

# Metella Road Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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

## School contact details

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## 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 690 students, the school provides educational programs for students from a range of socio-economic and cultural backgrounds. The school consists of 28 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 futures driven 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 an integral part of the Blacktown Learning Community participating in, contributing to and leading a range of initiatives across the 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**. To support this judgement, data from a wide range of sources was analysed. This data included student wellbeing data (such as Positive Behaviour for Learning data, attendance rates and incident notifications), Tell Them From Me surveys, Scout reports to support informed decision making, NAPLAN and summative and formative school-based assessment data. Information and access to extra-curricular learning opportunities were significant, supported student development and were strongly aligned with the school's vision, values and priorities. Additionally, assessment across the school and feedback from students on their learning was utilised to inform teaching and learning, and enable teachers to respond to trends in student achievement at an individual, group and whole school level. To support our continuing school improvement journey and pursuit of excellence, the milestones in the domain of *Learning* for 2018 will be developed with a strong focus on developing capabilities in our students, through the *Wellbeing Framework for Schools* to ensure our students connect, succeed, thrive and learn.

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 collected and analysed to support these statements including teaching and learning programs, assessment folder evaluations, observation of teaching practice, student work samples, student feedback as well as school-based and external performance measurement data. Additionally, Metella Road Public School introduced a Performance and Development Guide utilising the Department of Education's three-phase process, with a strong focus on planning and goal setting, to assist teachers to enhance their teaching practice in order to improve student learning. School-wide mentoring and coaching was implemented to support beginning, early-career and experienced teachers – ensuring the ongoing development of all staff. To support continued school improvement in 2018, Metella Road Public School will focus on creating a shared responsibility for student improvement and contribute to a transparent learning culture using evidence-based and innovative teaching practices. This will include engaging in professional learning to support futures driven learning and working with students to help them to develop the skills and ability to recognise their own strengths and monitor their own progress, demonstrating a strong understanding of how to improve their learning.

In the domain of *Leading*, the elements of *Leadership* and *School Resources* were described as **Excelling**. The elements of *School Planning*, *Implementation and Reporting* and *Management Practices and Processes* were described as **Sustaining and Growing**. Evidence to support this judgement was collected from a range of sources including Tell Them From Me surveys, on-going community consultation, increased participation in parent workshops, the P&C, increased engagement with the Blacktown Learning Community (BLC), community partnerships, financial planning 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 Version 2, Metella Road Public School will develop the leadership capacity at all levels to foster a school-wide culture of high expectations and a shared responsibility for whole-school improvement. The leadership capacity of teachers and current leaders will be further developed through Growth Coaching and the BLC Aspiring Leaders program. Additionally, the school will work to increase community consultation to ensure decisions are made to best meet the needs of the students.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

The focus of Strategic Direction 1 for 2017 was student engagement. Metella Road Public School made excellent progress through the engagement of students in Science, Technology, Engineering, Maths (STEM) initiatives. A group of students successfully participated in the Blacktown Learning Community (BLC) STEAM challenge, which culminated in an Expo featuring over 20 schools from the BLC showcasing their robotics and coding skills. Additionally, Metella Road Public School worked with a community-based organisation to build the capacity of our students to develop their higher order, computational, problem solving and critical thinking skills. The classes involved in this initiative worked within the scope of the curriculum to use robotics, simple machines and coding to solve real-life problems related to natural disasters. Milestones were monitored and 100% of all milestones were achieved in terms of STEM initiatives. As part of Strategic Direction 1, an outdoor learning initiative was also commenced. This included the development of a school garden, and the building of a K-2 all-weather field. The first stage of school garden was 100% completed by the end of 2017. Although planning and consultation with the Department of Education, regarding the K-2 all-weather field, was on-going during 2017, it was not achieved.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An improvement in the student's cognitive, behavioural and emotional engagement will be measured through student self-reporting, observations and teacher reports.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 1.  The total funds expended was \$27 470.	All data supported an improvement in the students cognitive, behavioural and emotional engagement during 2017. A variety of data sources were evaluated to determine this judgement, including student responses from the Tell Them From Me surveys. Data was maintained through SENTRAL, PLAN and the Learning and Support database. Scout data was also utilised to determine progress. Teachers effectively utilised student learning goals, visible learning strategies and observation records to assist with their understanding of student learning needs and engagement.

## Next Steps

In 2018, Strategic Direction 1 will also focus on Excellence in Learning. There will be a shift towards working more closely with students to inspire them to pursue excellence intrinsically. In particular, teachers working as 'facilitators of learning' to empower students to monitor and review their own learning goals and use feedback, advice, support and assistance to fulfill their potential. The school will establish a strong, contextually-based wellbeing framework to enhance self-efficacy and resilience. This will include a whole-school physical education and sporting program, utilising specialist teachers to build a range of learning attributes in students such as self-determination, optimism, collaboration, problem-solving skills and mental 'toughness'. To further support this, *Kids Matter* will be introduced to promote the social and emotional wellbeing of students. Students will also be involved in a range of teaching and learning programs to address individual student needs, promote learning excellence and enable continuous improvement. This includes the ongoing tracking of student progress and achievement, and programs that show evidence of revisions based on feedback of teaching practices and consistent and reliable student assessment.

## 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

The focus of Strategic Direction 2 for 2017 was teaching excellence with a focus on building teacher capacity through the introduction of an Early Intervention program, Early Action for Success and a restructuring of staff roles across the school to support professional learning networks. Early Action for Success Phase 2 was self-funded, including the establishment of a Deputy Principal, Instructional Leader position. Progress against the strategic direction was excellent, with 100% of milestones met. A whole-school professional learning goal was developed, in consultation with teaching staff, to support Curiosity and Powerful Learning, with two theories of action fully embedded into teaching practices across the school. Professional learning networks have been highly successful with all support teachers aligned with inclusive networks to ensure continued improvement of teaching practice in order to improve student learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value-added data measures show effective learning gains for students between Years K-3, Years 3-5 and Years 5-7.	All initiatives undertaken to achieve this improvement measure were allocated across a range of milestones as outlined in Strategic Direction 2.  The total funds expended was \$62 302.	Scout data indicates that Metella Road Public school is delivering using value-added measures to show learning gains for students between Years 3-5 and Years 5-7. For students between K-3, Metella Road Public School is working towards delivering. NAPLAN data indicates that the school is performing well above state averages in 90% of all areas.  As part of our involvement in the Early Action for Success (EAfS) initiative, we tracked student progress and analysed our data against EAfS targets. Our school based data, including L3 and PLAN data, highlighted an improvement in the literacy skills of our students.  At the end of 2017 we had 74% of Kindergarten students, 78% of Year 1 students and 92% of Year 2 students reading at or above the EAfS literacy targets.
Increase the proportion of students achieving in the top two bands of NAPLAN in line with the Premier's Priorities.	All initiatives undertaken to achieve this improvement measure were allocated across a range of milestones as outlined in Strategic Direction 2.  The total funds expended was \$20 369.	Metella Road Public School experienced excellent results in terms of students achieving in the top two bands of NAPLAN.  In 80% of all areas there was an increase in proficiency over the last 12 months, with increases between 10% and 20% of students achieving in the top two bands in some areas.

### Next Steps

In 2018, Strategic Direction 2 will continue to focus on excellence in teaching. Professional learning, to build collective teacher capacity will drive milestones over the next twelve months. There will be a strong emphasis for teachers to demonstrate personal responsibility to improve their teaching practice to align with The Australian Professional Standards for Teachers (APST), accreditation requirements and the School Excellence Framework Version 2. Additionally, Metella Road Public School will work to develop an ethos of shared responsibility for student improvement,

where all stakeholders contribute to a transparent learning culture using evidence-based and innovative teaching practices. The School's Early Intervention program and self-funded participation in Early Action for Success will also continue with a focus on improving value-added measures between K-3. Interventionist teachers will be utilised in both K-2 and 3-6 classes to support student learning and build teacher capacity. Additionally, Metella Road Public School will participate in the Blacktown Learning Community Instructional Leadership Project, working collaboratively with other schools to drive sustainable whole-school improvement.



### 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

In 2017, through Strategic Direction 3, there was a focus on improving student leadership and increasing community involvement at Metella Road Public School through engaging parents in events, activities and workshops to drive school improvement, including refining school and community consultation. The milestones for these areas were tracked and evaluated to ensure that progress was ongoing and consistent and 100% of milestones were completed. Student leadership was highly successful, with 2017 student leaders involved in the evaluation of the School's Anti-bullying plan, as well as the drafting of the 2018–2020 School Plan. Parent workshops were held every term on a range of topics and were very well attended, with a significant increase in community involvement across all events held throughout the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of staff participating in internal and external professional learning with a focus on school leadership.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones in Strategic Direction 3.  The total funds expended was \$19 065.	The progress towards achievement measures was very good with identified staff participating in Growth Coaching to build teaching and learning capacity and develop leadership capability. In particular the Growth Coaching framework was utilised to assist teachers to develop goals through peer coaching.  The Early Action for Success Phase 2 Instructional leader undertook professional learning to lead the improvement of learning outcomes in literacy and numeracy for students in their early years of schooling. Professional observations and mentoring also provided teachers with the opportunity to focus on leadership through peer observations.  Through roles and responsibilities, all staff were provided with opportunities to lead different areas of the curriculum and extra-curricular activities across the school.
An increased percentage of roles and responsibilities undertaken by active and effective student leaders.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones in Strategic Direction 3.  The total funds expended was \$3 850.	Student leaders were given a wide range of opportunities to develop their leadership capability and have greater 'student voice' through consultation. They continued to participate in the student leadership award program; however, also joined with student leaders across the Blacktown Learning Community to participate in student leadership activities in the wider school community.
An increased percentage of parents participating in community events and forums including the Parents and Citizens Association and the Parents Auxiliary.	All initiatives undertaken to achieve this improvement measure were allocated across a range of milestones as outlined in Strategic Direction 3.  The total funds expended was \$880.	Educational and community partnerships were developed and maintained through various learning communities, parent-based initiatives and the local community. Parental and community involvement continued to increase and the biennial Spring Fete raised significantly more money than in previous years.



## Next Steps

In 2017, a 2020 Vision team was established with schools from the Blacktown Learning Community (BLC) to collaborate and support strong, strategic and effective leadership; and in 2018 Strategic Direction 3 will continue to focus on leadership excellence. Growth Coaching and growth mindset will support skill development and provide mentoring opportunities for school leaders to support the highest levels of learning. Succession planning, leadership development and workforce planning will be designed to drive whole-school improvement. The BLC Aspiring Leaders program will be revamped to include a stronger research base and the Educational Knowledge Network (Western Sydney University) will be utilised to assist with the professional development of aspiring leaders. The wider community will be able to access a wider range of workshops and will be engaged in feedback and leadership opportunities to achieve the school's educational priorities. The use of school facilities will be optimised to best meet the needs of our students and the local community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9 607	In 2017, 100% of Aboriginal students had Personalised Learning Pathways (PLPs) developed in consultation with their parent/carers to meet their individual learning needs. Student learning has improved for all Aboriginal students in all areas of NAPLAN.
<b>English language proficiency</b>	\$185 250	This funding supported the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum, scaffolding and targeted teaching and learning interventions. EAL/D teachers focused on students learning the English language in context, so that they could acquire skills relevant to each content area. This resulted in significant improvements for these students as well as an increased capacity for teachers to deliver responsive programs.
<b>Low level adjustment for disability</b>	\$186 716	This funding enabled Student Learning and Support Officers to support students with additional learning needs in class. Additionally, intensive and targeted interventions, such as Making Up Lost Time in Literacy and Rip-It-Up-Reading, were implemented to enhance student learning outcomes. A personalised approach to teaching and learning ensured that identified students enjoyed a meaningful, rigorous and dignified education.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$51 193	This funding was utilised to release executive staff members to coach, mentor and provide demonstration lessons to beginning, early-career and experienced teachers. Utilising this funding, a highly experienced K-2 executive staff member was tasked with providing interventionist support, with a focus on building teacher capacity in Targeting Early Numeracy (TEN), Language, Learning and Literacy (L3) and also one-to-one support for identified students.
<b>Socio-economic background</b>	\$45 222	Metella Road Public School utilised RAM funding to engage additional teachers to support the early intervention model and the improvement of literacy and numeracy programs to enhance student access to a wider range of curriculum experiences. Additionally, this funding was used to assist with the transformation of traditional classrooms to flexible, futures driven learning spaces.
<b>Support for beginning teachers</b>	\$8 126	Beginning teacher funding was utilised to support additional release time for teachers to work with mentors and Assistant Principals to enhance their pedagogical practices. This funding was also used to release executive staff to work with beginning teachers in their classrooms. Finally, the funding was used to support their participation in a broad range of external professional learning, vital to their development as capable and confident professional teachers.

<b>Targeted student support for refugees and new arrivals</b>	\$1 668	<p>This funding was utilised to provide additional support for refugee students. A specialist teacher was engaged and worked with both classroom teachers and students to support their development of English language and literacy skills. Resources were also purchased to support teaching and learning activities for refugee students.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	330	343	342	339
Girls	328	344	357	347

Metella Road Public School experienced a slight decline in student enrolments in 2017. During the year we continued to strengthen our links with the local community and have maintained a strong enrolment profile. Anticipated enrolments for 2018 are expected to exceed 700.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.6	93.6	94.6	95.3
1	96.7	95.4	94.7	94.4
2	97.3	94.4	96	94.7
3	96.6	94.1	95.4	95
4	97	93.8	95.5	93.6
5	96.7	94.2	94.7	95.6
6	96.3	93.6	92.5	94.3
All Years	96.9	94.2	94.8	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Regular attendance at school is essential to assist students to maximise their learning potential. Metella Road Public School highly values attendance and works in partnership with parents and carers to promote the regular attendance of all students. In 2017, the *Attendance Policy Implementation Guidelines* for staff was updated for inclusion in the A-Z Policy Implementation Tool. The policy is reviewed annually and is accessible to staff through the electronic staff information folder.

When necessary, student attendance is managed through the School's Learning and Support Team and referrals are made to the Home School Liaison Officer.

Metella Road Public School remains above the State average in terms of the attendance rate at 94.7%.

## Class sizes

Class	Total
KW	19
KT	18
KM	20
KL	19
KB	18
1_2J	22
1R	22
1L	22
1E	21
1B	22
1T	21
2N	23
2M	24
2H	24
2E	22
3H	25
3F	27
3D	26
3A	26
4J	32
4H	33
4G	33
5A	30
5_6S	29
5W	30
5T	28
6D	29
6C	31

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.96
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	0

\*Full Time Equivalent

Metella Road Public School employs all staff in line with the Department of Education's policies and processes. Currently, the Aboriginal composition of Metella Road Public School's workforce is 0%.

### 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	23

### Professional learning and teacher accreditation

All staff members participated in a wide range of professional learning activities throughout 2017 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 2017 was \$37 364 and this supported a range of whole-school professional learning initiatives such as coaching and mentoring, Focus on Reading, Targeting Early Numeracy and Early Intervention to support students in their early years of learning.

Staff also participated in a variety of professional learning areas in the following areas:

- Language, Learning and Literacy (L3)
- Growth Coaching
- English as an Additional Language or Dialect
- Science, Technology, Engineering and Mathematics (STEM)
- Assessment and feedback
- Student wellbeing
- Autism
- English
- Teaching students with reading difficulties
- Mathematics
- Music
- Personal Development, Health and Physical Education
- School gardens
- 2017 Redbank School Conference

#### Teacher Accreditation Data

- In 2017, two teachers at Metella Road Public School were working towards NSW Education Standards Authority accreditation.
- 19 teachers were maintaining accreditation at Proficient level.
- No teachers were seeking voluntary accreditation at Highly Accomplished or Lead.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	443,461
<b>Revenue</b>	5,488,081
Appropriation	5,233,415
Sale of Goods and Services	35,213
Grants and Contributions	212,133
Gain and Loss	0
Other Revenue	0
Investment Income	7,320
<b>Expenses</b>	-5,203,105
Recurrent Expenses	-5,203,105
Employee Related	-4,685,731
Operating Expenses	-517,374
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	284,976
<b>Balance Carried Forward</b>	728,437

The Metella Road Public School Finance Committee consists of the Principal, Deputy Principal, Deputy Principal – Instructional Leader, School Administration Manager and School Administration Officer. The team meets on a fortnightly basis to review the funds available, budgets and future spending. The school's financial information is reported to the community through the Parents and Citizens Association meeting annually. School teams are responsible for Key Learning Area budgets. Budgets associated with the School Plan, strategic direction milestones and key initiatives are monitored by the Finance Committee.

The available funds will be utilised in 2018 to further support student improvement. Significant school funds have been allocated to support the upgrade of the K–2 school oval – including the development of an artificial grass playing area, a sensory/nature play garden, a community BBQ area, further development of the school garden and a new long jump sandpit. Funds will also support the development of flexible learning spaces, and be used 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.



	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,437,262
Base Per Capita	106,826
Base Location	0
Other Base	4,330,436
<b>Equity Total</b>	426,795
Equity Aboriginal	9,607
Equity Socio economic	45,222
Equity Language	185,250
Equity Disability	186,716
<b>Targeted Total</b>	69,423
<b>Other Total</b>	229,675
<b>Grand Total</b>	5,163,155

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

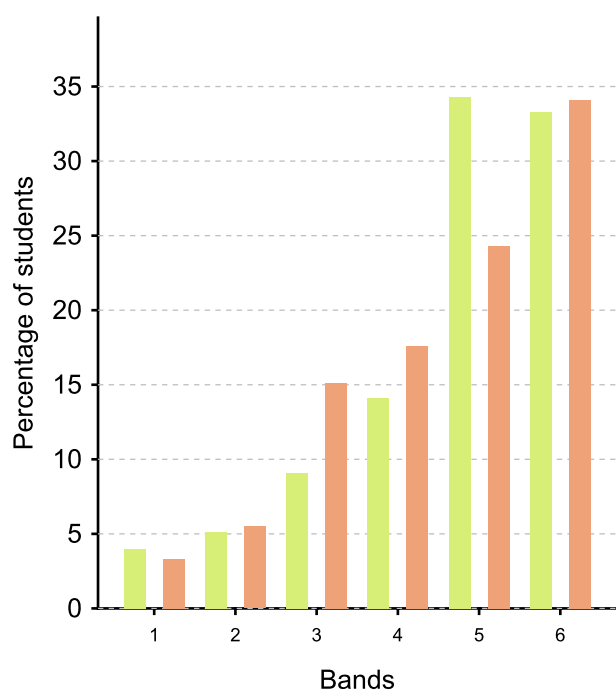
In Year 3 literacy, Metella Road Public School performed above State averages in all areas:

- Year 3 Reading – 92% of students performed at or above the national minimum standard, compared with 88.7% of State (All).
- Year 3 Writing – 99.1% of students performed at or above the national minimum standard, compared with 94% of State (All).
- Year 3 Spelling – 97.9% of students performed at or above the national minimum standard, compared with 87.9% of State (All).
- Year 3 Grammar and Punctuation – 90.8% of students performed at or above the national minimum standard, compared with 87.1% of State (All).

In Year 5 literacy, Metella Road Public School also performed above State averages in all areas:

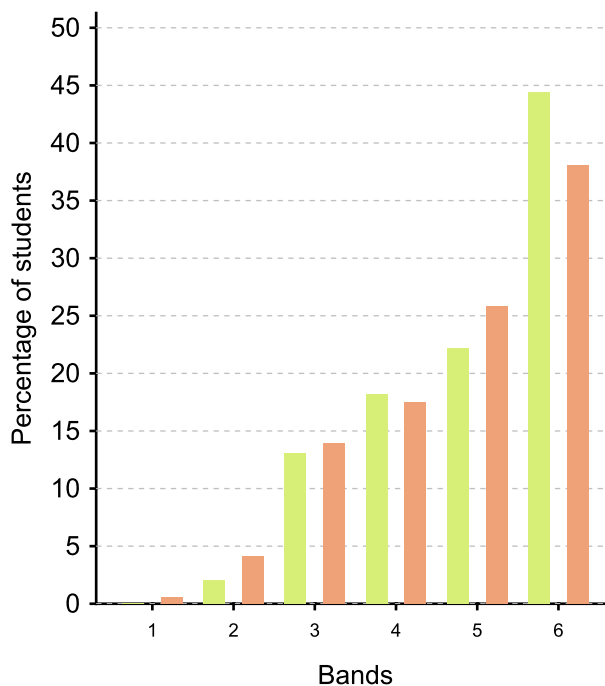
- Year 5 Reading – 87% of students performed at or above the national minimum standard, compared with 82.8% of State (All).
- Year 5 Writing – 92.4% of students performed at or above the national minimum standard, compared with 84.1% of State (All).
- Year 5 Spelling – 94.5% of students performed at or above the national minimum standard, compared with 87% of State (All).
- Year 5 Grammar and Punctuation – 81.5% of students performed at or above the national minimum standard, compared with 77.9% of State (All).

**Percentage in bands:**  
Year 3 Grammar & Punctuation



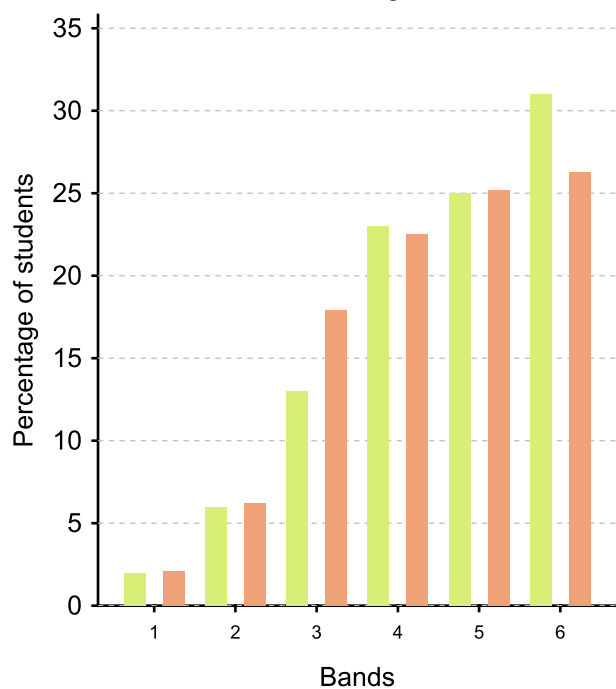
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



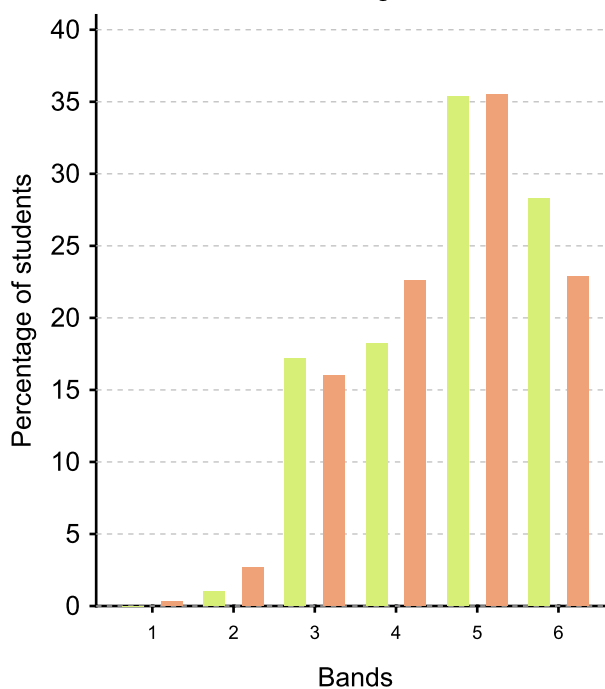
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



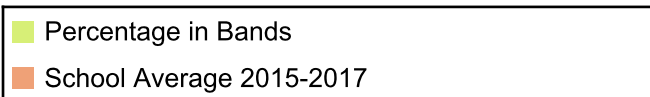
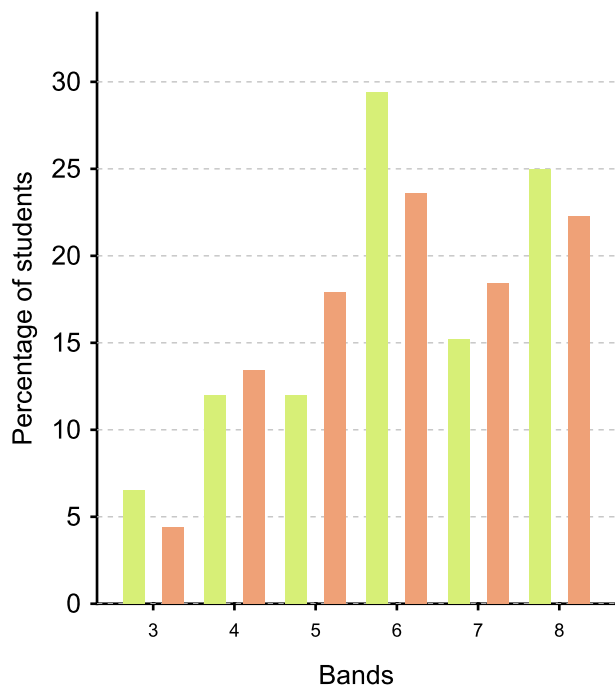
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

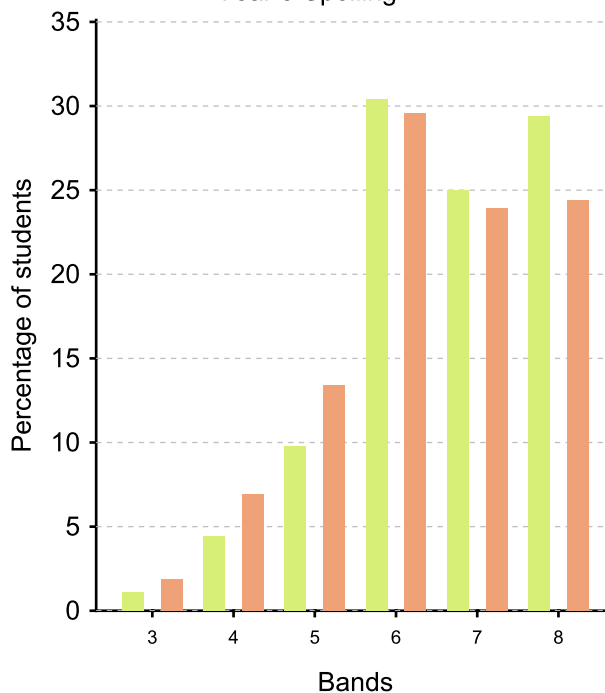


Percentage in Bands  
School Average 2015-2017

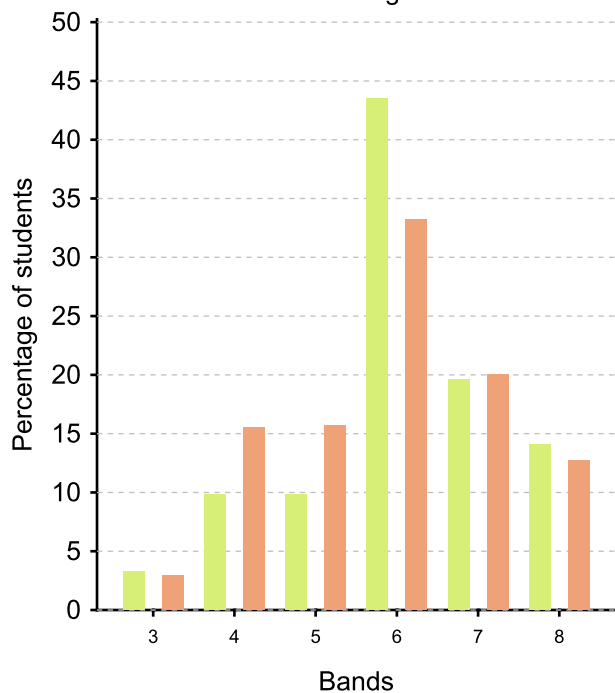
**Percentage in bands:**  
Year 5 Grammar & Punctuation



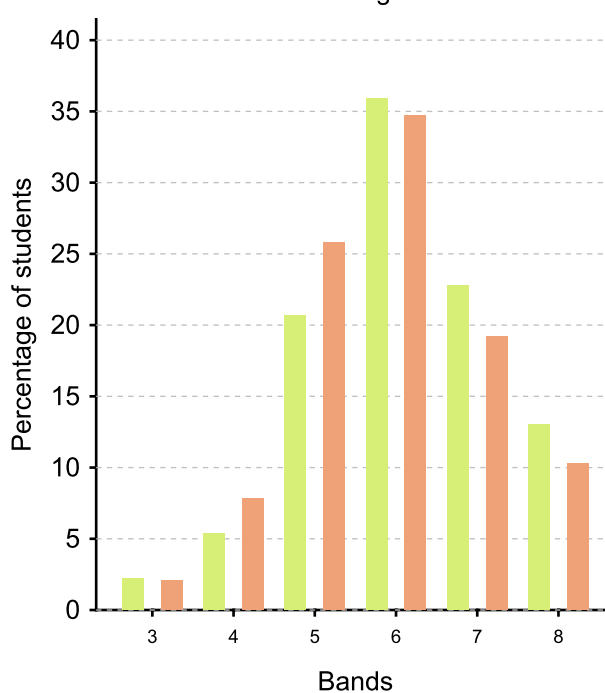
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In numeracy, Metella Road Public School performed above State levels in both Year 3 and Year 5.

- Year 3 Numeracy – 91% of students performed at or above the national minimum standard, compared with 87.5% of State (All).
- Year 5 Numeracy – 89.2% of students performed at or above the national minimum standard,

compared with 85.4% of State (All).

In data, measurement, space and geometry, Metella Road Public School also performed above State levels in both Years 3 and 5.

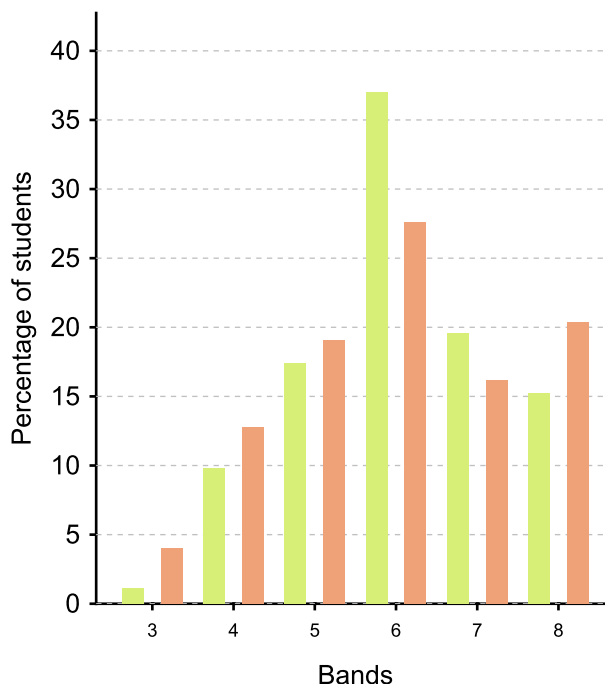
- Year 3 Data, Measurement, Space and Geometry – 89.9% of students performed at or above the national minimum standard, compared with 86.5% of State (All).
- Year 5 Data, Measurement, Space and Geometry – 90.3% of students performed at or above the national minimum standard, compared with 84.7% of State (All).

In number, patterns and algebra, Metella Road Public School also performed above State levels in both Years 3 and 5.

- Year 3 Number, Patterns and Algebra – 92.9% of students performed at or above the national minimum standard, compared with 88.5% of State (All).
- Year 5 Number, Patterns and Algebra – 84.8% of students performed at or above the national minimum standard, compared with 81.8% of State (All).

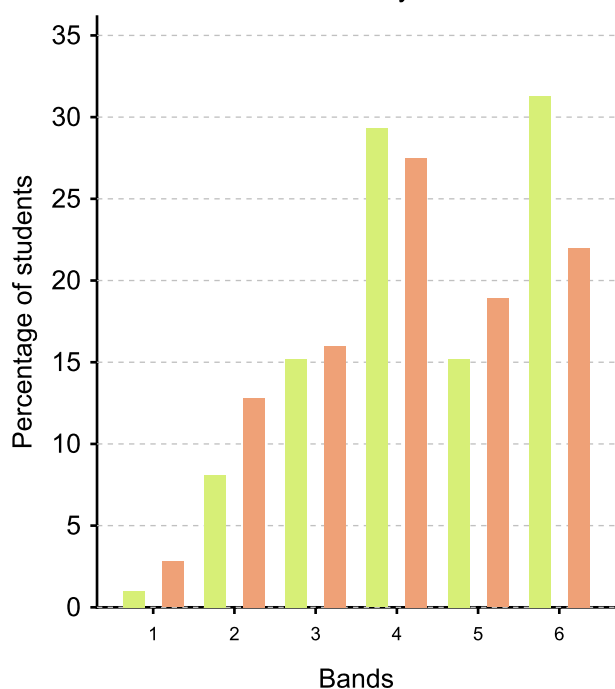
### Percentage in bands:

#### Year 5 Numeracy



### Percentage in bands:

#### Year 3 Numeracy



- Percentage in Bands
- School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, Metella Road Public School is committed to increasing the proportion of students achieving in the top two bands of NAPLAN by 2019. Since 2011, Metella Road Public School has steadily increased the proportion of students achieving at proficiency level.

#### Year 3

- Reading – an increase of 5%
- Writing – an increase of 3%
- Spelling – an increase of 10%
- Grammar and Punctuation – an increase of 12%
- Numeracy – an increase of 10%

#### Year 5

- Reading – an increase of 17%
- Writing – an increase of 7%
- Spelling – an increase of 14%
- Grammar and Punctuation – an increase of 3%
- Numeracy – an increase of 13%

In terms of State averages, in 2017 Metella Road Public School achieved the following results:

#### Year 3

- Reading – 56% of students in the top two bands, compared with 51% of State.
- Writing – 63.7% of students in the top two bands, compared with 53.2% of State.
- Spelling – 66.6% of students in the top two bands, compared with 52.7% of State.

- Grammar and Punctuation – 67.6% of students in the top two bands, compared with 62% of State.
- Numeracy – 46.5% of students in the top two bands, compared with 43.3% of State.

#### Year 5

- Reading – 33.7% of students in the top two bands, compared with 39.7% of State.
- Writing – 35.8% of students in the top two bands, compared with 18.1% of State.
- Spelling – 54.3% of students in the top two bands, compared with 38.2% of State.
- Grammar and Punctuation – 40.2% of students in the top two bands, compared with 36.2% of State.
- Numeracy – 34.8% of students in the top two bands, compared with 32.5% of State.

## Parent/caregiver, student, teacher satisfaction

In 2017, Metella Road Public School sought the opinion of students, parent/carers and teachers about the school to support informed decision making. *Tell Them From Me* student surveys, as well as the *Partners in Learning* parent survey and the *Focus on Learning* teacher surveys were utilised to guide school planning and help to identify school improvement measures.

### Findings and Conclusions – Student Outcomes and School Climate: Student Surveys

- 86% of our students participate in school sports compared with 83% NSW Government norm.
- 88% of our students have positive relationships and friends they can trust who encourage them to make positive choices compared with 85% NSW Government norm.
- 87% of our students do not get in trouble at school for disruptive or inappropriate behaviour compared with 83% NSW Government norm.

In terms of student outcome drivers, Metella Road Public School performed better than the NSW Government norm in terms of effective use of learning time and relevance of content and outcomes to students' everyday lives. Our students also feel that classroom instruction is well-organised, with clear purpose and immediate feedback that helps them to learn. Some areas of improvement were identified and a focus for Metella Road Public School in 2018 will be to ensure that students feel challenged and more confident in English and Mathematics.

### Findings and Conclusions – Partners in Learning: Parent Survey

The response to the *Partners in Learning* survey was low compared with the utilisation of paper surveys in 2016. Parents/carers at Metella Road Public School respond more readily to paper-based surveys than on-line formats, and this has been observed over a number of years. In 2018, Metella Road Public School will need to use a combination of surveys to achieve a more accurate result. Nevertheless the following results were obtained:

- Compared with the NSW Government norm, parents/carers feel more welcome and informed at our school.
- Parents/carers encourage their children to do well at school and support learning at home.
- Parents/carers feel that the teachers have high expectations for the students and expect students to work hard.
- Parents/carers feel that the school supports positive behaviour and help students who require additional support.

Some areas for improvement were also identified and these will also provide a focus for 2018. Notably, Metella Road Public School will provide greater information regarding the student's social and emotional development, and work with parents to assist them to better understand and work together to prevent bullying.

## Findings and Conclusions – Focus on Learning: Teacher Survey

The results from this survey were very pleasing with the majority of teachers participating. In 92% of all areas, Metella Road Public School performed well above the NSW Government norm; with only one area, technology, performing slightly below the NSW Government norm.

A ten–point scale was utilised to show strong agreement and disagreement, with a score of 10 indicating strong agreement. The results were as follows:

- In terms of leadership, Metella Road Public School had a result of 8.1 compared with 7.1 (NSW Government norm).
- In terms of collaboration, Metella Road Public School had a result of 8.4 compared with 7.8 (NSW Government norm).
- In terms of learning culture, Metella Road Public School had a result of 8.6 compared with 8.0 (NSW Government norm).
- In terms of data informs practice, Metella Road Public School had a result of 8.5 compared with 7.8 (NSW Government norm).

Technology is an area that requires further investigation and review. Although Metella Road Public School only scored slightly below the NSW Government norm, one specific area that requires a reinvigorated approach is students using computers to track progress towards their goals.

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

## Policy requirements

### Aboriginal education

At Metella Road Public School, classroom teachers integrate Aboriginal perspectives and indigenous content into stage programs. Indigenous perspectives are also incorporated in the culture and activities of the whole school, through incursions, excursions and special days such as *Sorry Day* and *NAIDOC Week*.

Each semester, students of Aboriginal background have Personalised Learning Pathways (PLPs) created in consultation with their parents and classroom teacher. Learning goals are set according to the needs of each student and are reviewed at the end of the year. Students are encouraged and assisted to achieve their individual learning plan goals.

Aboriginal students participated in a learning visit to *Scenic World Blue Mountains*, providing links with Aboriginal perspectives, Geography and History.

A performance was organised in June 2017 to give all students the opportunity to develop their understanding of Aboriginal people and culture. *Didjeribone Spectacular* was an entertaining and educational exploration through Aboriginal art and music.



## Multicultural and anti-racism education

At Metella Road Public School we pride ourselves on ensuring inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity.

The school community enjoys a high percentage of families from a language background other than English. We have students from over forty-five different cultures.

In 2017 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.

All teachers used culturally and linguistically inclusive strategies that supported English as an Additional Language / Dialect (EAL/D) learners to participate in classroom activities. These strategies included encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment. EAL/D learners were always encouraged and supported to participate in all aspects of school life.

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. EAL/D teachers were utilised and provided intensive support. To ensure effective EAL/D student support, our school determined the most suitable organisational arrangements to meet the varying needs of EAL/D students in the school context. Direct, Collaborative and Resource EAL/D teaching modes of delivery were utilised to support the English language needs of our students.

The English language and literacy competence of EAL/D students was assessed against the *EAL/D Learning Progression* and the *ESL Scales*. Teachers at Metella Road Public School assessed EAL/D learners' needs and mapped data against the continuums, which describe language and literacy skills in oral interaction, reading & responding and writing. This information was used for planning, programming and reporting to parents. Parents were provided with reports that outlined student's progress in learning English as an additional language. EAL/D students' achievement in English language was reported to parents using the *ESL Reporting Scale 1–6*.

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.

All staff at Metella Road Public School created and maintained non-racist, non-discriminatory learning environments that were both culturally and linguistically inclusive. We implemented policies in line with anti-racism, anti-discrimination and human rights legislation and all staff supported this by modelling and advocating non-racist and inclusive behaviour.