Metford Public School
Annual School Report 2014
School context statement

Metford Public School is primary school to the east of Maitland. In 2014, the enrolment fluctuated between 289 and 312 with an equal number of boys and girls. In addition, 22% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English.

At Metford Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Metford Public school is a proud member of Maitland Learning Community of partner schools comprising seven primary schools and one high school. Our school has thirteen permanent classroom teachers, including three executive positions, two learning support teachers, a part time librarian and three Early Action for Success program staff.

Metford PS receives transitional equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index, FOEI, for 2015 is valued at 152, which recognises our community’s low socio economic standing.

Metford Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students from kindergarten to year six to be skilled, knowledgeable, creative, collaborative, communicative and critical thinkers to ensure they are on a successful journey of life-long learning. We work closely with all our families to discover and develop the potential of every child.

Metford Public School is a strong participant in Language, Literacy Learning, L3, and Focus On Reading programs; is a “Restorative Practices” school; a member of the Dare to Lead coalition of schools; a member of the Maitland Aboriginal Education Consultative Group, AECG; and is an active participant in Maitland City Council initiatives. The school is supported by business partnerships with Good Guys, attendance awards, and Greenhills Dental, Breakfast Club initiatives.

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

Enrolments at Metford Public School have fluctuated throughout 2014, beginning the year at 295 and growing throughout the year to 319. This was not sustained at the end of 2014, though. Our community is a mobile community.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>175</td>
<td>176</td>
<td>181</td>
<td>171</td>
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<td>153</td>
<td>158</td>
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<tr>
<td>Female</td>
<td>172</td>
<td>164</td>
<td>169</td>
<td>154</td>
<td>152</td>
<td>142</td>
<td>147</td>
</tr>
</tbody>
</table>
Student attendance profile

Careful attendance monitoring has assisted the increase in attendance rate from 90.9% in 2013 to 91.8% in 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
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<td>93.6</td>
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<td>92.3</td>
<td>92.9</td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>91.3</td>
<td>91.0</td>
<td>89.5</td>
<td>90.4</td>
<td>93.0</td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
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<td>89.4</td>
<td>90.2</td>
<td>90.8</td>
<td>93.2</td>
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<tr>
<td>4</td>
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<td>92.5</td>
<td>89.5</td>
<td>90.7</td>
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<td>92.9</td>
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<td>6</td>
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<td>90.4</td>
<td>90.2</td>
<td>92.4</td>
<td>88.7</td>
</tr>
<tr>
<td>Total</td>
<td>91.7</td>
<td>92.3</td>
<td>91.3</td>
<td>90.7</td>
<td>90.9</td>
<td>91.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Degree or Diploma</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
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<td></td>
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<td>6</td>
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</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Multi Categorical Class Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>RFF</td>
<td>1.88</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.662</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal 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.

<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>

Professional learning and teacher accreditation

All teachers, permanent, temporary and casuals, have participated in Professional Learning to develop their skills and knowledge in current pedagogical practices. This has been directly linked to the school plan and focused on Mathematics, Focus on Reading, Positive Behaviour for Learning, Writing, new Australian Curriculum implementation, concept programming and future direction for school development and planning.

Beginning Teachers

Metford Public School has supported one beginning teacher in 2014. Professional Learning has supported this teacher’s professional development as a special education teacher. Expertise was utilized in developing staff awareness of the Disability Discrimination Act and the knowledge and implementation of the National Consistent Collection of Data.
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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>253075.85</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
<td>64322.26</td>
</tr>
<tr>
<td>Interest</td>
<td>9325.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14525.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>961002.23</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6097.63</td>
</tr>
<tr>
<td>Excursions</td>
<td>29589.46</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3099.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>366147.78</td>
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<tr>
<td>Casual relief teachers</td>
<td>54659.58</td>
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<tr>
<td>Administration &amp; office</td>
<td>73883.45</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>70015.38</td>
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<tr>
<td>Maintenance</td>
<td>11259.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15356.65</td>
</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>666757.96</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>294244.27</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014
Sports and arts were promoted in our school through the organization of coaching by staff at lunch and recess breaks. Students had the opportunity to participate in public speaking, debating, choirs, sports training and chess.

Arts
Our school promoted the arts in a variety of ways in 2014. Our big commitment was to our bi-annual concert performance. In 2014, a staff member wrote and directed the production of *Monsters Primary School*. This musical supported our school PBL values of Respect, Responsibility and Commitment in a fun and engaging manner. Our whole school community was involved in performance, singing, dance, back stage assistance, costuming, promotion, fundraising and prop making. Every class was committed to extensive rehearsals and the three performances. This experience will be long remembered by our students, staff and community.

Our junior and senior choirs had opportunities to perform at school assemblies, presentation days, Carol Night and our local shopping centre. All of the students were very dedicated and enthusiastic and performed extremely well with the support of staff members and a parent with music expertise.
Sport

Our school organized very successful swimming and athletic carnivals. Our cross country event was washed out. Our students showed excellent sportsmanship and team support at both events.

Our students who were 8 years or older had opportunities to represent our school at PSSA events and gala days. We had students represented in both girls and boys Touch Football, Rugby League, Soccer, Netball, Basketball and Cricket. They also had the opportunity to represent the school in athletics, swimming and cross country at zone level. 9 students represented at regional level athletics and swimming. One student, Noah, represented our school at state PSSA championships in the 100metre event in Sydney.

School sport was promoted with Fridays being declared sports day and students wearing polo shirts in their house colours. A sports assembly was held each term with special guests being sport stars.

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 and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – Policy and equity funding

Multicultural education and anti-racism

Metford Public School has an increasing number of students from a range of cultures and celebrates that diversity through classroom and community events such as Harmony Day.

The school has an Anti Racism Officer.

One student was supported with EAL/D funds to provide access to English learning in speaking, reading and writing for all key learning areas.

Aboriginal background

Equity funds were mainly used to support ATSI student learning through the employment of School Learning Support Officers in each block of classrooms as Metford PS didn’t receive any Norta Norta funds in 2014.

To further assist in improving educational outcomes for our ATSI students, meetings were held with parents, staff and students to develop personalised learning plans for each ATSI student.

Professional Learning and community partnerships were strengthened with staff commitment to our local Maitland AECG through attendance at meetings and workshops.

NAIDOC activities were held to celebrate Aboriginal and Torres Strait Islander culture and were well supported by staff, students and the community. Aboriginal perspectives were taught in classrooms as part of the curriculum.
An Aboriginal Education Committee was formed in 2014 which invited all ATSI families to participate in meetings which supported community involvement in education. A vision and purpose statement was developed by families and staff and forms the basis of all work done by the committee.

Metford Parents and Citizens Association were successful in receiving a $15000 grant to build a Yarning Circle in our school. This will be implemented in 2015.

Socio-economic background

The most significant additional funding used in the school in 2014, was that from this equity funding source. These funds were used to support targets in the school plan, in particular, literacy and numeracy, and student engagement. The funds allowed for additional support for our school community through the employment of our Community Liaison Officer, Playgroup supervisor, Maitland Learning Community Transition teacher, an Assistant Principal Teaching and Learning and several School Learning Support officers. Teachers were supported through professional learning activities based around stage planning days twice per term and five executive planning days. Professional Learning support was also given for Focus on Reading and L3 Kindergarten and Stage 1. A whole school coaching program in sport and arts was also supported. Resources were purchased for reading texts, quality literature, and mathematics resources. Support was also given to families for swimming scheme and excursions.

Learning and Support

Learning and Support Flexible funding was used exclusively for the employment of School Learning Support Officers. These were coordinated by the Learning and Support team and classroom teachers. They worked with specific students who needed differentiated learning support in collaboration and consultation with supervisors and classroom teachers. The use of PLAN data and the syllabus informed the learning opportunities.

Other significant initiatives

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 individual students and early intervention to ensure students at risk of not achieving expected learning outcomes are identified and receive additional support.

Staffing includes an Instructional Leader who is equally shared with Tenambit PS and an additional teacher to support learning in K-2 classrooms.

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

Through this program of explicit instruction and mentoring of teachers, there has been a 15%
reduction in the number of targeted students in reading in Kindergarten to year 2; 2013: 92 students, 2014: 79 students.

All Stage 1 teachers participated in Literacy, Language Learning, L3, professional learning in 2014. L3 Kindergarten professional learning was accessed by one teacher and another teacher is fully accredited.

An experienced speech pathologist was employed one day per week to carry out formal assessments for many Kindergarten and Year 1 students to identify receptive and expressive language disorders. Speech intervention was implemented with this speech pathologist who led group sessions.

PUPS, Popping Up to Primary School, a transition program for children intending to enroll in Kindergarten at Metford Public School in 2015 was implemented in term 3 and term 4. This program, run by an experienced early childhood teacher and 2 School Learning Support Officers, provided these children with an important beginning experience of ‘big school’. There were 48 children enrolled in this program.

Positive Behaviour for Learning, PBL

Positive Behaviour for Learning is a whole school approach to proactive, school wide behavior management. PBL is a system supported by Metford PS to promote and maximize academic achievement and behavioural competence.

The values of Commitment, respect and Responsibility underpin our school ethos. Within the 3 values are clear expectations that we expect to see in all areas of school life. These expectations are explicitly taught to all students in PBL lessons and are rewarded frequently with positive acknowledgements of great behavior.

Since the launch of PBL in 2013, all teaching staff continue to receive professional learning and support to ensure that PBL remains a positive focus for our school. All students have responded positively to the clear expectations and set consequences that is reflected in our student behaviour data. Student engagement in learning continues to increase.

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; and
- Evaluation of data collected through PLAN, classroom assessments and summative assessments.
School planning 2012-2014:

School priority 1
Improved writing skills and spelling skills for all students

Outcomes from 2012–2014
- Improved spelling and writing skills of all students;
- Improved teaching of reading;
- Increased use of library;
- Increased use of QT in literacy lessons; and
- Improved support for Aboriginal students and those with special needs

Evidence of achievement of outcomes in 2014:
- Improved performance in Year 3 NAPLAN Spelling and Writing above targets set in 2012;
- Professional learning for teachers to enhance writing and reading pedagogy;
- Provision of time for teachers and supervisors to collaboratively plan for learning, discuss teaching pedagogies and consistently judge work samples; and
- Differentiated learning for students who require adjustments so that they can access appropriate learning to meet their needs.

Strategies to achieve these outcomes in 2014:
- Focus on Reading professional learning for all teaching staff, Kindergarten to year 6;
- Instructional Leader improving teacher pedagogical practice through professional learning with all staff, Kindergarten to year 6 and mentoring of teachers kindergarten to year 2;
- Implementing lesson study, focusing on reading;
- Two planning days each term for each stage which focused on entering of student data into PLAN and the plotting of student progress on the Literacy Continuum and collaboratively planning
- Professional learning for teachers, using National Consistent Collection of Data processes;
- Development and utilisation of Personalised Learning Plans for our ATSI students; and
- Establishment of a Metford PS ATSI Educational Committee which includes parents and community members as well as teaching staff.

School priority 2
Increase performance of all students in numeracy

Outcomes from 2012–2014
- Increase student results in SENA and NAPLAN;
- Improved teacher knowledge in the teaching of numeracy;
- Increase teacher awareness of the teaching and learning cycle;
- Increase access to technology to support teaching of numeracy;
- Increase engagement of students in numeracy lessons; and
- Increase parent knowledge of mathematics.
Evidence of achievement of outcomes in 2014:

- Improved performance in Year 3 and Year 5 NAPLAN above targets set in 2012;
- Professional learning for teachers to enhance mathematics pedagogy;
- Provision of time for teachers and supervisors to collaboratively plan for learning, discuss teaching pedagogies and consistently judge work samples; and
- Differentiated learning for students who require adjustments so that they can access appropriate learning to meet their needs.

Strategies to achieve these outcomes in 2014:

- Support given to all teachers in the shared understanding of the use of learning intentions in mathematics;
- All teachers used guided instruction to support differentiation in mathematics;
- Teachers entered data on PLAN at regular intervals to track student learning and inform differentiation of individual and groups of students’ learning needs; and
- Two planning days each term for each stage which focused on entering of student data into PLAN and the plotting of student progress on the Numeracy Continuum and collaboratively planning where to next for individual and groups of students.

School priority 3

Increased engagement of all students

Outcomes from 2012–2014

- Increased engagement of students;
- Increased satisfaction of parents;
- Improved understanding of teachers in using QT; and
- Improved links with our Aboriginal community.

Evidence of achievement of outcomes in 2014:

- Establishment of ATSI Education Committee to enhance parent/carer participation in cultural understanding and student learning;
- Staff member active in Maitland AECG;
- Reduction in the number of individual students receiving a suspension and a reduction in the number of individual students receiving multiple suspensions;
- School community viewing school’s Facebook page, liking it and making positive comments;
- Parents and community participating in workshops to enhance their own learning of computers, mathematics and classroom learning environments;
- Students receiving PBL awards has increased in 2014; and
- Increase in student engagement in learning evidenced by a reduction in referrals to planning room for off task behaviours.

Strategies to achieve these outcomes in 2014:

- Community Liaison Officer, CLO, working with families to develop and enhance families’ engagement in learning at Metford PS;
- Enhanced transition to school programs: PUPS for prospective Kindergarten students; and Maitland Learning Community Transition Teacher to support students entering year 7;
- Planned events to promote inclusion and knowledge of student learning such as NAIDOC celebrations, 100 days of
learning, Harmony Day, Easter Hat Parade, Education Week and Maths Expo; and

• Continued professional Learning for teachers about PBL to enhance their skills and knowledge regarding learning behaviours.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Overall, there was 95% of respondents satisfied with how our school operates, the programs we provide and the way our students are learning.

When asked, *What does Metford Public School do well for students?* staff, parents and students gave the following replies.

**Staff:**

• Provision of a variety of opportunities: academic, cultural and sporting;
• Learning support;
• Inclusivity;
• Use of current pedagogy and professional learning;
• Home/school partnerships;
• Diverse range of staff;
• Reward system and PBL;
• Excursions; and
• Flexibility with individual students.

**Parents:**

• Extra-curricular activities, especially sport;
• Encouraging drama and arts, particularly *Monsters Primary School* in 2014;
• Supporting differences;
• Transition programs;
• PUPS program;
• Early Action for Success;
• Encouraging everyone to have a go;
• PBL;

• Assisting struggling students; and
• Good teacher relationships with students.

**Students:**

• Teaching and learning;
• Respect and responsibility;
• Getting ready for high school;
• Helping others;
• Making our school look beautiful;
• Having fun at school;
• Mini fetes;
• Canteen;
• Help with our learning; and
• Teaching us to do the right thing.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The annual evaluation of Metford Public School was led by the Principal and involved participation and consultation with our key stakeholders. These included executive and teaching staff, administrative staff, students, parents, P and C, Aboriginal Education Committee members and community members.

In developing the 2015-2017 school plan, the following internal and external data was collected by the school staff for information analysis through the following processes.

- Surveys were conducted with staff, students, parents, carers and community to find out what their vision for our school is; what we do well for staff, students and community and what we can do better; what are the most important things for our students to learn; how we can promote our image in the community; and what is important to know to successfully set students on the high school learning journey.
- Discussion with staff about what makes a good and effective school.
- Focus groups provided data on literacy, numeracy and engagement.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents informed the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff as part of TARS and EARS as well as Lesson Study opportunity.
- Analysis of NAPLAN data.
- Analysis of student achievement data using PLAN, L3, L3 Stage 1, Best Start, Focus on Reading, SENA mathematics assessments, Newman’s Analysis data and term maths achievement assessments.

Key DEC reforms such as Every School Every Student, Literacy and Numeracy Plan, Melbourne Declaration and Local Schools Local Decisions were also considered and contextualised.

The following Strategic Directions for 2015 to 2017 were developed from this process.

**Strategic Direction 1: Students access high quality, personalized, reflective learning**

**Purpose:** Our purpose is to provide a high standard of education through teaching and learning programs that consider and inspire every student and teacher to achieve their full potential. This personalized approach prioritises the quality learning environment.

**Strategic Direction 2: Teachers are self and student aware through innovative and reflective practice.**

**Purpose:** Our purpose is to ensure that teaching is a practice of ongoing learning in a culture of collaboration, innovation, reflection, communication and empowered leadership.

**Strategic Direction 3: Community engagement is served through quality learning systems and networks involving students, staff and community.**

**Purpose:** Our purpose is to build inclusive, collaborative networks through quality communities of practice. Student engagement, learning and well being are a focus and they build relevant knowledge and skills that reflect local priorities.
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.

Cathy Watt, Principal
Debbie Ross, Instructional Leader
Lee Schulha, Assistant Principal, Stage 3
Dianne Kelleher, Assistant Principal, Stage 2
Jane Power, Assistant Principal, Early Stage 1 and Stage 1
Christine Attard, Assistant Principal Teaching and Learning
Lisa Malone, P and C President

School contact information

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School Code: 4521

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: