: 0.00
- Training & development: 2193.30
- Casual relief teachers: 47622.51
- Administration & office: 57110.80
- School-operated canteen: 0.00
- Utilities: 44516.69
- Maintenance: 25104.92
- Trust accounts: 14797.53
- Capital programs: 10660.00
- Total expenditure: 629090.76
- Balance carried forward: 253075.85

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Arts

Our school promoted the arts in a variety of ways throughout the year. Our big commitment was in supporting StarStruck with dancers and choir members. The StarStruck choir comprised 20 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 2013, 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 and community events. 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 Public Schools Sports Association (PSSA) activities and at gala days. Soccer was the school sport chosen for representation for both boys and girls.

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.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
**Year 3 Spelling**

The results indicate Year 3 (Boys-22 students) have improved by 54 scale scores from the 2012 data in the test aspect of Reading and 8.5% of Year 3 students achieved Band 6. There was a decrease in the percentage of students in Bands 1, 2 & 3. There has been a significant increase in the percentage of students in Band 4, 5 & 6.

**Year 3 Reading**

The percentage of students at minimum standard has reduced from 25% to 20%. There was also a reduction in the percentage of students below minimum standard from 15% to 14%. There was a significant increase in the percentage of students achieving proficiency from 12.5% to 36.3%.
NAPLAN Year 3 - Numeracy

The results reflect an increase in the percentage of students in band 6 to 2.6%. In band 4 there was an increase from 12.8% to 27.1%. There was also a significant decrease in the percentage of students represented in band 1 numeracy from 25.6% to 8.3%.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 – Reading

The results show a decrease in the percentage of students in band 3 from 20.6% to 2.9%. The increase in percentage of students achieving band 6 is significant being from 14.7% to 28.6%. Percentage of students in the proficiency bands 7 & 8 has seen an increase.
Year 5 Spelling

The percentage of students at or below minimum standard decreased from 38.3% to 33.3%. The percentage of year 5 aboriginal students achieving spelling at proficient bands increased from 14.3% to 25%. There was a significant increase in the percentage of aboriginal students in band 6 from 14.3% to 50%.

NAPLAN Year 5 – Numeracy

The results indicate a reduction in the percentage of students below minimum standard from 23.5% to 14.3%. The percentage of students in the band 6 increased from 0% to 2.9%.
NAPLAN Year 5 – Student Growth

Student Growth – Year 5 spelling
The percentage of students achieving expected growth in spelling was 57.6% for year 5 students. The school average scaled score for growth was 97.1 which was 13.1 points above State scaled score of 84.

Student Growth – Year 5 writing
The percentage of students achieving expected growth in writing was 45.3% for year 5 students. The school average scaled score for growth was 45.3 which was 10.1 points below state scaled score of 55.4.

Expected Growth

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<td>Greater than or equal to expected growth</td>
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Average Scaled Score Growth

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</tr>
<tr>
<td>NSW DEC (All Students)</td>
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</tr>
<tr>
<td>School (All Students)</td>
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Average progress in Writing between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5
Significant programs and initiatives

Focus on Reading (FoR)

Reading and comprehension is a tool for life, and during 2013 Metford PS has implemented phase one of the Focus on Reading program. FoR is an intensive professional learning program that supports teachers from years 3–6 to understand and explicitly teach reading strategies that will enable students to access the range of texts that they are required to comprehend in the middle years of school.

FoR is designed for students from years 3-6, however Metford PS has seen the benefits of the Language Learning Literacy (L3) program in stage early stage 1 and stage 1 with increased student engagement in literacy. Because of the parallels, it was decided that the FoR program was delivered to all teachers from K-6. Two executive teachers and one classroom teacher regularly attended FoR professional learning that was delivered by specialist DEC district consultants, and this professional learning was then delivered to all teachers at Metford PS.

Early Action for Success

The Early Action for Success Program is a state government initiative that provides additional support to students in Kindergarten, Year 1 and Year 2. The program combines high quality leadership, a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support.

Staffing includes an Instructional Leader who joins the school executive (0.5 Metford PS and 0.5 Tenambit PS) and an additional classroom teacher to support learning in K-2 classrooms.

Features of the program include hands-on instructional leadership and classroom-based professional learning for teachers through team teaching and teacher mentoring for all K-2 classroom teachers. Other features include personalisation of student learning, formative assessment, the identification of at risk students and tracking of student progress.

This program will be enhanced in 2013 and will run until the end of 2016.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning is a whole school approach to proactive, school-wide behaviour management. PBL is a system supported by Metford Public School to promote and maximise academic achievement and behavioural competence. We know that when good behaviour choices and good teaching come together, students can excel in their learning. Our school is proud to be part of a broader support system within the DEC to promote PBL.

MPS celebrated the launch of PBL in 2013 with a wonderful day full of fun activities including a dragon boat race with our families and community. We introduced Rocky the Eagle as our PBL mascot along with three core values of samples. Also, staff surveys indicate that FoR has led to an increased understanding of how to explicitly teach comprehension strategies and has supported teachers to examine the important role of rich talk in classrooms.
Commitment, Respect and Responsibility that underpin our school ethos. Within the core values are clear expectations that we expect to see in all areas of our school. We explicitly teach these expectations to the students in PBL lessons and reward them frequently with positive acknowledgement for great behaviour.

Since the launch of PBL in 2013 all teaching staff continue to receive professional learning and system support to ensure that PBL remains a positive focus for our school. All students have responded positively to clear school expectations and set consequences that is reflected in our student behaviour data. Student engagement in learning has increased and students have received their first level of PBL reward achievement and are diligently working towards higher achievements.

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.

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.

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.

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 2013 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 students achieved improved reading results. These students continued to be monitored in the classroom once they had completed the program.

Transitional Equity Funding

The most significant additional funding used in the school in 2013 was that from Transitional Equity Funding. 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 Assistant Principal to be employed to guide explicit teaching and learning.

These funds also targeted professional learning for staff in Focus on Reading, Language, Literacy and Learning (L3), Quality Teaching and teacher observation as part of the school’s management plan.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Whole staff and executive meetings, surveys and discussions
- P and C comments from discussions
- Evaluation of data collected through PLAN, classroom assessments and summative assessments.

School planning 2012—2014: progress in 2013

School priority 1:

Outcome from 2012–2014

Improved writing skills and spelling 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%.

Evidence of progress towards outcomes in 2013:

- Employment 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.

- Provided professional learning to staff on the new English syllabus to be implemented in 2014.
- Majority of teachers plotted students on the literacy continuum once per term with results discussed at stage and staff meetings to inform teaching practice.
- Developed and utilised Personalised Learning Plans for Aboriginal students with parents and/or caregivers.

Strategies to achieve these outcomes in 2014

- Continued employment of a teacher at assistant principal level to support literacy learning and teaching in all classrooms.
- All teachers participate in a whole school approach to understanding, teaching, learning and implementing a spelling program that will meet all students’ learning needs.
- Support teachers, K-6, in the shared understanding of the use of learning intentions in writing.
- All teachers use guided instruction to support differentiation in the writing aspect of the new Australian curriculum.
- Teachers entering data on PLAN at five weekly intervals to track student learning and inform differentiated learning for all students.
- Planning days held twice per term to engage teachers in professional dialogue based on evidence, in a team approach, supervisor teams, about how students will have their learning needs met in literacy.
- Teachers understand and use the Literacy Continuum to provide learning that meets their students’ needs.

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%.

Evidence of progress towards outcomes in 2013:

• Focused 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).

• Placement all students on the numeracy continuum once per term and results discussed at stage and staff meetings.

• Use of NAPLAN results for individual students, including Aboriginal students to identify areas of need.

• Organised maths expos and information sessions for parents and community.

• Provided professional learning to staff in SENA and Newman’s Analysis.

• Co-operative programed numeracy.

• Utilised the Mathletics website K-6.

Strategies to achieve these outcomes in 2014

• Support teachers, K-6, in the shared understanding of the use of learning intentions in mathematics.

• All teachers use guided instruction to support differentiation in mathematics.

• Teachers enter data on PLAN at five weekly intervals to track student learning and inform differentiated learning for all students.

• Support teacher learning of the meta language of mathematics through professional learning.

• Planning days held twice per term to engage teachers in professional dialogue based on evidence, in a team approach, supervisor teams, about how students will have their learning needs met in numeracy.

• Teachers understand and use the Numeracy Continuum to provide learning that meets their students’ needs.

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%.

Evidence of progress towards outcomes in 2013:

• Introduced Positive Behaviour for Learning across the whole school.

• Revision of the student welfare and discipline policy and award system.

• Provided opportunities for partner visits between teachers to observe Quality Teaching lessons, debrief and provide feedback through the Lesson Study format.

• Provision of a positive parenting program to parents/carers with Gabby Mead.

• Expansion of the operation of the Learning Support Team through the training of staff and notification of agenda items and the update of the Learning Support Team Guidelines and Procedures.

• Implementation of the school’s attendance procedures K-6.

• Provision of professional learning for staff in the needs of Aboriginal students and the development of personalised learning plans.

Strategies to achieve these outcomes in 2014

• Providing time for teachers to collaboratively discuss and develop their teaching and learning knowledge of pedagogy through participation in planning days twice per term which will enhance all students’ engagement in learning through the provision of differentiated learning.

• Re-organise RFF timetables and playground duty rosters to provide opportunities for staff to collaborate.

• Develop a new perspective on playground and sport participation through sport,
debating and public speaking coaching opportunities at lunch and recess time.

- Providing more equipment to give choice for playground activities at break times.
- Involvement of all students and staff in the production of a musical which will have a PBL focus in term 3.

Professional learning

Professional learning was directly linked to the school plan and focused on writing, Focus on Reading for all K-6 teachers 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, preparing for the implementation of the new Australian Curriculum, English, use of PLAN to track student progress and use of the literacy and numeracy continuums.

The opportunity for two teachers to lead our whole staff through the Focus on Reading program made a significant difference and positive improvement to student learning and engagement as well as academic results. Teachers were engaged and enthusiastic to implement this new pedagogy.

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.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents agree that they are made to feel welcome at Metford Public School.
- 71% of parents agree or mostly agree that they are kept informed of their child’s progress and the school is thought of well by the community.
- 35% of parents agree that teachers have high expectations of students and insist on them always doing their best.
- 64% of parents agree that they are consulted when a student is in trouble at school.

Comments from Students included:
- “Homework is fun”;
- “School is fun”;
- “I like experiments”;
- “I appreciate what teachers do for me”;
- “I like history. We should do more of it”;
- “I need harder work”; 
- “The work I do always challenges me to think”; and
- “I don’t like being bullied.”

- 98% of students want to get good results at school;
- 92% believe that their teachers expect high standards of them; and
- 63% of students agree that they can choose schoolwork that interests them.

Teachers provided the following comments:
- “Metford Public School is an exciting place to work this year because we are doing great professional learning and learning ourselves to be better teachers.”
- “I like the new vision we have for our school and can see us focusing on learning so much more for both teachers and students.”
- “It has been a tough year because we have had to make so many changes but they have all been worthwhile and communicated well so that they can be implemented by us all.”
- “Our staffroom is a happy place and we are talking more about learning and our teaching.”

- There has been a reduction in staff leave in 2013 and a reduced number of WHS reports.
- Staff meetings have been attended by all staff and there has been respectful, engaged professional dialogue at all meetings.

Program evaluations

Curriculum

Background

Each year we choose a Key Learning Area or an aspect of a Key Learning Area to evaluate if we are meeting the needs of our students, to guide policy, allocate funds and select effective
teaching and learning strategies. As part of our cyclic evaluation, we looked at Personal Development, Health and Physical Education, PDHPE.

Findings and conclusions

Surveys were conducted and given to all teachers, students and parents. The following conclusions were collated by staff at a meeting.

- Teaching of PDHPE has been effective in K-2 classes, with students feeling they have had success in their learning.
- Year 1 and 2 students believe it is important to be active and they enjoy games and sport.
- Some K-2 students aren’t aware of how to be safe at Metford PS.
- Years 3-6 students are unsure of how they are progressing in PDHPE.
- Some of Stage 2 and 3 students believe they can play co-operatively.
- Older students understand how they can be safe at school and have a good understanding of the PBL system.
- Years 3-6 students are concerned that they miss out on sport and PE and the bad sportsmanship of some students.
- Parents would be very interested in finding out more about what teaching and learning in PDHPE involves including policies such as bullying.
- Some parents responded that sport and PE isn’t as organised as it used to be.
- After school sports program was very beneficial to students and taught them different sports to what was available at school.
- Teachers wanted a scope and sequence of PE activities to develop students’ motor skills which lead to the playing of games and sport.
- A designated sports day would give importance to sport and the building of team and sports house spirit.
- Staff need to have equitable access to PDHPE resources.

Future directions

- Different sports and venues for wet weather such as COLAs or hall and participation in tabloid sports activities.
- Personal Development and Health learning needs to have a teaching focus and this will be achieved through the employment of a teacher to teach PDHPE as part of RFF teaching.
- Implementation of a designated sports day, Friday, for K-6 students.
- Development of a focus and promotion of sports houses through wearing of coloured sports polo shirts on sports days, holding a sports assembly once per term and display of sport houses’ flags.
- Organise coaching of sports by teachers at recess as part of their duty load to support PSSA participation and inter school sport days.

Program evaluations

Educational and Management Practice

Background

A different aspect of school practice is evaluated each year. This year the school investigated the perception of teaching through the use of School Map surveys for staff, students in classes 3-6 and parents. Our focus was on improving the learning outcomes of all students by providing effective teaching to our school students.

Findings and conclusions

- Teaching programs meet syllabus requirements and incorporate the needs of the school community.
- Consideration of school organisation needs to be made to ensure teacher planning incorporates strategies to address equity through differentiation of learning programs.
- Teachers, Kindergarten to Year 6, have improved their communication of learning intentions and the purpose of learning experiences to students.
- Assessment processes need to be communicated to students and enhanced to include peer and self assessment and a range
of assessment practices to deliver qualitative as well as quantitative assessments to enhance student learning and provide for differentiated learning.

**Future directions**

- Professional Learning to be focused on consistency of teacher judgment, assessment and the ‘how’ of teaching to provide learning opportunities which cater for individual and group needs.
- Tracking students’ progress in literacy and numeracy every five weeks through the data collection of evidence to support positive gains in learning outcomes using PLAN.
- Using PLAN data and literacy and numeracy continuums to provide differentiated learning which caters for student need. Planning days with supervision teams to focus on collaboration and differentiated learning and teaching, twice each term.

**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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: