



**M E T**  
S C H O O L

# **ANNUAL SCHOOL REPORT**

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## **2018**

**M.E.T. SCHOOL  
NEW SOUTH WALES**

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## A MESSAGE FROM KEY SCHOOL BODIES

### Principal

*Mark Heaney*

To witness the journey of M.E.T School through 2018 was truly inspiring. As we continued to grow, develop, and mature through the 24th year since the establishment of the school, our appreciation of the tireless efforts and support of the many contributors to this relatively young, yet increasingly dynamic and progressive school continually deepened.

The value the school places on staff, parent, and student opinion and concerns was pivotal to our goal of continuous improvement. Having run surveys across all stakeholder groups throughout 2018, we acted on the feedback and continued to refine and develop the quality of teaching, learning, and care that is provided in all of our 12 campuses across NSW.

The school's use of online learning and delivery platforms, including Zoom and Canvas, resulted in a significant increase in collaboration across both Year and Stage groups in all KLA's. This collaboration incrementally produced a depth in the learning experience of the students throughout the year whilst also developing them socially and emotionally. An increased appreciation and acceptance of the challenges facing both regional and metropolitan campuses, particularly those with relatively small enrolments, resulted in the students, parents, and staff rallying to work together and support each other in the pursuit of excellence in the various locations across the state. The students and teacher's commitment to a centralised timetable, multi campus excursions, and regional sports events also contributed to pulling the school together into unified and motivated cohorts across all Year groups.

With students being at the centre of everything we did, their welfare was uppermost in our priorities. During 2018 MET engaged Bravehearts to deliver training in awareness of child protection issues to every student, teacher, parent, and responsible person in every campus across the state. While this was a significant commitment, both logistically and financially, the feedback received from all stakeholders was overwhelmingly positive. With a combination of online courses, face to face training sessions, and parent webinars, M.E.T overcame the challenges of geographical boundaries to ensure that every person involved with the school had the same opportunity to receive training in this area of critical importance.

As we continue our journey towards excellence in every facet of our school, ever grateful to the vision of our founders we look forward to the challenges and achievements that await us in the year ahead.

## Regional Principal

*Patrick McGing*

2018 was always going to go down in the history of M.E.T School as a year of significant change and growth, with the implementation of many major new school platforms and initiatives. As usual, the beginning of the year saw all staff gather in Sydney for our annual state conference. A decision was made not to have an external keynote educational speaker in 2018. Instead, staff from within our school shared their expertise in areas of teaching and learning. The OneSchool Global Teacher Academy Director led an excellent session on Effective Student feedback & MAP testing. Our state and national Heads of Digital Learning, Jackie Allen and Jeff Lloyd gave some practical strategies on using Canvas and Zoom effectively. Robert Jones from SENTRAL also led information sessions on our new student management software.

In 2018 M.E.T School introduced a raft of changes. They included a new virtual classroom platform, Zoom and a new Learning Management System, Canvas. These two tools will advance learning for all students. We also implemented a new student administration system, SENTRAL which will improve efficiency and help us communicate better with stakeholders. Our student wellbeing has been enhanced in 2018 with the full roll out of a new Positive Behaviour policy and Positive Education policy. A significant addition to our academic focus also came with the introduction of the MAP Growth tests. These assessments will be held 3 times a year from 2019 and will help teachers and parents monitor growth in the key areas of Reading, Language and Mathematics. Data from the final round of testing demonstrated that there has been positive growth in many of our students, something reflected in our listing as one of the top schools in NAPLAN for student growth. I have really appreciated the forbearance of students, staff and parents during the implementation of all of these programs.

We farewell a number of long term staff in 2018. Mr Glen Spencer is the longest serving teacher with over 20 years of service. Glen leaves us to work with underprivileged families in Sydney and will be responsible for teams of people looking after the welfare of others. Corrie Ellis has been with the school for 15 years and worked on accreditation across the state and as a former Head of Campus in the Riverina. Corrie is highly respected by staff and students alike and we wish her all the best. Chris Walsh and Bill Marshall, both at the Orange campus for 14 years will be truly missed for their larger than life personalities and Narelle Foley has retired after 14 years of dedicated service to students at MET Armidale. Pam Atkinson helped students achieve success in the Vocational Education and Training area for 12 years at the Wagga Wagga campus, Ruth Eyre who was our Head of Science 7-10 also served MET for 12 years and was renowned for her passion for STEM and the Mars Robotics program. We wish all these staff the very best in their future endeavours.

2018 was a busy and successful year. The amazing relationship between the professional staff and community continues to be a defining and advantageous aspect of the school. 2019 promises to be even better as we consolidate and continue to grow as both teachers and learners.

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

M.E.T. School is an independent, co-educational school which operates in the OneSchool Global network of schools. OneSchool Global Schools share a close relationship with the Plymouth Brethren Christian Church, with our students and their families primarily being members of the Church Community. The Church Community refer to themselves as the “Brethren” because they are a close tight-knit community of families held together by our shared Christian belief founded on the Holy Bible.

M.E.T. School has an enrolment of almost 1,200 students across 12 campuses in NSW which are located in Albury, Armidale, Condobolin, Cowra, Goulburn, Illawarra, Leeton, Maitland, Mt Victoria, Oatlands, Orange and Wagga Wagga. Enrolment at the school is open to the children of all Brethren families and children of families who are willing and able to support the Ethos of the School. The school has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. The School also offers a vibrant co-curricular program which includes sport, music and community involvement.

## School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

## Values Statement

- Integrity - uprightness, honesty and decorous conduct, governed by the Holy Bible;
- Care & Compassion - kindness, consideration and generosity to all;
- Respect - for all people, property, opinions and authority;
- Responsibility - for our actions, progress and the environment;
- Commitment - to self-discipline and the pursuit of excellence.

## Learning to Learn Statement

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life. “Learning to Learn” means the use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately, and evaluate situations intelligently in order that they fulfil their true potential.

## Graduate Aims

- To learn how to learn
- To become a positive contributor to community, family and workplace
- To learn the skills to become self-directed, life-long learners
- To explore and develop personal potential
- To gain employability skills
- To demonstrate qualities of leadership
- To articulate thoughts and ideas effectively using a range of communication skills
- To be critical users of information and technology
- To uphold Christian values

Further information about the school is available at M.E.T. School’s listing on the My School website <http://www.myschool.edu.au>

## CHARACTERISTICS OF THE STUDENT BODY

M.E.T. School is a multi-campus Year 3-12 educational institution which caters to the schooling needs of students across 12 campus in NSW. In the main, the students are part of the Plymouth Brethren Community where Christian values and parent involvement are important features of the school culture.

### Student Population

	Students attending in 2018
Years 3 to 6	391
Years 7 to 12	753
Total Enrolments	1144

### Index of Community Socio – Educational Advantage (ICSEA)

Data source: Parent information

School ICSEA value: 1007

Average ICSEA Value: 1000

### Distribution of students across NSW Campuses

Campus	3	4	5	6	Total Primary	7	8	9	10	11	12	Total Secondary	Total Enrolment
Albury	3	4	1	7	15	3	3	5	1	4	4	20	35
Armidale	1	2	4	4	11	7	9	5	14	6	9	50	61
Condobolin	5	6	5	7	23	2	5	7	1	1	4	20	43
Cowra	5	3	6	5	19	-	-	-	-	-	-	-	19
Goulburn	4	3	6	6	19	10	13	13	14	8	13	71	90
Illawarra	10	15	14	11	50	23	12	21	20	19	21	116	166
Leeton	2	1	1	5	9	2	8	1	10	6	4	31	40
Maitland	8	10	8	9	35	11	19	7	13	7	10	67	102
Mount Victoria	5	2	7	7	21	6	9	7	10	5	13	50	71
Oatlands	32	29	33	40	134	38	31	30	26	39	27	191	325
Orange	4	13	10	12	39	22	17	16	14	14	15	98	137
Wagga Wagga	6	3	2	5	16	6	7	7	7	7	5	39	55
TOTAL	85	91	97	118	391	130	133	119	130	116	125	753	1,144

## ENROLMENT POLICY

### Purpose

The purpose of this Meadowbank Education Enrolment Policy is to emphasise the openness of the M.E.T. School system in New South Wales to the children of all Brethren families. While the school system does not always have the physical capabilities to accept all applicants, it intends to ensure a warm welcome to all who apply. This policy seeks to develop a working relationship at each M.E.T. School campus and the local community it serves, plus those seeking to establish themselves as participants in both. The policy calls each M.E.T. School campus and family to a closer bond of joint accountability for personal development and excellence in education for children. It encourages the community the campus serves, under the leadership of the Campus Directors, to look upon the time of enrolment as a potential occasion for ongoing education in a Christian environment.

The policy calls upon prospective parents to examine their present commitments, to develop their role as prime educators of their children, and to immerse themselves in the life of the school and its activities.

### Policy and Procedure Statement

The following principles inform the content of the policy:

1. Meadowbank Education and the M.E.T. School campuses strive for excellence in education. Such excellence may also be achieved in other educational forums. M.E.T. School has traditionally aimed to support Christian parents in their role of educating their children.
2. Parents and children enrolling in M.E.T. School commit themselves to a community that works towards the education, formation and pastoral care of young people. By acceptance of the enrolment Meadowbank Education and the M.E.T. School community commits itself to supporting the parents and family as the primary educators of their children.
3. The Campus Administrators and Directors collaborate to provide leadership within the local campus community. The Campus Administrators and Directors participate in the enrolment process.
4. There is an appreciation of differences in enrolment demand within the M.E.T. School system of campuses and appropriate guidelines will be issued to advise local enrolment committees. Meadowbank Education and the M.E.T. School campuses have limited resources and deployment of resources in the past limits some options for enrolment.
5. The time of enrolment is an opportunity for dialogue, reflection and mutual discernment about the individual circumstances of the student in the context of family and the purposes of the school in the life of the community the school serves.
6. Priority in enrolment will be given to:
  - Those children and families who are known and involved members of the local community the M.E.T. School campus serves
  - The children of other Christian families that have expressed a commitment to support the life of the school.

7. Enrolment Committees must keep records where exceptional cases required a different priority and forward such decisions to the Meadowbank Education.
8. The enrolment of siblings is encouraged where there has been demonstrated commitment to support the life of the school.
9. Appeals against the decisions of the enrolment committee shall be directed to the Trustees of the M.E.T. School campus in writing. Recourse in writing may be made to the directors of Meadowbank Education

## KEY ACADEMIC ACHIEVEMENTS AND DEVELOPMENTS

### NAPLAN

The following NAPLAN tables displays a positive set of data from results achieved by our students in the 2018 National Assessment Program. NAPLAN is a national annual assessment for all Years 3,5,7 and 9 students and it continues to be the measure to which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes. The analysis of this data and subsequent implementation of strategies not only to support individual students, but our students as a collective, is an important feature of our School's ongoing commitment to continual improvement. In 2018, students across OSG NSW campuses performed above their State cohorts in a range of areas, particularly in the middle 2 bands. The school and staff will analyse the data more closely with a view to determine specific areas that may need greater focus in order to cater for individual student needs, as well as informing the learning, teaching, and strategic planning processes.

### YEAR 3

BANDs	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY		Total Students in M.E.T.
	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	
Bottom 2	18.5%	12.4%	19.8%	12.5%	22.2%	11.0%	8.6%	8.2%	7.4%	12.2%	
Middle 2	40.7%	35.7%	45.7%	34.7%	33.3%	33.0%	90.1%	42.7%	51.85%	43.10%	
Top 2	41%	52%	35%	53%	44%	56%	30%	49%	41%	45%	81

### YEAR 5

BANDs	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY		Total Students at M.E.T.
	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	
Bottom 2	12.5%	16.4%	20.8%	13.4%	17.7%	16.6%	31.6%	20.2%	11.7%	14.8%	
Middle 2	49.0%	45.3%	53.1%	48.8%	40.6%	43.3%	65.3%	63.1%	68.1%	52.2%	
Top 2	38.5%	38.3%	26.0%	37.8%	41.7%	40.1%	3.2%	16.6%	20.2%	33.0%	96

## YEAR 7

BANDs	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY		Total Students at M.E.T.
	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	
Bottom 2	16.4%	20.3%	15.6%	15.7%	13.2%	16.8%	42%	32.7	11.0%	13.9%	
Middle 2	51.6%	48.6%	48.4%	48.1%	54.3%	51.8%	43%	47.8	63.8%	54.0%	
Top 2	32.0%	31.1%	35.9%	36.2%	32.6%	31.4%	14.7%	19.5%	25.2%	32.1%	129

## YEAR 9

BANDs	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY		Total Students at M.E.T.
	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	M.E.T. %	NSW %	
Bottom 2	6.7%	24.4%	12.6%	19.1%	5.1%	19.5%	28.6%	38.3%	6.0%	15.9%	
Middle 2	63.0%	48.8%	62.2%	54.0%	70.3%	55.7%	63.0%	46.4%	65.0%	53.7%	
Top 2	30.3%	26.8%	25.2%	27.0%	24.6%	24.8%	8.4%	15.4%	29.1%	30.4%	118

## RECORDS OF SCHOOL ACHIEVEMENT

## RoSA Grades Stage 5

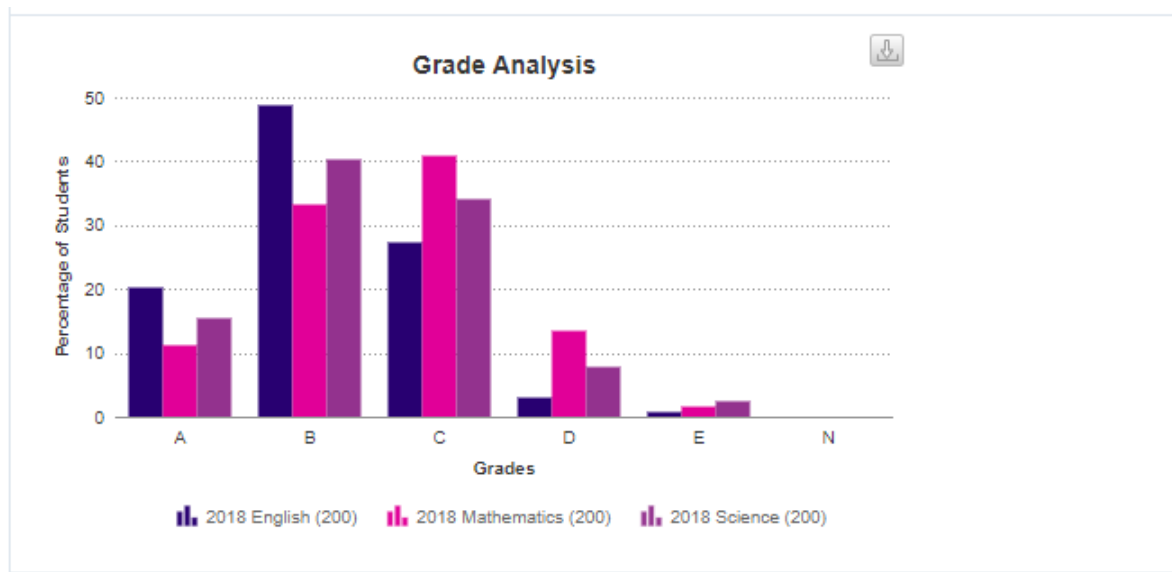
As a non-selective school, M.E.T School continues to build a reputation for excellent academic achievement across all cohorts. Our Foundation Statements, School Goals and our Learning to Learn Teaching and Learning framework are the blueprint for our continued academic success. This, coupled with the mentoring culture, small class sizes, engaging teaching and learning, and the broad range of subjects are all pivotal to the success of our model. This model is strongly supported by the effective use of technology and a student self-directed learning growth mindset plus a strong focus on the professional development of our teaching staff.

The Record of School Achievement (RoSA) is the cumulative credential, with grades given in Years 10 and 11. A student who leaves school before completing their HSC will receive this credential listing grades achieved.

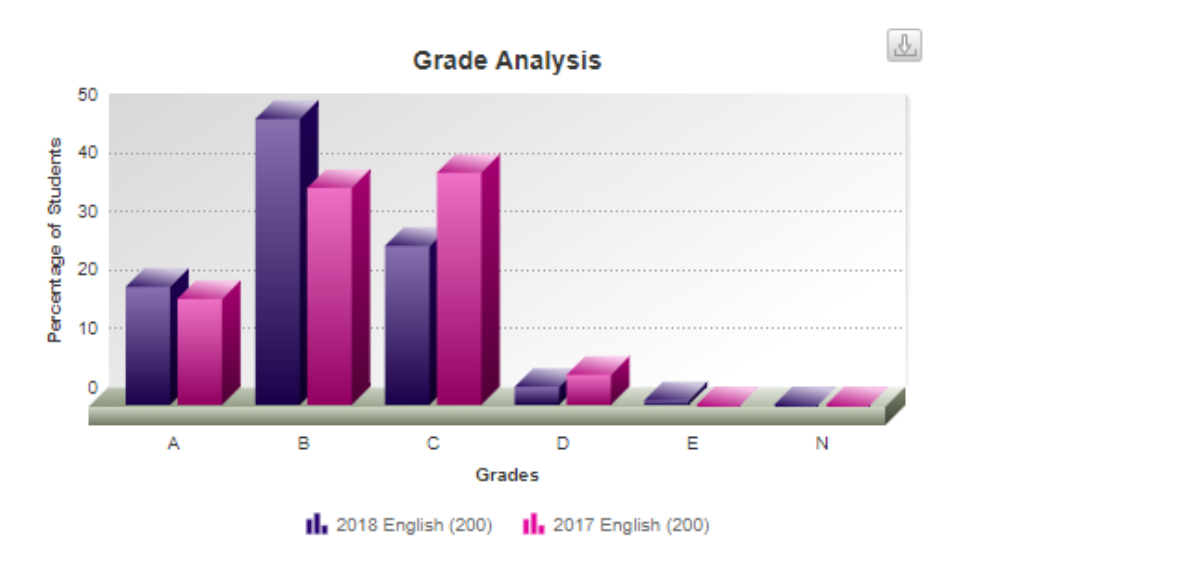
There were no RoSA credentials issued by NESA to M.E.T. school students in 2018. As all our students proceeded to complete their HSC.

The table below shows the summary of grades for the mandatory curriculum for Stage 5 2018 in English, Mathematics and Science, and a separate table shows the grade summary for the remaining mandatory subjects of History, Geography and Personal Health and Development, and Physical Education.

Table 1: English, Mathematics and Science grade allocations 2018

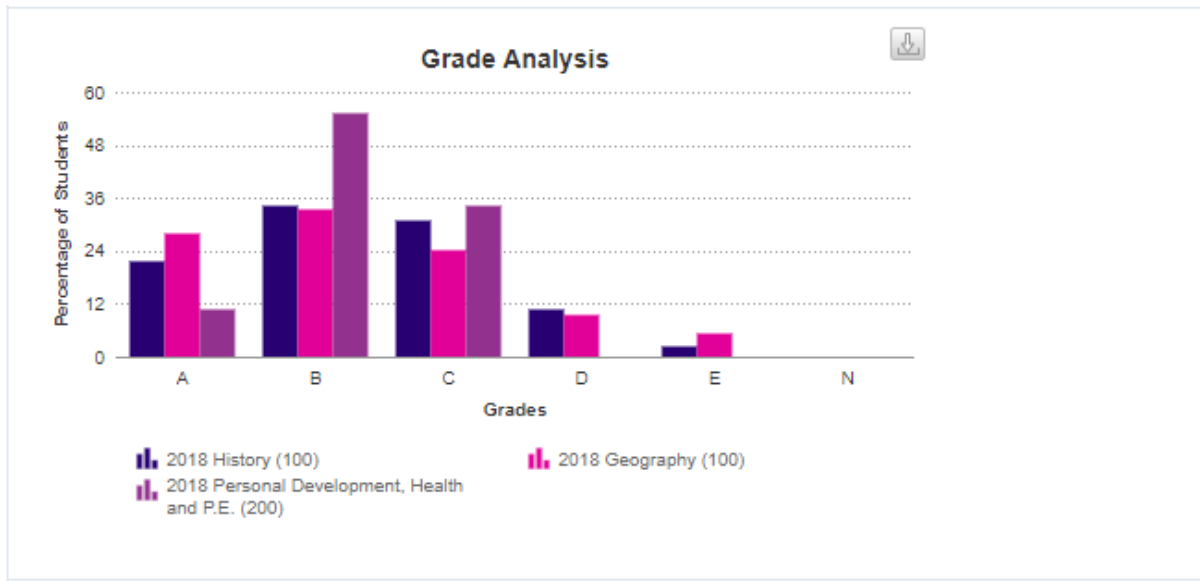


English grade comparison 2017-2018



2018 witnessed an improvement in the spread of grade allocation in English with an increase in Grade B allocation and a reduction in the Grade C allocation. This was a direct result of an increased focus on skills development during 2018 on key literacy areas, reading, writing, viewing, and representing skills explicitly. A reduced in the number of formal assessment tasks allowed students more time to build understanding and further display their capabilities

Table 2 History, Geography and PDHPE grade allocation 2018



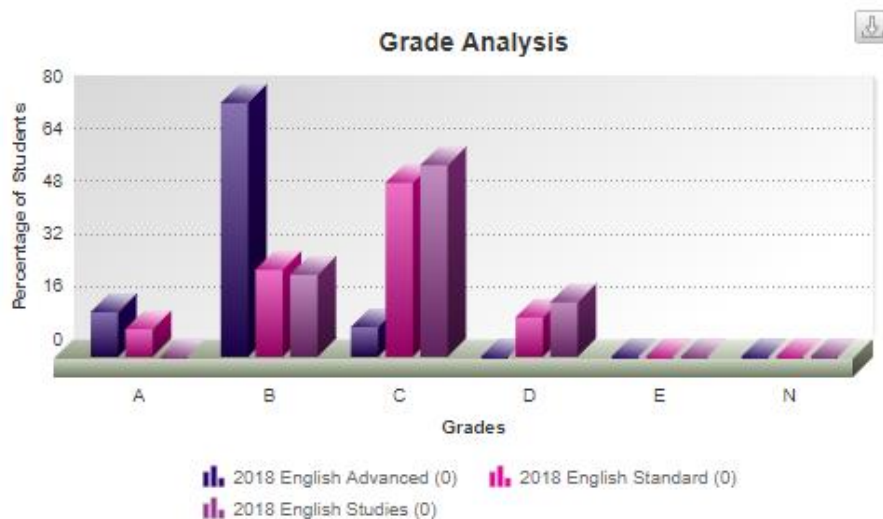
Students who study an elective for either Year 9 or Year 10 are credited with 100 Hours of study and students who study an elective for both Years 9 and 10 are credited with 200 Hours.

All Year 10 students were awarded a grade in each of their subjects based on their performance in a wide range of assessment tasks held throughout the course. Faculties refer to the Course Performance descriptors with marks and student work samples being used to provide consistent teacher judgement across the school.

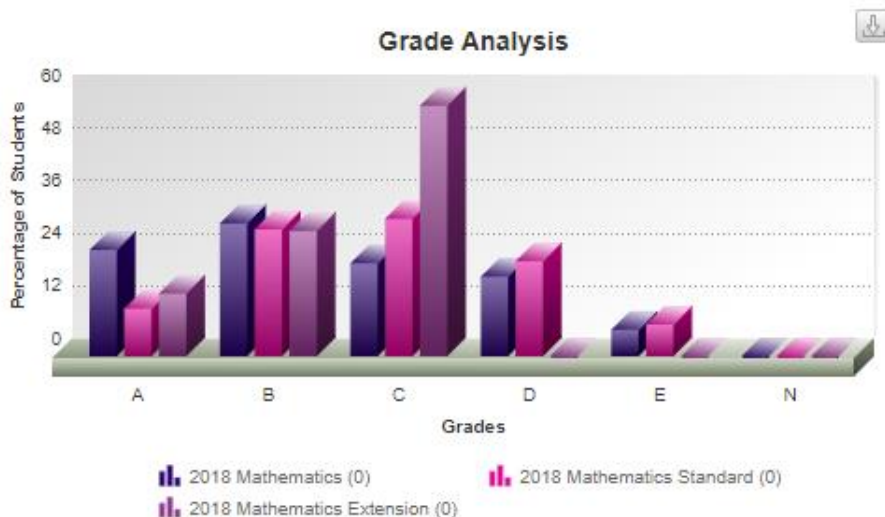
Students who study an elective for either Year 9 or Year 10 are credited with 100 hours of study and students who study an elective for both Years 9 and 10 are credited with 200 hours.

### RoSA Grades Stage 6

The graphs below indicate the percentage of the M.E.T. candidature and the grades awarded for English (mandatory) and Mathematics subjects, being the two subject areas with the largest candidatures in M.E.T. School.



2018 saw a significant increase in the allocation of B grades for Advanced English relative to 2017 and a subsequent decline in the allocation of C grades reflecting the increased focus in the English faculty on developing the skills associated with the study of Advanced English. This improvement was also associated with a stronger focus within the faculty on the use of the Preliminary Course Common Grade scale and their application and their assessment practices.



2018 results in Mathematics Advanced experienced an increase in the allocation of Grade A's and a subsequent decline in the allocation of Grade B's in that subject. In Mathematics Standard there was an increase in Grade C allocation and a subsequent decline in Grade D allocations. These changes correlated with the introduction of, and preparation for, new syllabuses and the professional development for staff around the new syllabuses.

## The Higher School Certificate

### Trends

In 2018 a total of 126 students sat the 2018 HSC across 33 subjects. A total of 30 Band 6s were achieved across 9 subjects, a total of 166 Band 5s across 17 subjects. A total of 40 Band 5s achieved a score of 86 plus, very close to achieving Band 6. Overall the achievement of the cohort was lower than that experienced in 2017.

In 2018 11.1% of students achieved an ATAR above 80 placing them in the top 20% of the State.

Again, there does not appear to be any significant or statistical difference in the pattern of delivery and M.E.T. School's overall results including the lower number of Band 6 results. Classes are delivered using traditional F2F (conventional face to face classroom teaching supported in some cases by Canvas online learning platform) but also M.E.T Online (classes are taught using online delivery via Zoom and Canvas online learning platform).

### Highlights

Senior Science, Music 1, Design and Technology all maintained strong results in 2018. The Mathematics General results were also very strong.

*Band 6 Achievement*

Subject	Band 6 %	Band 5 %
Design and Technology	11.11	55.56
Music 1	11.11	61.11
Senior Science	20.0	40.0
Mathematics General	15.0	35.0

In Mathematics General 2 12 students achieved a Band 6, an increase on 2017. These subjects maintained a consistently strong positive z score over time. There was a strong correlation between the school assessment marks and the HSC examination.

A total of 13 out of 18 students achieved a Band 5 or higher in Music 1. 10 of the 13 students were girls. There was a significant improvement in the number of Band 5's and a reduction in Band 4 indicating students' ability to access the higher band in this subject as a result of targeting teaching practices in the area of student performance.

2018 was the last year of Senior Science and the students achieved excellent results, 60% achieving either a Band 5 or Band 6. The top student achieved a mark of 95 in the HSC examination

The TAS Faculty continued its strong performance in the HSC in 2018. There was an improvement in the HSC examination results in Design and Technology with examination preparation being a focus of the TAS Faculty in 2018. There was also increased engagement by the Faculty with the online environment plus the development of their Canvas Courses and this contributed to the improved HSC examination results. 6 out of 9 students in Design and Technology achieved a Band 5 or 6. In Industrial Technology 15 out of 35 students achieved a Band 5 or Band 6. Three students were nominated for Shape and In Tech exhibition of Technology Major Works in 2018.

A significant success in story in 2018 relates to a Learning Support student who had significant learning support needs and had considerable support throughout her schooling. This student achieved very admirable HSC results in mainstream subjects given her challenges.

## Areas for Improvement

### *Courses:*

There is room for improvement in a range of courses.

Some subjects experienced success with students in lower bands accessing higher bands. Faculties that experienced a significant decline in their performance relative to the State have undertaken an analysis of student performance in the HSC examination to identify areas of weakness in relevant sections of the HSC examination. Faculties will consider various targeted strategies to address these weaknesses moving forward.

### *Course Delivery*

In 2019 with the on-going implementation of a more flexible online teaching delivery mode, Zoom, combined with a more functional and interactive student online course platform, Canvas, we are hopeful of improvement in student results.

	2018	2017
<b>Total students</b>		
<b>ATAR above 90</b>	4	6
<b>ATAR above 80.00</b>	15	15

#### Top 20% of State student ATAR Results

Student name	ATAR
Brittany Shore	94.90
Melissa Simpson	90.4
Rhiannon Crutcher	90.10
Chad Wallace	88.85
Laura Kennard	87.45
Tayla Jones	86.90
Laura Doven	85.65
Amy Gage	85.50
Courtney Suggate	83.65
Leah Kennard	83.45
Travis Nason	83.3
Amelia Stead	82.05
Dion Hales	82
Martin Earl	81.5

#### Course Performance

A range of subjects continued to perform above State mean, Design and Technology, Senior Science, English Standard and English Advanced, Food Technology and Mathematics General 2. However Legal Studies and Mathematics Extension 1 were well below that of the State.

#### School Group Statistics Report

Course	School vs State Variance ( Mean)		Outcome
	2017	2018	
Business Studies	3.41	-1.12	↓
D and T	10.70	4.45	↓
English Standard	5.29	2.70	↓
English Advanced	1.82	2.55	↑
Food Technology	5.31	6.21	↑
Legal Studies	2.14	-7.92	↓
Maths General 2	4.78	6.09	↑
Senior Science	11.23	10.35	↓
Financial Services VET	2.76	-.27	↓
Mathematics 2 unit	-7.20	-8.12	↓
Mathematics Ext 1	-12.09	-21.45	↓
Modern History	0.92	-4.60	↓
Physics	-3.31	-6.68	↓
German Beginners	-10.70	-7.76	↑
Business Services VET	-1.03	3.55	↑
Industrial Tech	11.47	5.84	↓

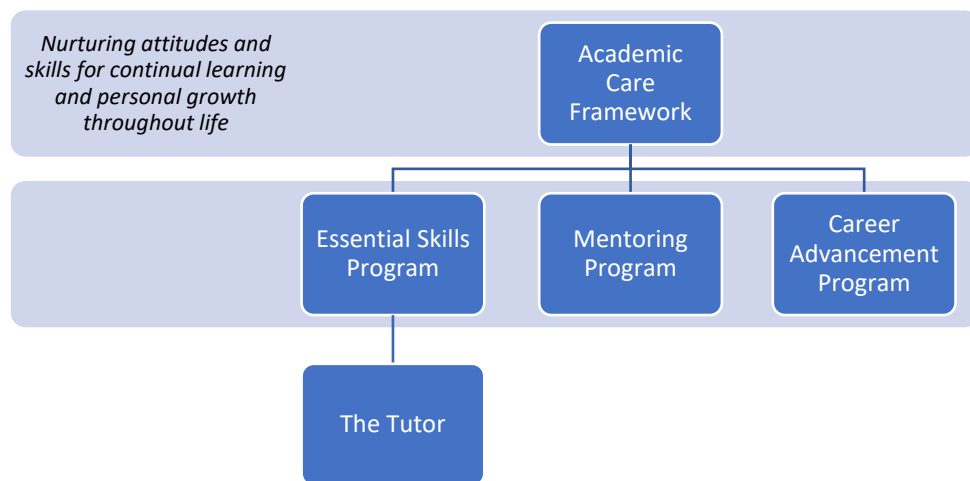
#### Vocational Education and Training

Business Services and Financial Services are available for study by M.E.T. School students and remain a popular choice for M.E.T. students. Most students in each of the VET Courses sat the HSC examination. Business Services saw an improved result in the overall performance above the State average.

## KEY ACHIEVEMENTS AND DEVELOPMENTS

### Student Wellbeing & The Academic Care Framework

Academic Care is the process of enhancing student learning and wellbeing through attention to developmental, situational, and organisational structures, in and beyond the classroom. The OneSchool Academic Care Framework includes: The Mentoring Program, The Career Advantage Program, and The Essential Skills Program.



### The Essential Skills Program

In 2018 The Essential Skills Program was enhanced by the inclusion of a positive psychology program facilitated by "Learning Curve". This program is a structured program that focuses on students' character strengths and provides students with weekly lessons on mindset improvement, study strategies, resilience tips, and relationship building. Aside from the information given to students, all teachers and parents are given weekly information via email on the current focus.

The Learning Curve program is delivered in home room groups and in timetabled lessons. Time is set aside on a regular basis for students to discuss, write and reflect on the development and achievement of their learning goals.

## PROMOTING RESPECT AND RESPONSIBILITY

### Mentoring Program

The 12 campuses of M.E.T School promote respect and responsibility in a variety of ways. School leaders take a significant role in promoting respect and responsibility and the Student Leadership Teams planned and conducted regular whole school assemblies, focussing largely on the school

ethos, values, and 'learning to learn' statement. The tone of all assemblies promoted respect and responsibility, not just within the school environment, but extended to the wider community as well. Students focused on particular themes such as overcoming adversities, perseverance, tolerance and understanding, and acceptance. These issues were made more vivid to students by way of film clips showing real life stories that inspired a renewed awareness of social and humanitarian issues, and inculcated a sense of empathy in our students. Individual students were recognised in both the weekly newsletter and fortnightly assemblies for demonstrating a particular school value, as well as their positive contributions to campus life in order to reinforce such behaviours.

Student Leaders were also responsible for planning campus "Activity Days" for each semester. The activity days involve students, teachers and the school community and aim to build relationships and connections between all school stakeholders.

At M.E.T. students are involved in both formal and informal mentoring programs. Each child has a chance to mentor and be mentored to support them in their academic, social and emotional aspects of their time at the M.E.T. School. This program consists of Goal setting with their Stage Roll Call group and Tutor Mentoring from Years 3 to Year 9. Students speak with their buddies and offer support and guidance for younger children. There have been a number of positive reports from staff, students and parents regarding the success of the peer-mentoring program. Not only is this making the children more accountable for their progress, studies, and behaviour around the school, but it is also a way of supporting students emotionally and socially, having a peer that is able to assist them and teach them different ways of approaching difficult situations. This is also of benefit to the mentor which enables them to consolidate and validate their understanding of their study practices and learning to learn behaviour.

### Behaviour Management- Positive behaviour Program and Restorative Practices

The Behaviour Management System at M.E.T has the aim of ensuring that the School's Values and Ethos are upheld. The Behaviour Management System is geared towards a positive focus, with greater emphasis on recognising positive behaviour. In 2018, this was formalised with the introduction of a new positive behaviour program and training in Restorative Practices. David Vinegrad from the organisation, *Behaviour Matters*, presented two webinars to parents in early 2018 and also trained staff in the principles and practices of Restorative Practices. Students in each campus reflected on their campus culture and contributed to a process where they expressed how the school values were best expressed within a positive behaviour framework. Formal student training on restorative Practices will take place in early 2019.

### Student Wellbeing and Student Leadership

These two areas continue to be a focus in 2018, with leadership seen as an integral part in student well-being. Student leaders helped organise student leadership activities and whole-school and multi-campus activities.

Staff continue to work towards helping students to be more self-directed learners with growth mindsets. The focus on helping students to develop a growth mindset has been positive. This has

been promoted through displaying posters, creating and implementing activities in home group, and in providing and using feedback on assessments to help students improve their learning. Students have participated in many reflection activities in different courses and in home group.

## Community Service Achievements

### Oatlands

#### Upbeat 2018

Upbeat 2018 was held at the Oatlands Campus in November. It was an opportunity to showcase the enormous talent at the campus with bands, individuals and a host of other acts coming out of the woodwork. The time leading into the event was intense and rewarding just like the event itself. There were several surprise performances on the day that delighted the audience. The day was even more memorable because of the wonderful support from so many volunteers who assisted on the day.



### Maitland

#### June 2018 - Multicultural Day

The SRC had the pleasure of organising a multicultural day in June. It was an opportunity for the students and community to acknowledge and celebrate cultures and cuisines from around the world. The food and the costumes were amazing, adding to a truly authentic experience. There were sausages from Germany, curries from India, high teas from England, and desserts from France.

### Wagga Wagga

#### March 2018 - Australia as a Nation

Wagga Primary students investigated 'Australia as a Nation'. They thoroughly enjoyed simulating what life might have been like prior to Federation and spent an entire school day in separate colonies. Using masking tape, the primary classroom was divided into four colonies. Students formed equal groups and took on authentic roles, such as banker, Governor, shop keep, and miner. They discussed how they would go about imposing tariffs for travelling interstate, trading resources for money, and even came up with specific laws that needed to be followed. By the end of the day, all students had gained a deep understanding of the importance of teamwork, communication, following guidelines and financial literacy.

#### March 2018 - The Big Veggie Crunch Day

To encourage students to eat more vegetables, Wagga Campus took part in The Big Veggie Crunch Day on Thursday, 1st March at 10:00am to coincide with Vegetable Week activities around the state. Schools across NSW joined together to break the record for the most students crunching vegetables simultaneously. The primary students have commenced their own vegetable garden on Campus with over 10,000 seeds and gardening equipment having been purchased thanks to a very generous donation of \$250.00 from the NSW Department of Health.

### Albury

### April 2018 - Albury Campus Bike-a-thon

The Albury Campus is lucky enough to be situated close to the Murray to Mountains Rail Trail and over the years have cycled different sections of it. This year the secondary students (and some of the braver Year 6 students) organised a bike-a-thon and rode the Beechworth-Everton section of the trail. The riders had the options of riding the easy downhill 18km to Everton Railway Station where the students had lunch, or the harder 30km round trip which had about 6.5km of uphill riding in the last section.

The primary students participated in their own bike-a-thon challenge back at the school. The day started with students decorating their bikes (or scooters) and helmets, then students engaged in bike safety activities. After recess students completed the bike-a-thon challenge which involved riding as many laps as they could of a designated course.

A special thank you to the Year 12 team for helping organise the day and for arranging the fundraising aspect of it. Congratulations to all students (and their sponsors) who helped raise nearly \$4000, part of which was donated to charities, such as the RRT.



### Orange

#### August 2018 – Activity Day

Orange Campus activity day was held on Friday 24th August and involved two major parts – a morning event which was the MUSICAL EXTRAVAGANZA and our afternoon event, the CANOBOLAS CONTEST. The extravaganza entailed students from primary to Year 12 participating in different musical items and plays and even the staff got together to perform an item. There was also an art auction during the intervals which raised close to \$1200 for the RRT Drought Appeal.

The Canobolas Contest, was held at the local Scout Hall and included a commando challenge and ten other activities extending from geography and construction challenges to dress up and ball skill challenges to English and music challenges. Once students completed each station they were sprayed with a colour and the team that completed all challenges the quickest won the day. It was a lot of fun and students really enjoyed the day. A special thanks to the parent volunteers for donating and cooking an amazing lunch and dessert on the day. All up, the activity raised \$2500 towards the RRT Drought Appeal.

#### November 2018 – Commitment Board

On 1<sup>st</sup> November 2018, Yr 9 class at M.E.T. Orange Campus were inspired to create something that would bring everybody together and display an intrinsic school value - commitment. We didn't know what to create, but we knew it had to be special, attractive, diverse and memorable. After a quick brain-storm session, the class decided on a large chalk-board, where we could display the value of commitment, not only on the finished product, but during the whole process. We put some money together to buy materials (things such as chalk- paint, chalk- pens and structural beams) and Supawood kindly donated the timber needed. Everybody was assigned a role perfectly suited to their abilities - whether it was building the board, painting the board, creating the artwork, filming, or supervising. It was a challenging project that tested our skills and it certainly tested our level of commitment, but we continued to overcome any adversaries that we came across and finally completed it. We are thankful for the opportunity that One School gave us to work on a project like this, and because of this, we are more committed than ever before.

## Condobolin

### September 2018 – RRT Convoy of Hay

RRT did an amazing job fundraising to buy truckloads of hay and transport it to areas of NSW affected by the drought. We were very excited to be able to welcome a convoy of twenty-three B-double trucks loaded with hay from Western Australia to Condobolin. This is only one element of the support by RRT for drought affected communities in NSW.



Students cheered on the convoy of trucks as they drove through town and later joined in the Community BBQ at the Common. There was a lot of community and media attention at this event and the students represented the Campus with pride.

A special thank you to the Year 12 students, Bailey Salter, Connor Mansley, Brady Dunn and Benji Dunn for volunteering at the RRT Community BBQ.

## Mount Victoria

### June 2018 - Mount Victoria Year 12 Fundraiser

Year 12 at Mt Victoria held a breakfast Fundraiser on Wednesday 6th June. The students cooked up bacon and egg rolls and waffles for the Campus.

The students raised \$530.00 which went towards the end of school gift to the Campus.

## Goulburn

### June 2018 - Goulburn Bang on a Beanie Day

Goulburn staff and students 'donned' beanies/hats for a good cause on Friday, 8 June. The Mark Hughes Foundation (MHF) is a charity formed in Newcastle by Mark and Kirralee Hughes following Mark's diagnosis with Brain Cancer in 2014. The Foundation's mission is to raise much needed funds for research, to create awareness, and support brain cancer patients and their families. Goulburn students and staff raised approximately \$150 by gold coin donation for this worthy cause.

## Goulburn / Illawarra

### The Biggest Morning Tea

MET Goulburn hosted The Biggest Morning Tea on Thursday 21st June raising \$600 for the Cancer Council. The Student Representatives invested a lot of time making posters, coin jars, decorations, setting up the cola and of course the coffee machine. The lolly guessing competition and tea cup draw was a success raising \$100 alone. Mothers from the campus cooked and donated delicious food as well as providing a lovely breakfast and morning tea for both campuses. Both campuses were grateful to the Student Representatives and the volunteer mothers who did so much work to make the day a success.

## Armidale

## Drought Relief Fundraiser

Armidale students need little encouragement to raise funds for farmers being themselves amid a severe drought. The staff and students held a cultural day to raise funds for the RRT hay convoy to the central west area of NSW.



Armidale primary students depict the Rose Blanche story.

## Armidale Culture Day



## Leeton

### Australia's Biggest Morning Tea – Cake competition

MET School Leeton organised a Biggest Morning Tea to support Australians affected by cancer. Recess consisted of a range of sweet and savoury foods and the community were invited to attend.

The students also had the opportunity to enter a cake competition where their creations were judged on aesthetics. The cake competition has become a national icon with other states copying the Leeton initiative. Hard work and dedication went into the cake making with many students displaying excellent baking skills. The event raised a total of \$1452.20.



## Illawarra

### Grandfriends Day

The Illawarra Campus celebrated in style with friends and grandparents coming from Camden, Picton, Campbelltown, the Illawarra and southern Sydney. The students were the perfect hosts and many connections were made.



### Career Advantage Program

The Career Advantage Program (CAP) was reviewed extensively in 2018. While it continues to provide all students with the opportunity to gain the skills and aptitude to achieve rapid success in their post-school careers, it was found after consultation with students, teachers, employers and the CAP provider, that a more streamlined focus was needed from 2019. To facilitate better mentoring of students, all students in 2019 will complete one core course so that mentors are better able to support them in their needs.

The Career Advantage Program:

- Provides a selection of professional training courses that can be completed alongside senior school studies
- Analyses the capability of each student professionally to ensure the student can effectively complete the courses
- Offers real-life business experience through regular work placement within businesses
- Nationally accredited courses and general interest courses are available in Accounting; Business; Marketing; Project Management; Sales and Computing skills.

## PRIORITY AREAS FOR IMPROVEMENT FOR 2019

Consistent with the School's Vision and Mission, in 2019 the M.E.T. Principal will focus on the following school goals:

- To further embed the "OSG Learning to Learn" framework by integrating key elements into teaching programs, Canvas courses and evaluations.
- To give parents increasing access and visibility to their children's learning and to allow more opportunities for them to support the learning environment at the school.

- To implement a more efficient and effective teacher development program which will give teachers feedback from mentors and students and facilitate improvement through professional learning materials and training.
- To enhance teacher's skills in designing and developing high quality assignments using agreed guidelines that include a focus on student engagement, differentiation and inquiry based learning.
- To develop and deliver a Learning Centre Coach guide for teachers so that they become increasingly confident in their role as learning coaches.
- To use MAP Growth assessment and feedback to inform instructional design to enhance learning outcomes for all students.

#### Progress and Achievements for 2018 School Goals

- To enhance the Essential Skills program by delivering a broad, whole school positive education program.

#### Progress and Achievements

Positive Education Program (Learning Curve) introduced.

Variable success. Working well in some campuses. Further emphasis required in 2019 although there is evidence of student engagement. Many students still to appreciate the significance and impact of positive education on their learning and well-being.

- To make school administrative procedures more efficient and effective and improve home-school communication with a focus on improving issues with poor school attendance for identified students.

#### Progress and Achievements

Sentral Student Management System implemented. All staff trained with effective communication to all stakeholders. Proactive attendance checks introduced with Sentral data used to identify students of concern at regular leadership meetings. Period and lateness checks also automated.

- To continue to improve the quality of learning spaces in the school

#### Progress and Achievements

A guide for learning spaces produced and all campuses given expert guidance by OneSchool Global Building Adviser. Several campuses upgraded including new Maitland Campus Learning Centre.

- To further enhance teacher's skills in designing, developing, delivering and evaluating learning and teaching programs by offering more professional support in key academic areas

#### Progress and Achievements

The Teacher Academy Australia was engaged to offer formal weekly professional learning courses in feedback, assignment design and the OSG Language of Learning. The M.E.T Management Team supported this by allocating one hour a week for professional learning groups in every campus.

The learning management system "Canvas" fully rolled out. All stakeholders trained, including students, parents and teachers. Canvas established as central repository for all courses, including staff training and information.

Zoom fully implemented as virtual classroom platform. All staff, students and parents trained. Zoom used for parent-teacher conferences for regional areas to facilitate increased participation. Some concerns with

lateness, engagement and misuse by students. Ongoing campaign to improve these areas such as the “Cameras On” initiative.

- To implement an improved behaviour and merit recognition policy and examine improvements for ICT Misuse by students

#### Progress and Achievements

Positive behaviour program introduced. M.E.T engaged David Vinegrad from the organisation, Behaviour Matters who assisted with staff and parent training in the key aspect of Restorative Practices. Formal student training on Restorative Practices will take place in early 2019.

- To equip the school community, including all parents, students and teachers, with knowledge and training in child protection to keep our students safe.

#### Progress and Achievements

The Child Protection agency “Bravehearts” was engaged to deliver child protection courses to all stakeholders, including all students, all staff and all parents and community. Student training held on campus. Staff trained via webinar and online courses and parents and community during evening community meetings.

- To develop a more comprehensive and accountable school strategic plan

#### Progress and Achievements

A new strategic plan approach was implemented with a focus on five key elements of the school. They are Educator Excellence, Self-Directed Students, Agile School, Living The Values and Engagement That Unites. A system for tracking achievement of goals established and a more formal responsibility matrix introduced.

Parent, student and staff surveys were analysed for significant areas of negative feedback and a strategy was developed to either address concerns or better communicate rationale for aspects attracting negative responses. Weaknesses in the survey platform were also identified and plans to use a formal survey platform were agreed upon by management.

A more formalised budgeting process was implemented in 2018 to ensure school funds were used efficiently. Increased staffing for accounts payable engaged and all department heads responsible for budgets set budgets based on needs for 2018.

## ATTENDANCE

Student attendance rates for each Year level and the whole school

3	4	5	6	7	8	9	10	11	12	TOTAL
95%	95%	95%	95%	94%	94%	94%	93%	94%	94%	94%

Percentages are rounded

### Management of Non School Attendance

The purpose of M.E.T. School’s Attendance Policy is to meet legislative requirements to record enrolments and daily attendance of all students at the school. Students are expected to attend 100% of their classes.

Attendance reports are sent out on a regular basis to Campus Administrators and Heads of Campus so they are able to review any attendance related issues. At campus level regular meetings are held

with the welfare committee to monitor progress and manage issues as they arise. Parents are encouraged to ensure extended leave is held during term breaks. If students are absent for an extended period due to illness work is organised by their teachers so the student's learning is not disrupted.

## Retention of Year 10 to Year 12/Post-School Destinations

All students who completed year 10 continued to finish their Higher School Certificate

## EMPLOYEE PROFILE

### Workforce Composition

	FULL-TIME		PART-TIME		INDIGENOUS	TOTAL
	WOMEN	MEN	WOMEN	MEN		
Non-teaching	4	4	0	0	0	8
General Teaching	74	25	37	9	0	145
Maintenance	0	5	0	0	0	5
Admin	17	2	14	0	0	33

Details of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum:

### Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS 2017	NUMBER OF TEACHERS 2018
<i>Pre-2004 teachers (accreditation not required in 2017)</i>	59	53
<i>Conditional</i>	6	6
<i>Provisional</i>	20	22
<i>Proficient Teacher</i>	55	72
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	0	0
<i>Lead Teacher (voluntary accreditation)</i>	0	0
<i>Total number of teachers (should be the same as reported on MySchool)</i>	140	153

QUALIFICATIONS	NUMBER OF STAFF
<i>(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	153
<i>(ii) having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications</i>	0

## PROFESSIONAL LEARNING

The major focus areas for 2018 related to feedback for students, using assessment to guide instruction and student engagement. There was also significant training for the school's new platforms, Sentral, Canvas and Zoom.

AREA OF PROFESSIONAL LEARNING	NO OF STAFF ATTENDED
Pastoral Care	14
Curriculum	56
Pedagogy	144
Leadership	25
Information & Communications Technology	144
WHS & First Aid	18
VET	7

### Primary Years & Professional Development

2018 saw teachers across OSG NSW continue to improve the quality of teaching and learning within the Primary learning spaces. Teachers worked collaboratively in all six of the Key Learning Areas (KLAs) to further develop and enhance multi-stage units of work that cater for all students in all year groups at every campus. Several campuses and their staff began to look at restructuring the classrooms from the traditional, single year-based classrooms of students, to more open learning environments where both teachers and students work across the spaces, endeavouring to create more independent, self-directed learners. Many teachers from our campuses visited such open learning environments currently in operation at our sister school in Brisbane. The visits to these Primary spaces supported the professional development of our teachers to implement similar structures in our NSW Primary learning spaces. Canvas for Primary gathered momentum in 2018 with a Global Primary team gathering together to build a Global Primary Canvas course template to support our students from 2019 and into the future. OSG NSW classes will look to utilise the world of Canvas more regularly next year with the goal of our students becoming more fluent, effective and efficient in transitioning into the Secondary school where the Canvas platform is an integral component of their academic journey.

### Teacher Appraisal Process

The purpose of the Appraisal Process is to conduct an appraisal of teaching staff to support them in acquiring and maintaining their teacher accreditation and improving their professional practice. This process is intended to support the accreditation requirements outlined by BOSTES and the Australian Institute for Teaching and School Leadership. The Appraisal process is designed to support staff at each of the career stages in maintaining and developing their skills in the areas which will support students, parents, the school community and education at large. It is anticipated that staff who wish to progress through the career stages will be supported by this school based appraisal system.

Appraisal is an educational process jointly carried out by the Appraiser and the Appraised to review progress and plan educational needs. The Appraisal Process is an opportunity for the Appraiser to discuss and acknowledge the achievements of the member of staff and for the member of staff to identify goals, develop a professional development plan, identify necessary resources and consider possible improvements.

### Sir John Jones Event 12<sup>th</sup> April 2018

On Thursday April 12, the MET teachers attended a workshop with world leading educator Sir John Jones (SJJ). Teachers at MET were promised that Sir John Jones would be inspiring and remind them of the “why” in “why they wanted to be teachers”. By the end of the day, the teachers faces were glowing and they were so thankful for the opportunity to hear Sir John speak. SJJ focuses on teachers as “magic weavers”. He cites the three most important words to an educator should be ‘children, children, children’ but that children face challenges and that for some, schooling is not fair but that it provides opportunities if a “magic weaver” is there to support. His cry of “they will be good enough if you (the teacher) is good enough” is a challenge to all educators.

## SCHOOL POLICIES

M.E.T. School cyclically review all Policies. Changes are made as required. The School has in place the following policies which are readily available to staff via the intranet and more widely by request to the Regional Principal.

### Staff

- External Providers Policy
- Staff Appraisal Policy
- Teaching Staff Employment Statement
- Staff Recruitment Procedure
- New Employee Checklist
- Staff Code of Conduct

### Curriculum

- Procedures for Delivery of Multi-Class/Multi-Stage Programs
- Sample Multi-Stage Tracking Grid
- Online Courses Policy

As part of our Registration and Accreditation process all curriculum guides were updated to reflect new syllabuses and self-directed learning.

### Premises and Buildings

- Premises and Buildings Policy

### Facilities

- Facilities Policy
- School Transport
- WHS Policy
- School Security Policy
- School Visitor Policy
- Media Protocol

These policies were updated to reflect new guidelines with regard to security for all campuses.

## Welfare Policy

### PURPOSE

M.E.T. School endeavours to promote a healthy, safe, supportive and secure environment for students, and to provide many opportunities for the personal development of character, enabling students to become well rounded, self-directed and resilient persons.

## Anti-Bullying Policy

### PURPOSE

The purpose of this policy is to promote consistency of approach and to create a climate in which all members of M.E.T. School are valued and feel safe.

The policy creates a framework to assure students and parents that they will be supported when bullying is reported.

Within M.E.T. School all students and staff have certain rights. However, along with those rights we also must take responsibility for our own actions.

## Student Welfare

- Welfare Policy
- Anti-Bullying Policy
- Communication Policy
- Critical Incident Management Plan
- Enrolment Policy
- First Aid Policy
- Homework Policy

## Student and Parent Grievance Policy

### PURPOSE

This Grievance Policy and procedure is intended to provide to students, parents or carers a mechanism for resolving disputes and/or grievances in a simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

The document specifies a process to be applied to such grievances when raised with M.E.T. School and also makes clear that M.E.T. School will decide the most appropriate method of dealing with the matter on a case by case basis and in a procedurally fair manner.

## SCOPE

This policy extends to grievances brought by students, parents or caregivers at all M.E.T. School Campuses. Some grievances are better handled under other policies of the school. M.E.T. School has other policies in place for issues such as Child Protection and Bullying.

### Student Management Policy

## PURPOSE

Positive and responsible student behaviour is key in the personal development of character. It leads to a supportive and cooperative environment of trust and this leads to optimal learning opportunities for all students.

## SCOPE

The content of this policy has three interrelated sections: The Pastoral Care given to the students by their families; the School Discipline Policy developed at the campus and Meadowbank Education's Major Disciplinary Sanctions Policy. Each campus is required to adopt and implement the Meadowbank Education Student Management Policy. Meadowbank Education and M.E.T. School have always specifically prohibited and excluded the use of corporal punishment. In addition, M.E.T. School does not condone the use of corporal punishment by parents as a way of resolving issues relating to the school. The school's Discipline policy also explicitly includes procedural fairness requirements in working with students and parents.

### Discipline

- Student Management Policy

### Management and Operation

- Management and Operation of a School Policy
- Procurement Policy

## STUDENT, PARENT & TEACHER VOICE

### Student Voice

The Student Survey for 2018 was quantified to a score out of 5 in key areas relating to the school. The results are below:

	My teachers Canvas pages are well structured and allow me to self-direct my own learning.	My teachers make lessons interesting.	My teachers motivate me to perform at my best.	Students at this school treat teachers with respect.	Teachers at this school manage student behaviour effectively.
2018 Results in M.E.T.	3.64	3.17	3.54	3.31	3.3

## Parent Voice

M.E.T collects and responds to parent surveys annually. In 2017 data was set as baseline data to track changes over time. An overview of results was compiled and is outlined below, showing a slight improvement overall.

	TOTAL	Quality of education	Safe & respectful school	Teachers ability to educate & motivate	Standard of facilities	Use of study periods in the Learning Centre?	Preparation for workforce?
SCORE 2018 %	75%	80%	86%	74%	85%	50%	78%
SCORE 2017 %	73%	81%	87%	72%	78%	46%	75%

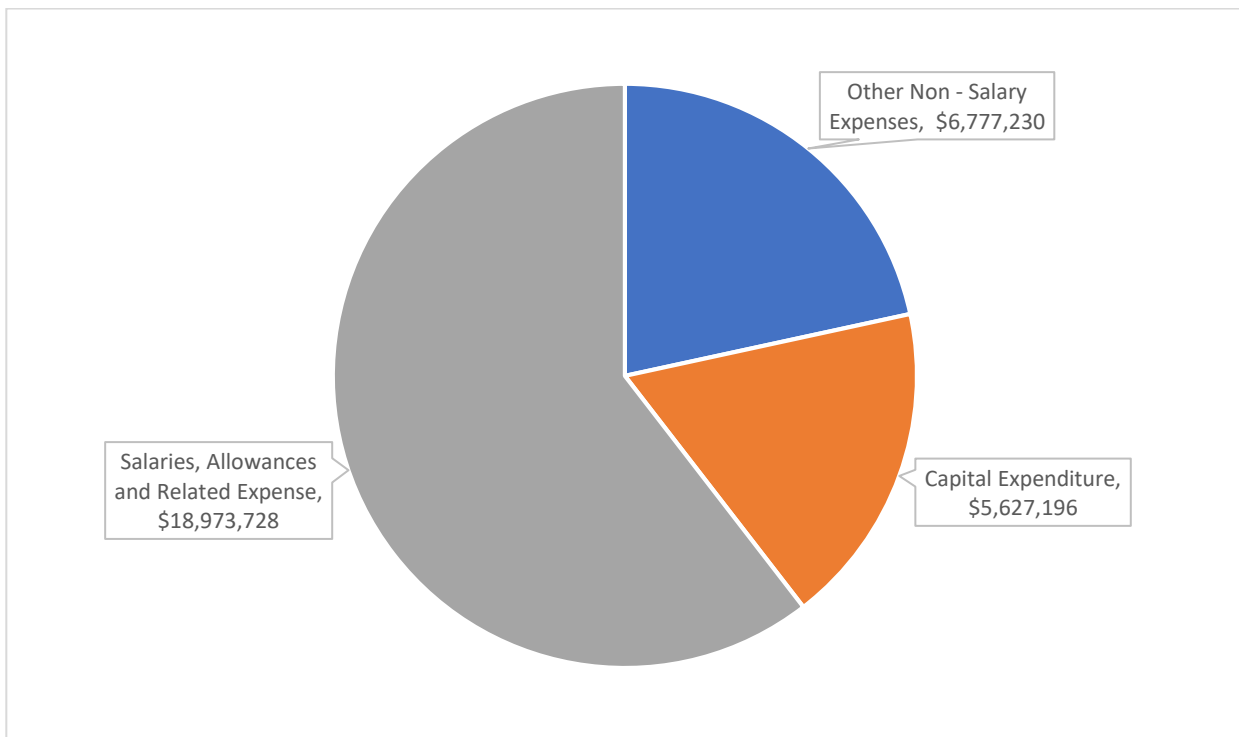
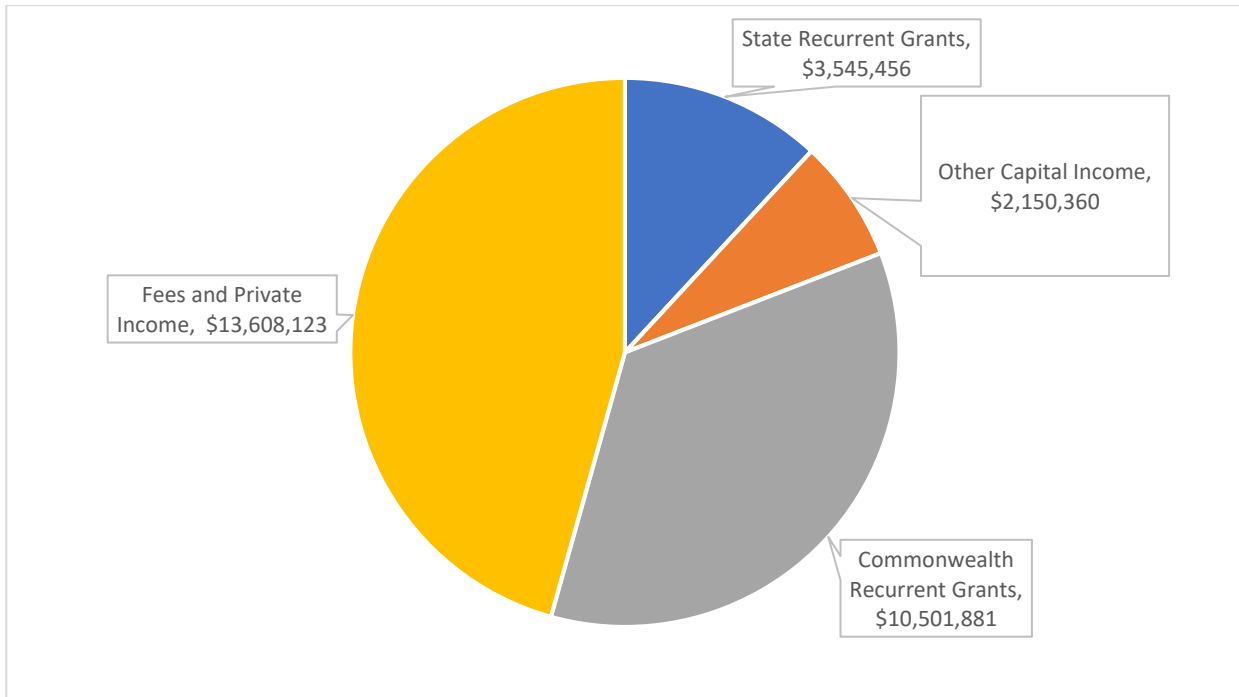
## Teacher Voice

The Staff Survey for 2018 was quantified to a score out of 5 in key areas relating to the school. The results are below:

	I enjoy teaching at this school	The buildings and grounds are well maintained	The school provides suitable technology tools for learning and teaching	Students at this school treat teachers with respect.	The learning support program in the school meets the needs if those requiring additional support	Teachers at this school manage student behaviour effectively	The quality of teaching and learning at this school is excellent	There is a clear understanding of how SDL functions as a method of learning
2018 Results in M.E.T.	3.98	3.99	3.55	3.08	3.29	3.72	3.84	3.31

These areas have been articulated to staff and are being addressed as part of a school action plan for 2019.

## SUMMARY FINANCIAL INFORMATION





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