

Metella Road Public School

Annual Report



2016



4444

Introduction

The Annual Report for 2016 is provided to the community of Metella Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr P. D'Ermilio

Principal

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9636 1922

School background

School vision statement

Metella Road Public School strives to become a centre of excellence, challenging children of all abilities to attain their highest level of achievement in academic, cultural and sporting pursuits.

School context

Metella Road Public School is a vibrant learning community in the Nirimba School Education area, approximately 30 kilometres from Sydney. With an enrolment of approximately 695 students, the school provides educational programs for students from a range of socio-economic and cultural backgrounds. The school consists of 27 mainstream classes. A high quality learning environment is provided by a highly qualified and dedicated staff comprising a dynamic mix of highly experienced and early career teachers.

At Metella Road Public School our core business is to improve student outcomes in literacy, numeracy and all key learning areas, developing outstanding inclusive teaching programs that meet the individual needs of the learner. Learning is supported by 21st century interactive resources, increasing the significance and relevance of learning experiences and maximising student engagement in their learning.

The core values of the school are embedded within our student welfare policies and programs which promote the Positive Behaviour for Learning model. The core expectations of being Motivated, Respectful, Proud and Safe are consistently embraced by students, staff and the community.

A strong partnership exists between the school and the community. Following the school's motto of Aim High, a strong ethos of high expectations exists. The school delivers high quality educational, cultural and sporting programs with strong community support.

The school community continually evaluates and reviews current operations to ensure that we move forward and continue to provide the best possible educational experiences, learning environment and learning outcomes for our students.

Metella Road Public School is a member of the Blacktown Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of *Learning*, the elements *Learning Culture*, *Wellbeing*, *Curriculum and Learning*, *Assessment and Reporting* and *Student Performance Measures* were all described as **Sustaining and Growing**. Evidence to support this judgement was collected from a wide range of sources including student welfare data, attendance rates, incident notifications, Positive Behaviour for Learning data, Business Intelligence data sets, NAPLAN, and summative and formative school-based assessment data. To support our continuing school improvement journey and pursuit of excellence, the milestones for 2017 will include the implementation of Science, Technology, Engineering, Mathematics (STEM) through Key Learning Areas and the further development of outdoor learning initiatives including the establishment of a community garden.

In the domain of *Teaching*, the elements *Effective Classroom Practice*, *Data Skills and Use*, *Collaborative Practice*, *Learning and Development*, and *Professional Standards* were all described as **Sustaining and Growing**. A wide range of evidence was gathered to support these statements including teaching and learning programs, assessment folder evaluations, student work samples, student feedback as well as school-based and external performance measurement data. Additionally, information pertaining to teachers working beyond their classrooms to contribute to the broader school community was also collected as evidence. To support continued school improvement in 2017, Metella Road Public School will implement two new theories of action aligned with Curiosity and Powerful Learning. The emphasis will include a commitment to assessment for learning and connecting feedback to data. Additionally, to support the Literacy and Numeracy Strategy 2017–2020, Metella Road Public School will introduce an Early Intervention teaching and learning model, and self-fund a Deputy Principal, Instructional Leader to build teacher capacity through instructional leadership, differentiated teaching and targeted interventions.

In the domain of *Leading*, the elements *Leadership*, *School Planning*, *Implementation and Reporting*, *School Resources*, and *Management Practices and Processes* were all described as **Sustaining and Growing**. Evidence to support this judgement was collected from a range of sources including P&C and Parent's Auxiliary notes, the continued purchase of technology and resources, including classroom furniture, to support futures driven learning and evidence to support the school's commitment to the development of distributed leadership and organisational best practice. To support continued school improvement, in alignment with the School Excellence Framework, Metella Road Public School will work strongly with the broader school community, in particular The Blacktown Learning Community to enhance student leadership capabilities. Additionally, in response to the needs of the community, the school will focus on practices and processes that are responsive to community feedback, including offering a range of parent/community information forums.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Learning – Engage all students in inclusive high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits.

Purpose

To support all staff and students to become active, engaged and successful lifelong learners.

Overall summary of progress

Metella Road Public School made excellent progress against the milestones for 2016. The milestones were tracked and evaluated each term to ensure that progress was on-going and consistent. There were processes relating to student welfare, targeted interventions and classroom and outdoor learning environments. Within these processes there were 27 milestones. 100% of milestones were commenced and monitored. 78% of these were fully achieved and this is supported through a wide range of evidence including school-based data, surveys and discussions. The milestones that were not fully completed will form future directions for 2017. All milestones had the planned impact and this is also supported by data and evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Internal School Performance Measures</p> <p>Student performance will be monitored and analysed using PLAN data, and class based formative and summative assessment to track improvement in student learning outcomes across all Key Learning Areas.</p>	<p>Accurate records from a wide range of data sources were maintained and analysed to track improvement in student learning. Data is maintained through SENTRAL, PLAN and the Learning and Support database to ensure teachers have immediate access, assisting them to monitor student learning and determine "where to next."</p>	<ul style="list-style-type: none">• All initiatives undertaken to achieve improvement measures were allocated across a range of milestones as outlined in Strategic Direction 1.• The total funds expended was \$30 200.
<p>External School Performance Measures</p> <p>NAPLAN Expected Growth</p> <p>The targeted percentage of students with greater than or equal to expected grow this as follows:</p> <ul style="list-style-type: none">• Year 5 Reading – 58%• Year 7 Reading – 63%• Year 5 Numeracy – 64%• Year 7 Numeracy – 63% <p>NAPLAN Proficiency</p> <p>The targeted percentage of students achieving proficiency levels (scores in top 2 bands) is as follows:</p> <ul style="list-style-type: none">• Year 3 Reading – 51%• Year 5 Reading – 32%• Year 3 Numeracy – 39%• Year 5 Numeracy – 29%	<p>This year Metella Road Public School experienced good results in terms of the targeted percentage of students achieving proficiency levels. In Years 3 and Year 5 reading, 49% and 33% of students scored in the top two bands of NAPLAN. Results in Numeracy indicate that we have 36% of students in Year 3 achieving in the top two bands and 40% of Year 5 students achieving proficiency, well above our target. This year we also utilised Business Intelligence data to track value-added between Years 3 and 5 and Years 5 and 7. In both of these areas we achieved sustaining and growing (as evaluated against the School Excellence Framework).</p>	<ul style="list-style-type: none">• As above.

Next Steps

The future directions for 2017 were developed to ensure the 3-year plan remains on track to provide high quality educational outcomes for our students. In 2017 a number of new programs, including programs to support the National

STEM School Education Strategy, will be introduced to develop in our students a strong foundational knowledge in STEM (Science, Technology, Engineering, Mathematics). This includes the introduction of coding and robotics to develop cross-disciplinary, critical, creative thinking, problem-solving and skills in digital technologies. Additionally, in 2017 our goal is to further develop our outdoor learning environment to connect our students with the natural world and create a sense of environmental sustainability – improving the physical, educational, and social/emotional wellbeing of our students by fostering interaction, autonomy, exploration and curiosity. Finally, the expansion of futures driven learning spaces, to support the implementation of high quality learning experiences for all students, will continue to be a focus for the school.

Strategic Direction 2

Excellence in Teaching – Building teacher capacity to implement innovative teaching practices and high quality learning programs for all students.

Purpose

To support all staff to become effective leaders of learning in our centre of excellence.

Overall summary of progress

Metella Road Public School made excellent progress against the milestones for 2016. The milestones were tracked and evaluated each term to ensure that progress was on-going and consistent. There were four processes and they included Curiosity and Powerful Learning, Focus on Reading (FoR), Targeting Early Numeracy (TEN) and data and assessment. Within these processes there were 30 milestones. 100% of these milestones were fully achieved and this is supported through a wide range of evidence and data sources, including formal data collection, the collection of school-based data, surveys and discussions. A formal evaluation was undertaken against the School Excellence Framework. All milestones had the planned impact and this is also supported by school and external data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff differentiates and modifies class programs to cater for individual needs through the Performance and Development Framework.	Professional development and stage meetings focused on gathering data to support differentiated teaching practices. Assessment of learning, for learning and as learning was utilised to determine teaching directions.	<ul style="list-style-type: none">• Curiosity & Powerful Learning \$9 500• Focus on Reading \$11 734.32• TEN \$3 700
All staff achieve personal professional learning goals as evidenced through the Performance and Development Framework annually.	Mid and annual reviews of personal and professional learning goals were undertaken with all staff. All PDP goals were aligned with either the School Plan or the Australian Professional Standards for Teaching, and evidence to support progress against each goal was collected by all staff.	<ul style="list-style-type: none">• Professional Learning funds \$33 930.81
All staff complete 40 hours of school-based professional learning annually.	100% of staff completed 40 hours of school-based professional learning.	<ul style="list-style-type: none">• Professional Learning funds (as above)
All staff complete 10 hours of registered professional development during the three year cycle.	All staff are undertaking registered professional development as required.	<ul style="list-style-type: none">• Professional Learning funds (as above)
All staff collecting and analysing data to improve student learning outcomes.	To ensure the consistent collection and analysis of data, assessment folders were utilised by all staff to monitor student learning. Assessment folders were evaluated against the assessment teaching standards (<i>Standard 5: Assess, provide feedback and report on student learning</i>).	<ul style="list-style-type: none">• Quality Teaching Successful Students (QTSS) 0.504 FTE

Next Steps

The future directions for 2017 were developed to ensure the 3-year plan remains on track to provide high quality educational outcomes for our students. In 2017 a number of new initiatives will be undertaken, including initiatives to support the *Literacy and Numeracy Strategy 2017–2020*. Metella Road Public School will flexibly utilise their staffing entitlement and School Budget Allocation Report equity loading to support an early intervention teaching and learning model. This includes self-funding an Instructional Leader at the level of Deputy Principal to build student and teacher capacity and provide tailored, differentiated professional learning and direct literacy and numeracy support within the school. Additionally, Metella Road Public School will continue to implement Curiosity and Powerful Learning, with a focus

on effective feedback, evidence collection and assessment for learning. Focus on Reading (FoR) and Targeting Early Numeracy (TEN) and Language, Learning and Literacy (L3) will also continue to be a focus for our school.

Strategic Direction 3

Excellence in Leading – All stakeholders engaged as partners in education, developing the school as a centre of excellence.

Purpose

To build a stronger educational community to lead and inspire a culture of high expectations.

Overall summary of progress

Metella Road Public School made excellent progress against the milestones for 2016. The milestones were tracked and evaluated each term to ensure that progress was on-going and consistent. There were four processes relating to the Blacktown Learning Community Aspiring Leaders program and staff mentoring, growth coaching, student leadership and learning communities. Within these processes there were 28 milestones. 100% of milestones were commenced and monitored. 93% of these were fully achieved and this is supported through a wide range of evidence including school-based data, surveys and discussions. The milestones that were not fully completed will form future directions for 2017. All milestones had the planned impact and this is also supported by data and evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased percentage of staff participating in internal and external professional learning with a focus on school leadership.	In 2016 we doubled the percentage of staff participating in professional learning with a focus on leadership. The staff mentoring program ensured ongoing school improvement. Guidelines for professional observations were introduced to ensure that teacher and learning was transparent and encourage colleagues to collaborate to improve teaching practice and student learning outcomes.	<ul style="list-style-type: none">• BLC Aspiring Leaders Program: \$5400.00• Staff Mentoring: \$16 650.00• Growth coaching: \$6 000.00
An increased percentage of roles and responsibilities undertaken by active and effective student leaders.	In 2016 student leaders continued to participate in the student leadership award program and increased their participation in the areas of environmental, community and school leadership. A new student leadership policy was developed, allowing for a more equitable election process, including the introduction of School Captains.	<ul style="list-style-type: none">• Student Leadership \$1800.00
An increased percentage of parents participating in community events and forums including the Parents and Citizens Association and the Parents Auxiliary.	Educational and community partnerships were developed and maintained through various learning communities, parent-based initiatives and the local community. Parental and family involvement has increased considerably over the last 12 months. Positive coverage in the local media is five times greater than in previous years.	<ul style="list-style-type: none">• Nil funds were required to achieve the associated initiative.

Next Steps

The future directions for 2017 were developed to ensure the 3-year plan remains on track to provide high quality educational outcomes for our students. In 2017 a number of new initiatives will be undertaken, including working closely with the Blacktown Learning Community to develop and deliver a student leadership program that extends beyond the school. Additionally, there will be a stronger focus on parent information forums and discussion sessions to support productive relationships and strengthen community engagement by working with them to achieve school priorities based on a common understanding of the educational needs of children, and a commitment to joint action in which parents, students and teachers work together.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016 100% of Aboriginal students had Personalised Learning Pathways (PLPs) developed in consultation with their parent/carers to meet their learning needs. Student learning was maximised with 66.7% of Aboriginal students in Year 3 NAPLAN achieving Band 4 in Literacy (compared with 21.9% of the State). 33.3% of our students in Year 3 achieved a Band 6 in Numeracy (compared with 4.6% of the State).	• \$5 651.00
English language proficiency	This funding supported the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum and targeted teaching and learning programs. This resulted in significant growth for these students.	• \$238 086.00
Low level adjustment for disability	This funding enabled Student Learning and Support Officers to support students with additional learning needs in-class and implement targeted interventions such as MultiLit and DIBBLES. This has resulted in improved engagement and outcomes for identified students.	• \$176 018.00
Quality Teaching, Successful Students (QTSS)	This funding was utilised to release executive staff to establish a school-wide framework for data analysis to drive improvement by equipping teachers with the knowledge, skills and understanding to use data effectively to lift student performance.	• 0.504 FTE
Socio-economic background	This funding was used to provide support for identified students through the improvement of quality teaching and learning programs, and enhancing student access to a wider range of curriculum experiences. It was also utilised to assist with the transformation of traditional classrooms to flexible, futures driven learning spaces.	• \$33 125.00
Support for beginning teachers	Beginning teacher funding was effectively utilised to enable access to a wide range of professional learning activities. Beginning teachers also received additional Release from Face to Face (RFF) to work with Assistant Principals to enhance their pedagogical practices. Team teaching and mentoring was also utilised to improve beginning teacher capacity and drive continuous improvement.	• \$30 836.51
Targeted student support for refugees and new arrivals	This funding was utilised to provide additional support for refugee students. Class teachers worked with the EAL/D supervisor to develop individual student learning plans and programs to support their development of English language and literacy skills.	• \$1 026.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	339	330	343	342
Girls	312	328	344	357

Metella Road Public School has continued to enjoy an increasing enrolment trend. This year we have continued to strengthened our links with the local community and have maintained a strong enrolment profile.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	97.6	93.6	94.6
1	95.1	96.7	95.4	94.7
2	96	97.3	94.4	96
3	95.8	96.6	94.1	95.4
4	95.6	97	93.8	95.5
5	93.9	96.7	94.2	94.7
6	94.6	96.3	93.6	92.5
All Years	95.2	96.9	94.2	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

months we have enjoyed slight growth in our attendance and remain above the State average. Notably, the changes in 2015 in terms of attendance exemptions are still having an impact on attendance data as students travelling overseas or within Australia can no longer claim exemptions.

Class sizes

Class	Total
KA	23
KM	21
KL	23
KG	22
KB	23
1/2H	23
1T	22
1R	21
1M	23
1B	22
2N	22
2F	23
2E	21
2D	22
3/4B	29
3F	27
3D	28
3A	27
4E	27
4W	28
4L	28
5T	31
5A	31
5/6H	31
6D	30
6C	28
6B	29

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Metella Road Public School highly values attendance and works in partnership with parents and carers to promote the regular attendance of all students. When necessary, student attendance is managed through the School's Learning and Support Team and referrals are made to the Home School Liaison Officer. Over the last 12

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.32
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

The table above shows the composition of the workforce at Metella Road Public School for 2016. Currently there are no members of staff with an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	31

Professional learning and teacher accreditation

All staff members participated in a wide range of professional learning activities throughout 2016 to support the School's priorities and their individual goals as articulated through their Performance and Development Plans.

The school's total expenditure on professional learning in 2016 was \$33 930.81. This increased considerably from 2015, and this was largely due to staff training requirements for the implementation of Learning Management and Business Reform (LMBR) and the introduction of Focus on Reading (FoR) and Targeting Early Numeracy (TEN).

Teachers, administrative staff and Student Learning and Support Officers participated in a variety of professional learning activities in the following areas:

- Focus on Reading
- Targeting Early Numeracy
- Language, Learning and Literacy (L3)
- MultiLit
- Assessment
- Geography K–10 syllabus
- Mathematics
- English
- Student behaviour
- Music and technology
- Aspiring Leaders
- Beginning teachers workshops
- Learning Management and Business Reform
- Schools Financial Management – Budgeting
- Reading Recovery training
- English as an Additional Language/Dialect
- Learning and Support
- Assisting refugee students
- Positive Behaviour for Learning
- Student Learning and Support Officer's conference

Throughout the year, all members of staff participated in Staff Development Days and weekly staff professional development. This included all mandatory compliance training.

Teacher Accreditation Data

- In 2016, 5 teachers at Metella Road Public School were working towards NSW Education Standards Authority accreditation.
- In 2016, 19 teachers at Metella Road Public School were maintaining accreditation at Proficient level.
- In 2016, no teachers were seeking voluntary accreditation at Highly Accomplished or Lead.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	426 876.66
Global funds	390 855.96
Tied funds	300 868.36
School & community sources	240 321.72
Interest	6 496.69
Trust receipts	19 103.75
Canteen	0.00
Total income	1 384 523.14
Expenditure	
Teaching & learning	
Key learning areas	22 235.27
Excursions	14 948.80
Extracurricular dissections	95 897.86
Library	3 872.47
Training & development	90.00
Tied funds	227 968.05
Short term relief	74 324.48
Administration & office	76 881.19
School-operated canteen	0.00
Utilities	45 618.18
Maintenance	38 203.77
Trust accounts	21 380.03
Capital programs	65 792.68
Total expenditure	687 212.78
Balance carried forward	697 310.36

The information provided in the financial summary includes reporting from 5 September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	725 752.00
(2a) Appropriation	695 612.25
(2b) Sale of Goods and Services	3 222.25
(2c) Grants and Contributions	25 293.67
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 623.83
Expenses	-282 291.42
Recurrent Expenses	-282 291.42
(3a) Employee Related	-114 928.66
(3b) Operating Expenses	-167 362.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	443 460.58
Balance Carried Forward	443 460.58

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial Management

The Metella Road Public School Finance Committee consists of the Principal, Deputy Principal, Assistant Principal and School Administration Manager. In 2016 a Learning Management Business Reform Implementation Team was established to assist the smooth transition to the new financial management systems. Both teams met on a fortnightly basis to review the funds available, budgets and future spending. Yearly, the school's financial information is reported to the community through the Parents and Citizens Association meeting and Parents Auxiliary meetings. School teams are responsible for the creation of budgetary action plans for each Key Learning Area and key initiative and these are monitored by the Finance Committee.

Available Funds

The available funds will be utilised to further support student improvement. Funds have been allocated to develop an outdoor learning space, to continue the development of flexible learning spaces and to upgrade technology throughout the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 228 599.75
Base Per Capita	36 940.05
Base Location	0.00
Other Base	4 191 659.70
Equity Total	452 880.09
Equity Aboriginal	5 651.02
Equity Socio economic	33 124.64
Equity Language	238 086.37
Equity Disability	176 018.06
Targeted Total	50 856.17
Other Total	85 731.02
Grand Total	4 818 067.02

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

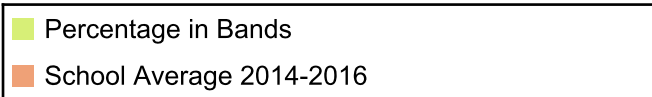
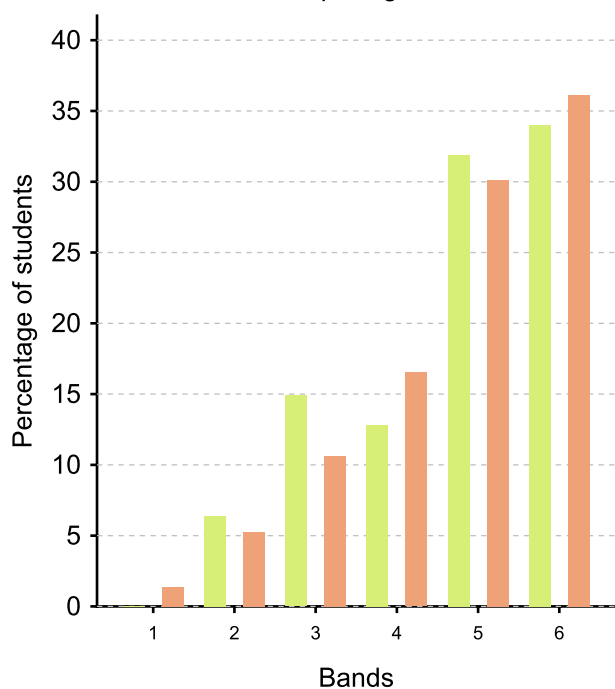
School performance

NAPLAN

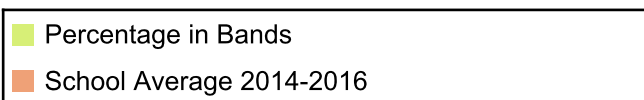
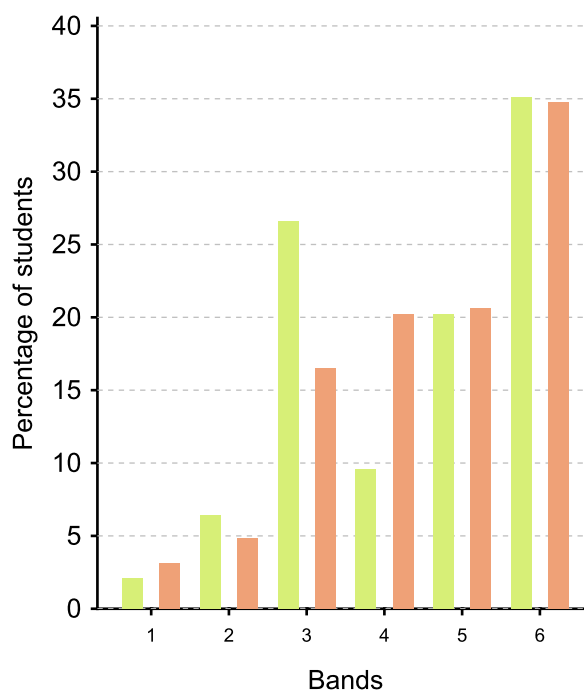
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Reading, writing, spelling and grammar and punctuation form the literacy component of NAPLAN. In 2016, in both Years 3 and 5, Metella Road Public School students performed comparably with students in schools with statistically similar backgrounds, however were above in spelling. On average, over 92% of students in Year 3 at Metella Road Public School are at or above the national minimum standard in Literacy (compared with over 90% of the state). In Year 5, over 86% of our students are at or above the national minimum standard for Literacy (compared with over 83% of the state).

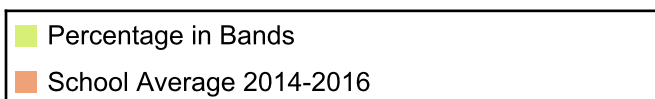
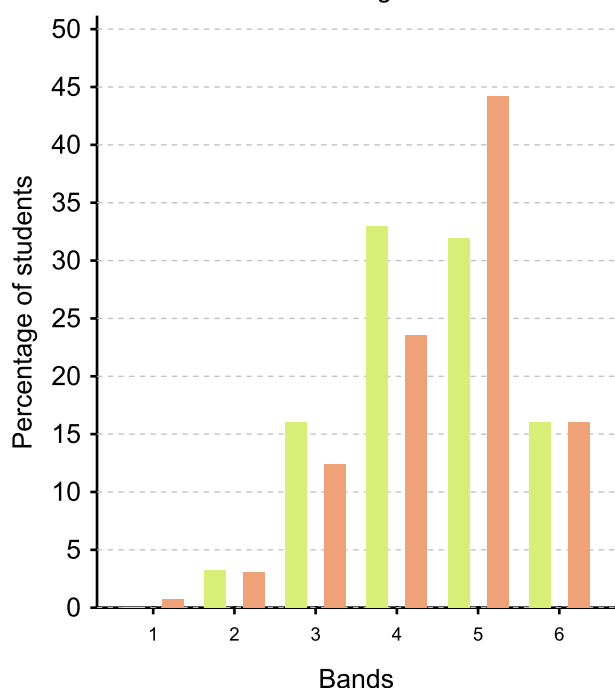
Percentage in bands:
Year 3 Spelling



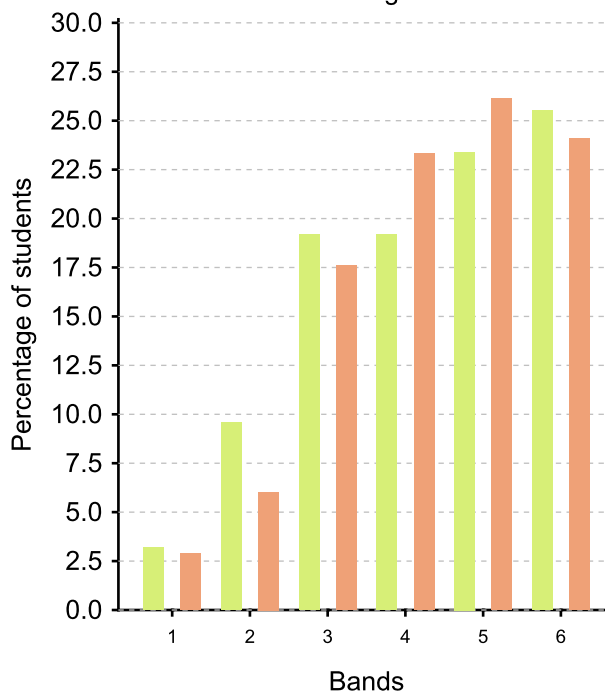
Percentage in bands:
Year 3 Grammar & Punctuation



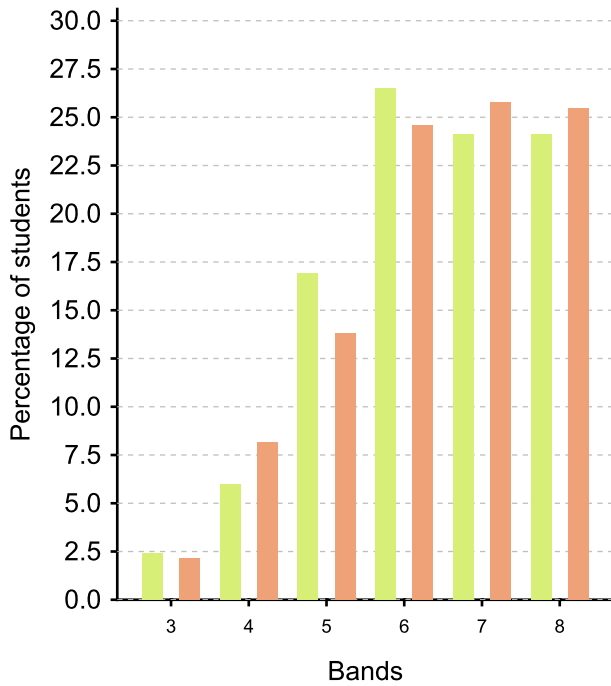
Percentage in bands:
Year 3 Writing



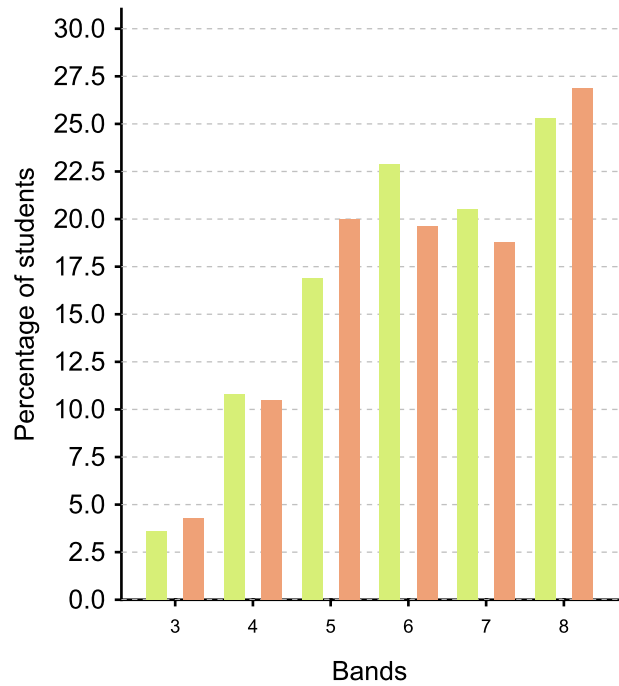
Percentage in bands:
Year 3 Reading



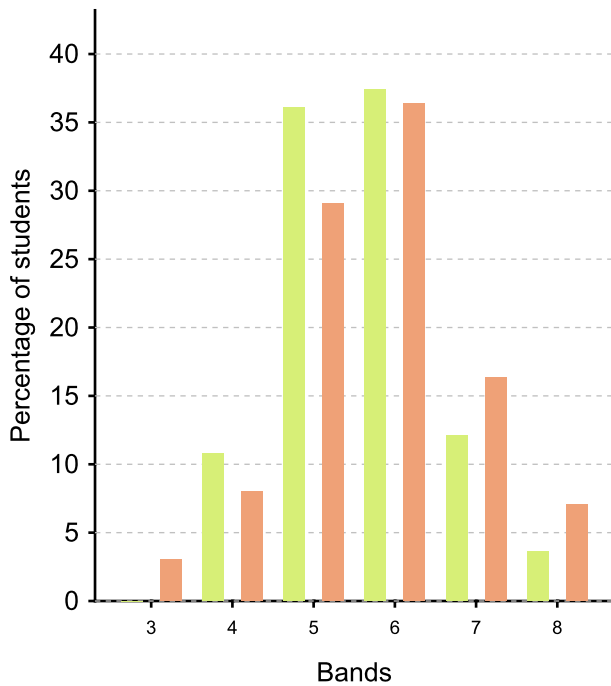
Percentage in bands:
Year 5 Spelling



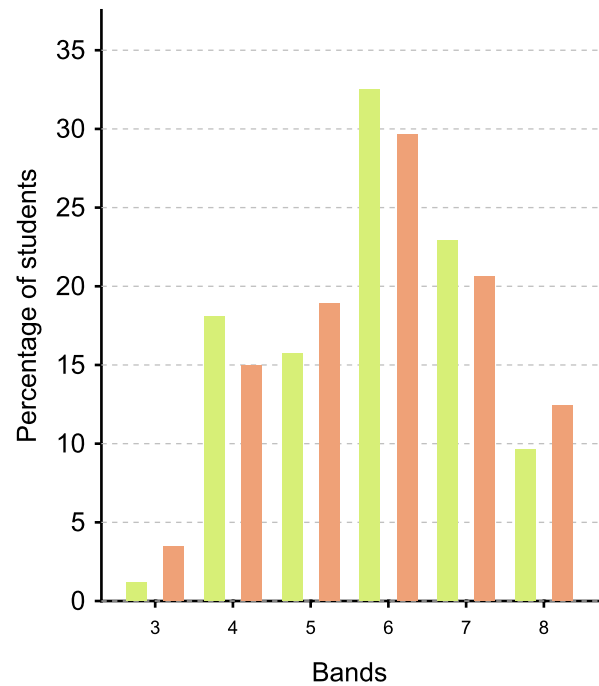
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



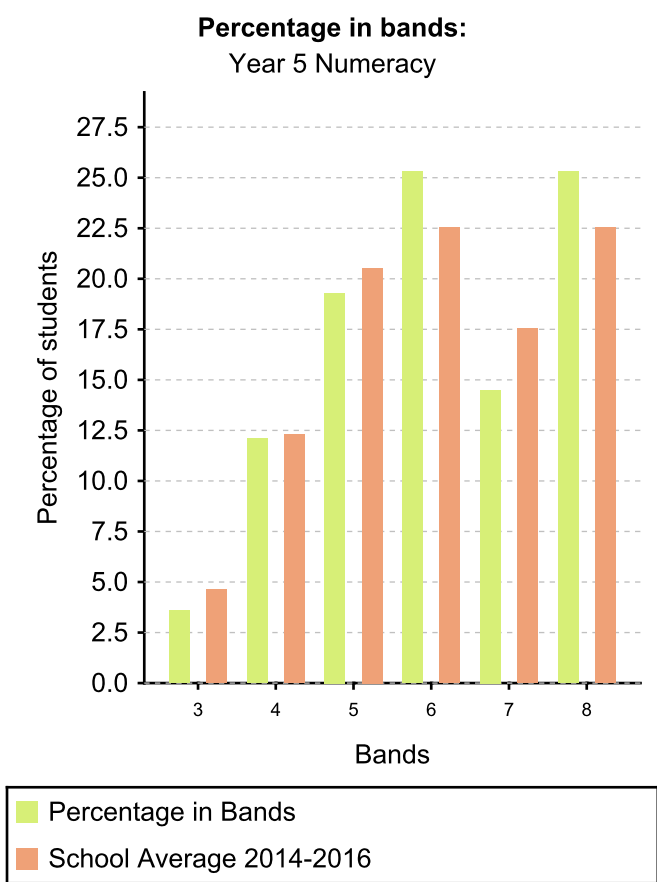
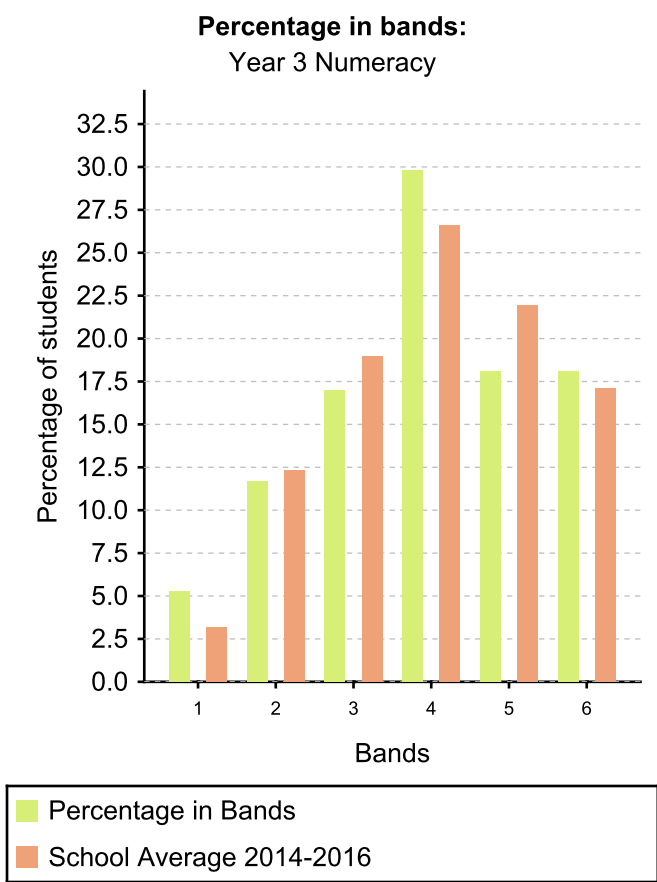
Percentage in bands:
Year 5 Reading



Data, measurement, space and geometry, number and patterns and algebra form the numeracy component of NAPLAN. In Year 3, Metella Road Public School students performed comparably with students in schools with statistically similar backgrounds. In Year 5, our students performed above students in statistically similar schools and this data is also supported by our achievement in the proficiency bands (top two bands of

NAPLAN). On average, 83% of Year 3 students at Metella Road Public School are at or above the national minimum standard in Numeracy (compared with over 85% of state). In Year 5, over 84% of our students are at or above the national minimum standard or Numeracy (compared with over 82% of state).

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

The following information compares student achievement in the top two bands of NAPLAN at Metella Road Public School, with students in the state.

NAPLAN Year 3

In 2016, 94 Year 3 students sat the National Assessment Program. In *Reading*, 48.9% of students achieved in the top two bands (5 and 6) compared with 51.8% of the state. In *Writing*, 47.9% of students achieved in the top two bands compared to 54.1% of the state. In *Spelling*, 65.9% of students achieved in the top two bands compared with 54.4% of the state. In *Grammar and Punctuation*, 55.3% of students achieved in the top two bands compared to 52.9% of the state. In *Numeracy*, 36.2% of students achieved in the top two bands compared to 38.7% of the state.

NAPLAN Year 5

In 2016, 83 Year 5 students sat the National Assessment Program. In *Reading*, 32.5% of students achieved in the top two bands (7 and 8) compared to 38.6% of the state. In *Writing*, 15.6% of students achieved in the top two bands compared to 18.7% of the state. In *Spelling*, 48.2% of students achieved in the top two bands compared to 33.2% of the state. In *Grammar and Punctuation*, 45.8% of students achieved in the top two bands compared to 40.8% of the state. In *Numeracy*, 39.8% of students achieved in the top two bands compared to 30.5% of the state.

Between Year 3 and Year 5 there were 79 students who remained at Metella Road Public School, allowing their progress to be tracked between 2014 and 2016. The growth of our students in *Numeracy* exceeded expectations with an average scaled growth score of 105.2 compared with 91.7 of the state. In *Grammar and Punctuation* our students achieved an average scaled growth score of 78.9 compared with 76.3 of the state.

In 2016, Metella Road Public School sought the opinions of parents/carers, students and teachers about the school. Based on the limited feedback from online surveys in 2015, traditional paper surveys were completed in 2016. In total, 120 paper surveys were returned from parents, 168 were collected from students (a random, cross section of students across all grades) and 21 surveys were collected from the teaching staff.

Findings and Conclusions

98% of parents and 95% of teachers agreed that Metella Road Public School is an attractive and well-resourced school.

92% of parents and 100% of teachers agreed that the school maintains a strong focus on literacy and numeracy.

91% of parents and 92% of teachers agreed that students have access to a wide range of technology.

96% of parents believe that the school communicates effectively with the community through a wide range of modes including Facebook, the newsletter, notes, the website and the School App.

98% of parents and 100% of teachers believe that students enjoy coming to school.

92% of parents understood the need for flexible, modern learning spaces while only 86% of teachers believe that the design of learning spaces is important for students.

100% of teachers and 85% of parents agreed that the welfare needs of students are understood.

100% of teachers and 84% of parents believe that we have a fair and consistent approach to discipline.

98% of students want to achieve good results at school.

96% of students are proud to be students at Metella Road Public School.

92% of students enjoy the extra-curricular activities offered by the school.

89% of students enjoy using technology at school.

88% of students feel happy at school most of the time.

87% of students believe that their teachers treat them fairly.

74% of students believe they are treated with respect by other students.

Results from the student surveys provide scope for improvement in 2017. In particular, explicit lessons regarding respect will need to remain a theme through

Positive Behaviour for Learning (PBL). Additionally Metella Road Public School will develop an outdoor learning environment to cater for the diverse range of student needs.

Overall, parents, teachers and students are very satisfied with the quality of school life at Metella Road Public School. The school will continue to develop, implement and evaluate programs and processes to ensure the quality of school life is maintained and improved in the future.

Policy requirements

Aboriginal education

Aboriginal perspectives and indigenous content are included across Key Learning Areas within stage programs. Perspectives are incorporated in the culture and activities of the whole school.

Students of Aboriginal background have Personal Learning Pathways (PLPs) created in consultation with their parents and classroom teacher. Learning goals are set early in the school year and reviewed later in Term 3. Students of Aboriginal descent have ongoing encouragement and assistance to achieve their PLP goals.

Aboriginal background students participated in a "Backyard to Bush" workshop at Taronga Zoo with indigenous perspectives of Dreaming and living. Aboriginal students were also part of a workshop at school, led by an experienced Aboriginal performer.

An engaging performance by Fred Reid was organised to recognise the importance of Aboriginal education. 'Let's Bridge the Gap' developed the whole school's understandings of Aboriginal people and culture.

Multicultural and anti-racism education

In 2016 Metella Road Public School actively engaged the school and wider community in a range of initiatives to foster and enhance the engagement of our culturally diverse community. This was achieved through events such as community morning teas, breakfasts, barbeques, special assemblies, Harmony Day and celebrations during Education Week and Book Week to highlight quality and diversity in education.

The school community enjoys a high percentage of families from a language background other than English and we have students from over thirty different cultures. One significant event to recognise this diversity was our Multicultural Day celebrations. This was an opportunity to celebrate the cultural diversity of our school and embrace the range of nationalities represented in the school community. The students participated in a range of activities where they learnt about different countries, had the opportunity to sample some food from different cultures and view entertaining performances from a range of countries around the world.

In teaching and learning programs, the curriculum content, including cross-curriculum priorities and general capabilities, assisted students to achieve learning outcomes and provided students with opportunities to deal with diversity and difference in a positive and informed manner – promoting tolerance and intercultural understanding.

Appropriate provision was provided to support the specific needs of students from culturally diverse backgrounds, including newly arrived and refugee students, through the delivery of a differentiated curriculum and targeted teaching and learning programs. Specialist English as Additional Language or Dialect (EAL/D) teachers were utilised.

The targeted refugee student support funding provided additional support for targeted refugee students. Class teachers were given time to work with the EAL/D supervisor to design individual student learning plans, as well as programs to support the development of English language and literacy skills, to enable them to participate effectively in the mainstream classroom. Classroom teachers, in consultation with the EAL/D supervisor, were able to discuss what students' strengths were as well as concepts and skills that they needed to focus on in order for them to achieve student learning outcomes across a range of areas. Time was also provided for classroom teachers to meet with the EAL/D supervisor to review the individual student learning plans and determine what the students had achieved and identify the areas for development.

At Metella Road Public School we also provided intensive English support for newly arrived EAL/D students. We developed and implemented intensive English programs which supported the language learning needs of newly arrived EAL/D students and provided a pathway to access school learning outcomes. This also involved the development of a personalised learning approach targeted to the needs of the student.

The EAL/D Annual Survey was accurately completed after thorough assessment of all EAL/D students. Information regarding English language proficiency, the percentage of students from a language background other than English and EAL/D support programs was collected. This information was used to organise and develop quality programs to enhance the English language proficiency of EAL/D learners within the school.

The Multicultural Education Policy was also implemented to promote community harmony through school policies and practices.