

# Metella Road Public School

## Annual Report



2018



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## Introduction

The Annual Report for 2018 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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## School background

### School vision statement

Metella Road Public School's vision is to provide its students with opportunities to pursue academic and personal excellence in a nurturing, community environment.

### School context

Metella Road Public School is a vibrant learning community in the Bungarribee School Education area, approximately 30 kilometres from Sydney. With an enrolment of approximately 710 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.

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, encouraging students to pursue academic and personal excellence. Learning is supported by futures driven learning principles, that are deeply engaging and academically rigorous, developing the skills, knowledge and dispositions students need.

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 wider community, including an international school in Shanghai. 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 students. Metella Road Public School is part 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning our on-balance judgement was *Sustaining and Growing*. As demonstrated across all evidence sets, MRPS is strongly focused on learning, the building of educational aspiration and ongoing performance improvement. Overwhelmingly, our self-assessment indicated that we are excelling in terms of high expectations. Additionally, our curriculum provision and teaching and learning programs demonstrate an integrated approach to quality teaching, curriculum planning and delivery that promotes learning excellence and responsiveness in meeting the needs of all students. The collection of data to support and inform quality teaching and learning programs, and high quality pedagogical practices continue to strengthen learning experiences for our students, helping them to develop foundation skills in literacy and numeracy and strong content knowledge across all areas of the curriculum. Our 2018–2020 School Plan articulates our continued pursuit of excellence to challenge students and engage them in rich learning experiences, promoting learning excellence to ensure they connect, succeed, thrive and learn. We are proud of our approach to student learning, particularly as we embark on working with our students to monitor and review their individual learning goals, identify their next steps of learning and set goals that are more challenging. An area of continued discussion is student performance measures that indicates there is a need to increase the percentage of students achieving in the top two bands of NAPLAN; and to improve on value-added data and student growth results in English and numeracy as evidenced through SCOUT and NAPLAN data. Moderation activities to assist with Consistent Teacher Judgement (CTJ) will ensure that internal data and assessment shows that student progress and improvement is consistent with external measures.

In the domain of Teaching our on–balance judgement in this domain was *Sustaining and Growing*. Across a range of evidence sets it was apparent that staff are committed to identifying, understanding and implementing the most effective teaching methods. Evidence–based teaching strategies, such as L3, TEN and research–based quality literacy programs are responsive to student need and are embedded school–wide to optimise learning for all students. Metella Road Public School is particularly proud of the Interventionist Support Programs that have been executed across both K–2 and 3–6 to meet the individual learning needs of students who require additional support. Through these programs, Metella Road Public School has also been able to build the capacity of teaching and non–teaching staff (such as SLSOs) to implement programs such as Multi–Lit and Rip–It–Up–Reading. In terms of the learning and development of staff, Metella Road Public School has explicit systems for collaborative practice and feedback to sustain quality teaching practice. We also have strong systems and processes in place to support professional development through the Performance and Development Framework. Although our data skills and use was identified as excelling, staff discussion focused around our 2018–2020 School Plan and the need for students and teachers to regularly reference explicit learning progressions and demonstrate performance benchmarks for students. Additionally, there is a need to refine how teachers evaluate the effectiveness of their teaching practices, in particular, the analysis of student engagement, learning growth and outcomes, to plan for the ongoing improvement of all students.

In the domain of Leading our on–balance judgement was determined to be *Excelling*. To ensure accuracy, we questioned and challenged existing practices; with an understanding that there is always more to learn and that we must continually work to improve our processes and impact. Across all elements of this domain, it was evident that strong, strategic and effective leadership supports a culture of high expectations and community engagement, resulting in sustained and measureable whole–school improvement. The evidence sets clearly demonstrated that our management practices and processes, service delivery and community satisfaction are excelling; and that the administrative systems and processes in place, underpin school improvement and the professional effectiveness of all school members. Likewise, school planning, implementation and reporting were overwhelmingly defined as excelling with our School Plan at the core of continuous improvement efforts. Our role within the Blacktown Learning Community is one area of which we are particularly proud. This year has seen the commencement of Growth Coaching with an overarching goal to cultivate high collective teacher efficacy. The Practice Changing Practice initiative has been designed and led by senior executive at Metella Road Public School in collaboration with Western Sydney University. This will eventually see sustainable, long term benefits for professional learning across the school, whereby all teachers integrate action research into their everyday practice to drive on–going school improvement and increase student learning outcomes. Nevertheless, there are areas within the Leading domain that were the focus of discussion when completing our self–assessment. There is a need to maintain a focus on distributed instructional leadership and increase the leadership capacity of aspiring leaders and staff across the school. Additionally, the use of technology resources needs to be further developed to support learning and engagement through expert integration into lessons by teachers.

The External Validation process confirmed that the progress and impact of our School Plan, and associated milestones, aligns with the expectations articulated in the School Excellence Framework V2. The evidence gathered and analysed through the External Validation process will help to inform the 2018–2020 School Plan and milestones over the next two years. Metella Road Public School will continue to use and refine evaluative thinking as a disciplined approach to inquiry and reflective practice, to make sound on–balance judgements using good evidence. We will continue to work with all stakeholders to strengthen evaluative practice in our school, using the four disciplines:

1. Suspending judgement
2. Asking important questions
3. Using existing evidence well
4. Strengthening our evidence base.

To increase our staff's ability to use evidence well, the leadership team will build the capacity of teachers to utilise SCOUT reports (such as Value–Added, Student Growth and The Premiers Priorities) to drive planning and resource allocation. School improvement measures and our evaluation plan (as documented in the 2018–2020 School Plan) will be monitored and adjusted accordingly to ensure that they support continuous improvement. Additionally, there will be a focus on planning the nature and timing of information gathering, to assist with on–going evaluation and inform decision making. Systematic economic evaluation will also be integrated into our processes and practices. Finally, we will continue to work with the wider school community to ensure that we are delivering anticipated benefits and improving our service delivery. External Validation has aided Metella Road Public School to identify challenges, gain feedback, adjust practice and respond to individual student learning needs and the needs of the community. It has played an integral role in developing the school's capacity to use evidence to inform decision making. Our submission showcases our enduring work and highlights our next steps.

Our self–assessment and the external validation 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

#### Purpose

To challenge students and engage them in rich learning experiences, promoting learning excellence to ensure they connect, succeed, thrive and learn.

#### Overall summary of progress

Strategic Direction 1 articulated three processes to drive excellence in student learning. These processes included the utilisation of effective practices to achieve high value-added results, an integrated approach to student well-being and a focus on learning that promotes high levels of student engagement. Mid and end-term milestones were monitored through executive meetings to ensure that the school remained on-track to meeting identified targets and achieving progress towards improvement measures. 95% of milestones were achieved. Students engaged in a whole-school physical education and sporting program to develop a range of learning attributes including self-determination, optimism, collaboration, problem-solving skills and mental "toughness". Students across all stages were also engaged in outdoor and innovative learning experiences through their participation in the school garden. STEM was also a strong focus, with Metella Road Public School again participating in the Blacktown Learning Community STEAM challenge. Extensive data gathering and analysis relating to student well-being was undertaken, and this information was used to drive well-being initiatives. Student goal-setting and evaluation of learning goals was achieved in all classes across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving in the top two bands for NAPLAN reading, writing and numeracy.	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 \$60,200	Metella Road Public School improved results in the top two bands in reading and numeracy with an increase of 4.13% to 47.21% since 2017. This is particularly pleasing given that 2018 was our first year of participation in NAPLAN online. Writing results continue to remain above State average.
The school continually improves on its value-added results in English and numeracy as evidenced through Scout and NAPLAN data.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 1.	SCOUT data showed that our value-added results have increased from delivering to excelling in the last twelve months (Years 3–5, Years 5–7) Value-added results for K–3 are also continuing to improve.
School data shows that student progress and achievement on external measures is consistent with strong student progress and achievement on internal measures.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 1.	Our school-based data is consistent with student progress. Teachers continue to work collaboratively to ensure consistent teacher judgement through the analysis of internal assessment data.

#### Next Steps

In 2019, Strategic Direction 1 will continue to promote excellence in learning. The school will continue to engage students in a whole-school specialist physical education program to address their well-being and engagement through a diverse range of activities. Our teaching staff will benefit from additional release time to work with their professional learning networks. The social/emotional learning program *Bounce Back* will be implemented across the school and will be aligned with the new Personal Development, Health and Physical Education syllabus which becomes mandatory in 2020. Additionally, the interventionist support program will focus on addressing needs in Year 3 to ensure that the school effectively addresses the transition between Year 2 and Year 3, and continues to work towards improved value-added results.



## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To create a shared responsibility for student improvement and contribute to a transparent learning culture using evidence based and innovative teaching practices.

#### Overall summary of progress

Strategic Direction 2 articulated three processes to drive excellence in teaching. These processes included a whole-school approach to utilising feedback effectively, drawing on research to develop and implement innovative teaching and learning practices and implementing visible learning progressions within classrooms to show students how to achieve success and continually improve. Mid and end-term milestones were monitored through executive meetings to ensure that the school remained on-track to meeting identified targets and achieving progress towards improvement measures. 94% of milestones were achieved. Students across all classes established and reviewed learning goals with their teachers. Goals were recorded and teachers worked with students to discuss 'where to next'. The PDP process was refined and professional learning for all staff focused on using and evaluating research-based practices to meet the needs of students. Professional learning also included the use of 'visible' learning progressions within classrooms and 'walls that talk' to provide students with exemplar work samples.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers utilise student feedback to provide continuous improvement for all students.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 2.  The total funds expended was \$102,330	Teachers sought feedback from students to facilitate lessons that were responsive to need. This use of feedback ensured continuous improvement for all students and is reflected in NAPLAN results and school-based data.
All students cooperatively develop, and analyse and articulate learning goals to pursue high levels of achievement.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 2.	All teachers worked with students to set and evaluate learning goals. Goals were individual and high expectations were articulated. Students were well engaged in the learning progress and took responsibility for their learning.
All teachers display and regularly reference to students explicit learning progressions in classrooms to demonstrate performance benchmarks for students.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 2.	Work samples were displayed in all classrooms for students to reference when completing their work. Work samples showed the progression of learning and performance benchmarks. Using exemplars ensured students were aware of expectations and had a clear understanding of requirements.

#### Next Steps

In 2019, Strategic Direction 2 will continue to promote excellence in teaching. The school will continue to implement a whole-school approach for feedback; however, will develop the students' capability to use computers or other interactive technology to track progress towards their learning goals. Teachers will use additional release time to analyse teaching and learning programs to ensure they are highly effective and rigorous, and meet NSW Education Standards requirements. Consistent teacher judgement will be a strong area of focus, with work samples across the A-E grading scale used by teachers to develop student marking rubrics.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and shared sense of responsibility for whole-school improvement.

#### Overall summary of progress

Strategic Direction 3 articulated three processes to drive excellence in leading. These processes included developing the leadership capacity across the school through the introduction of the Coaching Accreditation Program (CAP) program, working in collaboration with Western Sydney University to establish a pilot action research program (Practice Changing Practice) across the Blacktown Learning Community (BLC) and engaging the school community more fully in school decision making processes, professional learning and community events. Mid and end-term milestones were monitored through executive meetings to ensure that the school remained on-track to meeting identified targets and achieving progress towards improvement measures. 100% of milestones were achieved. All initiatives within Strategic Direction 3 were highly successful, having an impact across the school and wider community. Professional learning networks established and maintained with Western Sydney University and the BLC have ensured continued improvement of educational leadership and teaching practices 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
An increase in the number of parents and carers actively engaged in and supporting the school's educational priorities through meaningful school partnerships (from 2017 baseline data).	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 3.  The total funds expended was \$28,720	Educational and community partnerships were developed and maintained through various learning communities, parent-based initiatives and the local community. Parental/carer engagement in the school's educational priorities was shown through results from Tell Them From Me Parent Surveys and internal school surveys.
Increased leadership capacity of aspiring leaders and of current executive through the BLC Aspiring Leaders Program, Growth Coaching and growth mindset, using the AITSL Leadership Profiles and Principal Standard.	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 3.	The BLC Aspiring Leaders program underwent a transformation and is now known as Practice Changing Practice. This highly successful program will be launched on a larger scale in 2019. Growth coaching exceeded expectations with the majority of executive staff across a number of schools using coaching conversations to develop the leadership capacity of staff.
An increased percentage of parents/carers attending community events (from 2017 baseline data).	All initiatives undertaken to achieve this improvement measure were allocated across a number of milestones as outlined in Strategic Direction 3.	School-based data shows an increase of parents/carers attending community events.

#### Next Steps

In 2019, Strategic Direction 3 will continue to promote excellence in leading. Led by Metella Road Public School, schools across three operational networks will launch a major action research initiative with Western Sydney University to:

- Develop a depth of high quality leadership practices that are contextualised to schools.
- Develop a community of practice and strengthen collegial support for school leaders.
- Cultivate an ongoing partnership with Western Sydney University.
- Allow research evaluation to be undertaken by Western Sydney University and disseminated to the Department to

drive systemic improvement.

Additionally, the school will increase its focus on Aboriginal education and student engagement through new initiatives, and work to develop a coaching and leadership approach for all staff with strong emphasis on teachers providing effective feedback to each other.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9865	Metella Road Public School maintained meaningful partnerships with our Aboriginal community through consultation and development of Personalised Learning Pathways to meet the individual learning needs of our Aboriginal students. SLSOs worked one-to-one with our students to support their achievement of outcomes.
<b>English language proficiency</b>	\$187, 403 (including FTE 1.8)	This funding supported the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum, scaffolding, targeted teaching and interventions (including small group support). EAL/D teachers focused on students learning the English language in context, so that they could acquire the 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>	\$114, 524 (including FTE 1.1)	This funding enabled Student Learning and Support Officers to support students with additional learning needs in class. Intensive, targeted interventions, such as Making Up Lost Time in Literacy, Rip-It-Up Reading and QuickSmart (Numeracy) were implemented to enhance student learning outcomes. A student wellbeing officer was also utilised to provide one-to-one support and small group interventions, such as social skills programs. This personalised approach to teaching and learning ensured that all students enjoyed a meaningful, rigorous and dignified education.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$123, 790 (including FTE 1.189)	This funding was utilised to release executive staff members to coach, mentor and provide demonstration lessons to beginning, early-career and experienced teachers. Additionally this funding was utilised to support an interventionist support program across the school with a focus on improving literacy and comprehension.
<b>Socio-economic background</b>	\$41, 504	Metella Road Public School utilised RAM funding to subsidise the Sport in Schools Australia (SISA) for students. This enabled teachers to work collaboratively in stage teams to develop, implement and evaluate a wide-range of teaching and learning practices to meet the physical, social and intellectual development of students. Through the Physical Education and Health areas of the curriculum, SISA also enabled the school to create an environment that promoted higher levels of student engagement.
<b>Support for beginning teachers</b>	\$27, 572.00	Beginning teacher funding was used to support additional release time for teachers to work with mentors and assistant principals to enhance their pedagogical practices. This funding was used to release executive staff to work with beginning teachers in their classrooms and included demonstration lessons and team teaching. This funding was

<b>Support for beginning teachers</b>	\$27, 572.00	also utilised to support their participation in a broad range of professional learning opportunities that aligned with their PDP goals.
<b>Targeted student support for refugees and new arrivals</b>	\$1644	This funding was utilised to provide additional support for refugee students. A teacher was engaged to work both with students and classroom teachers to support the development of English language skills for refugee students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	343	342	339	358
Girls	344	357	347	352

Metella Road Public School experienced an increase in enrolments in 2018. During the year we continued to strengthen our links with the local community and have maintained a strong enrolment profile. Anticipated enrolments for 2019 are expected to exceed 710.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	94.6	95.3	94.3
1	95.4	94.7	94.4	94.5
2	94.4	96	94.7	95.2
3	94.1	95.4	95	95.2
4	93.8	95.5	93.6	95.1
5	94.2	94.7	95.6	94.6
6	93.6	92.5	94.3	94.5
All Years	94.2	94.8	94.7	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 regular attendance of all students.

Student attendance and partial attendance is recorded daily. Teachers monitor attendance concerns and notes

are sent home when necessary.

In 2018, the *Attendance Policy Implementation Guidelines* for staff was updated and reviewed. This document is accessible to staff through the electronic staff information folder. Information regarding attendance requirements is disseminated to parents and carers through the newsletter and other communication channels.

Student attendance is also monitored through the Learning and Support Team and referrals are made, when necessary, to the Home School Liaison Officer with whom the Deputy Principal meets fortnightly.

Metella Road Public School remains above the State average in terms of the attendance rate at 94.8%.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.65
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.47

\*Full Time Equivalent

Metella Road Public School employs all staff in accordance 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	24

## Professional learning and teacher accreditation

### Teacher Accreditation Data

- In 2018, two teachers at Metella Road Public School were working towards NSW Education Standards Authority accreditation.
- 41 teachers were maintaining accreditation at Proficient Level.
- No teachers were seeking voluntary accreditation at Highly Accomplished or Lead.

### Professional Learning

All staff members participated in a wide range of professional learning activities throughout 2018 to support the school's priorities and the achievement of professional and individual goals as articulated through their Performance and Development Plans (PDPs). The school's total expenditure on professional learning was \$39 829.00 and this funding supported a range of initiatives including Focus on Reading, Early Action for Success and Interventionist support to enhance literacy and numeracy achievement across the school. The school also provided extensive professional learning for School Learning and Support Officers (SLSOs) to support the implementation of QuickSmart Numeracy.

Professional learning was undertaken in the following areas:

- Language, Literacy and Learning (L3).
- Effective practices in high growth schools.
- External validation.
- Science, Technology, Engineering, Maths (STEM).
- NESA registration.
- Futures driven practices.
- Growth mindset.
- English
- Teaching students from a refugee background.
- Learning progressions.
- Numeracy
- Student wellbeing
- Positive Behaviour for Learning
- Leadership practices

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	728,437
<b>Revenue</b>	6,055,381
Appropriation	5,644,806
Sale of Goods and Services	31,678
Grants and Contributions	369,778
Gain and Loss	0
Other Revenue	100
Investment Income	9,019
<b>Expenses</b>	-5,547,035
Recurrent Expenses	-5,547,035
Employee Related	-4,946,363
Operating Expenses	-600,672
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	508,346
<b>Balance Carried Forward</b>	1,236,782

The Metella Road Public School Finance Committee consists of the Principal, Deputy Principals, School Administration Manager and School Administration Officer. The team meets fortnightly to review available funds, budgets, human resources, future spending and initiatives. 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 are aligned with the School Plan and associated annual milestones, and key initiatives.

The available funds will be utilised in 2019 to support the continuing improvement of student learning outcomes. This includes the upgrade of all grass playing fields (new turf and irrigation), further development of the school garden and seating to provide an outdoor learning space, the installation of artificial grass, technology and robotics to support Science, Technology, Engineering, Maths (STEM), technology upgrades, the further development of flexible learning spaces and upgrade to facilities such as the cricket nets and basketball court. The school will fully fund the Sport in Schools Australia (SISA) initiative to provide teachers with additional release time to

support professional learning.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,683,832
Base Per Capita	132,651
Base Location	0
Other Base	4,551,181
<b>Equity Total</b>	455,548
Equity Aboriginal	9,865
Equity Socio economic	41,504
Equity Language	222,623
Equity Disability	181,556
<b>Targeted Total</b>	32,137
<b>Other Total</b>	307,630
<b>Grand Total</b>	5,479,149

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. In 2018, Metella Road Public School moved to the online testing environment. Given this was the first time that our students used this format, we are extremely pleased with our results, showing continued growth and increased performance in terms of students achieving in the top two bands of NAPLAN.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any

comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

- School score: 441.4
- State score: 428.70

#### Year 3 Writing

- School score: 442.5
- State score: 407.85

#### Year 3 Spelling

- School score: 450.5
- State score: 420.38

#### Year 3 Grammar and Punctuation

- School score: 456.5
- State score: 428.21

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

#### Year 5 Reading

- School score: 507.7
- State score: 502.67

#### Year 5 Writing

- School score: 487.7
- State score: 463.58

#### Year 5 Spelling

- School score: 517.5
- State score: 503.77

#### Year 5 Grammar and Punctuation

- School score: 508.8
- State score: 500.88

In Numeracy, Metella Road Public School has performed above State levels in both Year 3 and Year 5. In Year 3, the school score was 435.0 compared with the State score of 406.07. In Year 5, the school score was 499.4 compared with the State score of 493.70.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled



scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Metella Road Public School has steadily improved results for the past three years. In 2015, our average percentage of students achieving in the top two bands for Reading and Numeracy was 39.35%, this has grown every year and in 2018 has increased to 47.2%. Metella Road Public School will continue to maintain a strong focus in these areas.

## Parent/caregiver, student, teacher satisfaction

Metella Road Public School sought the opinion of students, parents/carers and teachers about school performance 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.

### Student Outcomes and School Climate: Student Survey

Student survey data was pleasing with students responding positively across all areas surveyed. In particular students reported positive behaviour at school with 87% of students stating that they do not engage in disruptive or inappropriate behaviour. The data collected is supported by internal data measures (Positive Behaviour for Learning and well-being data) that confirms behaviour at Metella Road Public School is overwhelmingly positive. Students also feel that class time is used effectively and classroom instruction is relevant to their everyday lives.

### Partners in Learning: Parent Survey

Parent survey data was very pleasing with parents responding above the NSW Government Norm in all areas surveyed. Parents at Metella Road Public School feel welcomed, are well informed, support their children at home and encourage them to do well. Parents also believe that the school supports student learning and positive behaviour. Parents also reported that the school provides a safe and inclusive learning environment.

### Focus on Learning: Teacher Survey

Data from teachers was also very pleasing, indicating that Metella Road Public School is above the NSW Government Norm in most areas of the eight drivers of student learning. The Focus on Learning survey indicated that teachers feel supported by the school leadership team who have provided guidance for monitoring student progress and work collaboratively with staff to create a safe and orderly school

environment. Teachers use data to inform practice and provide students with feedback on how to improve their performance, bringing them closer to achieving their goals. One area that will continue to be a focus in 2019 is working with students to use computers or other interactive technology to help them to track their goals.



## Policy requirements

### Aboriginal education

Aboriginal perspectives are incorporated in the teaching and learning activities of the whole school and within Stage Key Learning Area programs. Indigenous culture is reflected in the initiatives of the school, through incursions, excursions and special days such as Sorry Day and NAIDOC Week.

Each semester, students of Aboriginal background have Personal Learning Pathways (PLPs) created in consultation with their parents and classroom teacher. Learning targets are identified in Term 1 and reviewed later in Term 3. Students of Aboriginal descent have ongoing encouragement and assistance to achieve their identified targets. Special funding is used to provide learning support in the classroom to students of Aboriginal background.

A NAIDOC week performance by Troy Allen, *Wadjiny*, combined song, music, artefacts and dance to build knowledge and awareness. Through this incursion our students gained a deeper understanding of Indigenous culture.

### 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 forty-nine different cultures.

In 2018 Metella Road Public School actively involved 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. 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.

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 and promoted 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 students' 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 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.

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.