

2021 Annual Report

Metella Road Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Metella Road Public School recognises that education has the power to transform lives. Teachers, students and our community work in partnership to cultivate life-long learners who realise their potential. We are dedicated to amplifying student voice and collectively improving educational outcomes by developing creative, flexible, and resilient learners. We are driven to provide all students with high quality education to develop strong literacy and numeracy skills and acquire deep knowledge across all curriculum areas in a culture of high expectations.

School context

Metella Road Public School is a vibrant learning community in the Bungarribee network, and is located approximately 30 kilometres from Sydney. With an enrolment of 706 students, including approximately 73% of students from a non-English speaking background and 1% of students from an Aboriginal and Torres Strait Islander background. The school consists of 29 mainstream classes. A high-quality learning environment is provided by a highly qualified and dedicated staff comprising of a dynamic mix of highly experienced and early career teachers. The staff and school community take pride in the breadth of educational opportunities provided which include extensive academic programs, provision for high potential and gifted students and extracurricular programs. Our staff is committed to delivering quality teaching in a nurturing environment to meet the diverse needs of our students. Metella Road Public School is a futures driven school, supporting teaching philosophies that mirror current and emerging technologies and educational practices. The school and broader community are both supportive and proud of ensuring students fulfil the school motto, "Aim High." A strong partnership exists between the school and the wider community, including the Blacktown Learning Community, Western Sydney University, Nurrungingy Aboriginal Education Consultative Group and local cultural groups.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data and feedback to differentiate the curriculum.

Student growth and attainment

When analysis was conducted against student outcome measures it was evident that data literacy needs to be a priority to inform curriculum provision for reading and numeracy, which will be underpinned by the evidence base provided by *What works best: 2020 update*. A strategic focus on numeracy commenced in 2020 with instructional leadership and targeted professional learning to build the capacity of staff with an emphasis on number sense. This strategic direction will continue to focus on both reading and numeracy using system-negotiated and school targets to drive improvement measures. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. High impact professional learning will become a fundamental focus.

High performance culture

When analysing demographic information, as well as parent and student survey data, it was evident that parents/carers have high aspirations for their children. Our value added data also reveals that a strong focus on maintaining student growth over time is required. *School Excellence Framework Version 2* self-assessment also indicated that we need to establish effective partnerships with parents and students to build a culture of high expectations and ongoing performance improvement. The percentage of students from a Language Background Other Than English (LBOTE) has increased from 68% to 73% in the last four years, with 59% of students who have English as an Additional Language or Dialect (EAL/D). This strategic direction will focus on developing a high performance culture across all domains of learning and will consider opportunities for high potential and gifted students. Given the increase in LBOTE students, we will ensure that teaching and learning programs continue to cater for the diverse range of learners in our school. This is inclusive of high quality educational experiences for Aboriginal students to enrich their learning and ensure they reach their potential. Additionally, we will continue to build partnerships with all key stakeholders to build educational aspiration.

Student voice, participation and leadership

Data taken from the *Tell Them From Me* survey, school-based focus groups and internal reviews revealed that the two areas of greatest need are student choice and student learning goals. Feedback collected from students using the Department of Education's *Amplifying Student Voice in Positive Classroom Environments* highlighted the importance of developing student-centred learning practices. Given this, we aim to put processes in place to build strong student leadership and ensure students are active participants in their learning.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and sustain whole school processes for collecting and analysing data, to inform curriculum provision and ensure all students consistently improve and perform at high levels, close equity gaps and develop literacy and numeracy skills.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teaching practices
- Data literacy

Resources allocated to this strategic direction

Professional learning: \$6,016.70

QTSS release: \$137,120.31

6101 - Carry Forward Balance: \$42,711.00

Beginning teacher support: \$55,117.20

Literacy and numeracy intervention: \$82,406.73

Socio-economic background: \$7,995.00

Summary of progress

Quality Teaching Practices: Our focus for 2021 was to strengthen staff capacity to identify, understand and implement evidence-based teaching strategies into day-to-day teaching to improve student outcomes in reading and numeracy. To ensure that we met these goals, high impact professional learning was delivered throughout the year and staff altered their teaching practice based on the professional learning. Whole-school practices around high quality mathematics instruction were refined and improved, with system negotiated targets at the forefront of programs. Instructional leadership was a key factor in the successful implementation of high quality Mathematics practices, with Executives providing staff with ongoing professional learning, demonstration lessons, team teaching opportunities and lesson feedback. We also built effective collaborative practices school-wide to enable teams to co-develop lessons and programs, observe one another's lessons and engage in professional discussion and reflection with other teachers. To further support student achievement, interventionist support used small group instruction to target specific students with a focus on increasing the percentage of students in the top two bands in reading and numeracy.

As a result of building staff capacity and improving teachers' mathematics instruction, we built a shared understanding of best practice in Mathematics, with data revealing that number talks, explicit teaching and rich tasks are now authentically embedded within all Mathematics programs. We began to collect data K-6, monitoring specific groups of students and working collectively to drive student improvement. As a result, both internal and external data show evidence of rapid growth. Evidence-based strategies were researched to improve students' reading and comprehension, with Scopes and Sequences being updated to reflect this. Textual Concepts were introduced K-6 and assisted students in improving their analytical and higher order thinking skills. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown significant improvement. An instructional leadership approach was used within Executive Support that provided Assistant Principals with a greater understanding of the professional learning needs of their teams and students, and allowed them to use a range of delivery modes to cater for the varying needs. Evidence showed significant improvement in teachers' practice; with staff reviewing, changing and refining their literacy and numeracy lessons. Using an instructional leadership model, paired with systematic professional learning and Stage planning days, built collective teacher efficacy, with all staff K-6 changing the way that they plan and program. Comparison between 2020 and 2021 Mathematics programs revealed significant improvements in the quality of lesson plans, with evidence-based strategies embedded within each program. Teachers' reflections show how they regularly reflected on their practice with team members with a concerted effort to improve student outcomes. Interventionists' small group support also showed significant improvement in student outcomes, with internal data revealing that most students who received the targeted support made significant gains.

Next year, in this initiative, we will provide staff with additional professional learning around how to integrate mathematical content more effectively, and build staff understanding around Textual Concepts. We also aim to review program development in English, creating exemplars to better support and guide teachers and providing additional professional learning around the importance of text selection to improve students' comprehension results. We would also like to ensure processes K-6 to maintain consistency and uphold best practices in numeracy and literacy. We will continue to use Executive Support, stage planning days and ongoing, differentiated professional learning to maintain these best practices, with an aim to provide executive members with a framework to guide their support. As

Interventionist Support saw growth in student outcomes, we will continue this activity into 2022, refining the model to ensure consistent processes are implemented e.g., allocated time to be adhered to, greater collaboration, evidence-based strategies used, formative assessment used to determine need and ongoing evaluation and monitoring. An SLSO will be allocated to each stage and will work collaboratively with stage supervisor and classroom teachers to plan, implement and evaluate targeted support for individual students.

Data Literacy: Our focus for 2021 was to ensure staff had a deep understanding of data concepts to allow them to reflect and adapt teaching practices to improve the learning outcomes for each and every student. Professional learning was delivered to staff regarding assessment, data literacy and analysis, and how to use tools such as the National Learning Progressions to determine student achievement, track student progress and inform individual student learning goals. Data reviews meetings were scheduled twice a term; however, due to lock-down restrictions, only two data review meetings were conducted. All data conversation records revealed that teachers K-6 are using data collection, triangulation of data and rigorous analysis to plan and implement targeted strategies to improve student outcomes. Teacher feedback showed that participating in the data review meetings improved their ability to be responsive to student need, made them more accountable for the school's negotiated targets and highlighted strategic directions. Information gathered from the data review meetings also provided Executive members with a greater insight into the learning needs of students and teachers. Data revealed that a small percentage of teachers 3-6 are using the National Learning Progressions to inform their teaching and update PLAN 2 accordingly. When progressions are used to inform student goals, PLAN 2 is used to not only track and monitor student results, but to inform subsequent lessons.

Next year, to further drive this initiative, we will provide staff with further professional learning around PLAN 2, particularly focusing on the analysis of data to evaluate current teaching practice and inform teaching and learning experiences. We will continue to build K-6 data collection and analysis to create a culture that uses data to inform and improve student outcomes. Consideration must be given to using the National Learning Progressions K-6 to inform goals that students have autonomy over.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of system-negotiated targets: <ul style="list-style-type: none"> An uplift of 7.3% in the top two bands of NAPLAN Reading from the system-negotiated target baseline. An uplift of 6.4% in the top two bands of NAPLAN Numeracy from the system-negotiated target baseline. 	60.7% of students achieved in the top two bands in NAPLAN reading indicating achievement beyond the lower-bound target. 52.63% of students achieved in the top two bands in NAPLAN numeracy indicating achievement beyond the lower-bound target.
Achievement of system-negotiated targets: <ul style="list-style-type: none"> An uplift of 2.1% (64.7%) of students achieving expected growth in NAPLAN Reading from the system-negotiated target baseline of 62.6%. An uplift of 1.1% (66.7%) of students achieving expected growth in NAPLAN Numeracy from the system-negotiated target baseline of 65.6%. 	65.88% of students are now in the top two skill bands (NAPLAN) for reading , indicating achievement beyond our annual progress measure. 65.48% of students are now in the top two skills bands (NAPLAN) for numeracy, indicating progress yet to be seen towards the annual progress measure.
Achievement of school-negotiated targets: <ul style="list-style-type: none"> PLAN 2 (targeted school cohort) meet grade expectations in Understanding Texts. PLAN 2 (targeted school cohort) meet grade expectations in Quantifying Numbers and Additive Strategies. 	Review of student progress against PLAN2 data reveals that additional Professional Learning is required in this area to ensure effective use of PLAN2.

Strategic Direction 2: High performance culture

Purpose

We will develop a culture of high expectations across all domains of learning, identifying the potential of all students and catering for the diverse range of learners in our school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning

Resources allocated to this strategic direction

Professional learning: \$1,599.00
English language proficiency: \$229,750.96
Low level adjustment for disability: \$196,621.21
Socio-economic background: \$2,203.30
Literacy and numeracy: \$24,070.79
Integration funding support: \$36,220.00
Aboriginal background: \$5,049.43

Summary of progress

Personalised Learning:

Our focus for 2021 was to ensure that all staff had the capacity to identify and cater for the diverse learning needs of students. To ensure that we met these goals, an action research approach was used in a variety of settings. Ongoing, collaborative and applied professional learning was delivered and was key in changing teachers' practice. The professional learning was put into practice within several teachers' classrooms and was driven by identified student needs. Professional learning was continuous and responsive to need. Action research was employed to improve teacher capacity and confidence to support students with a language background other than English. As a result, student learning outcomes in writing improved significantly and collaborative practice between the EAL/D specialist teacher and the classroom teacher was very successful. Action research was also used within the Practice Changing Practice initiative. In partnership with Western Sydney University, a range of classroom teachers developed a strong understanding of the principles of action research whereby they were able to identify a problem of practice and develop and implement and action to improve their practice and evaluate its success. As a result, teachers collaborative practice was built and used to improve their understanding regarding Mathematics and engagement. Professional learning was delivered school wide to extend staff understanding regarding how action research can be used to identify and cater for the diverse learning needs of students.

To best cater for the diverse learning needs of our students, we began to use a case management approach that used deep collaboration between the Learning and Support Team and the classroom teacher to address, monitor and support individual needs. The model used was extremely successful and brought about significant improvement in student engagement, attendance and wellbeing. We also sought to improve the Individual Education Plan (IEP) and Personalised Learning Pathway (PLP) processes to build a shared understanding of how to support students in the attainment of measurable and achievable goals. Results indicated the need for greater professional learning in setting achievable goals. In-class School Learning and Support Officers (SLSOs) and an additional EAL/D teacher was employed to support students with additional learning needs. By employing two EAL/D teachers, greater time could be devoted to our EAL/D learners, with results showing significant improvement in student progress.

High Potential and Gifted Education was also a priority in 2021 with professional learning delivered at the beginning of the year. K-6 practices around data collection began to analyse student growth and achievement to inform school planning and policy implementation. While we planned to evaluate school procedures, programs and practices, this initiative was delayed in Term 3.

Next year we will continue to implement action research principles from both an EAL/D perspective and stage level. Ongoing professional learning is required, with a focus on using professional learning that can be readily applied, tested and evaluated. Time must be allocated to ensure that action research is implemented in an authentic and meaningful manner where a habit of continuous reflection is developed. We will also focus on providing professional learning regarding the Learning and Support guidelines, IEPs, PLPs, effective goal setting and differentiation. A case management approach will continue in 2022, with the aim to implement this approach across stage teams. We aim to implement a new SLSO model whereby SLSOs work collaboratively with APs and classroom teachers to provide

targeted stage support. Next year we will continue to ensure that Aboriginal education is a priority, with extra support measures put in place for our Aboriginal and Torres Strait Islander students. We will continue to implement the High Potential and Gifted Education policy within day-to-day teaching, with the aim to evaluate and implement evidence-based procedures, programs and practices that facilitate talent development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>A case management approach implemented, with Learning and Support processes refined to enhance tiered intervention and support.</p> <p>All staff participate in professional learning to develop an effective Individual Education Plan.</p>	<p>Case management meeting records, student attendance and wellbeing data and internal achievement data indicates that a case management approach was successful in enhancing targeted intervention and support.</p> <p>While all staff participated in professional learning around developing effective Individual Education Plans, the data indicates this needs to remain a focus in 2022.</p>
<p>71% of EALD students achieving in the top two bands in Year 3 NAPLAN Reading (baseline average of 70%).</p> <p>42% of EALD students achieving in the top two bands in Year 5 NAPLAN Reading (baseline average of 38%).</p>	<p>77.42% of Year 3 EALD students achieved in the top two bands in NAPLAN reading indicating achievement beyond our annual progress measure.</p> <p>46.2% of Year 5 EALD students achieved in the top two bands in NAPLAN reading indicating achievement beyond our annual progress measure.</p>
<p>All teachers participate in professional learning around High Potential and Gifted Education.</p> <p>Evaluate school procedures, programs, practices, student growth and achievement to inform school-based High Potential and Gifted Education framework and policy implementation.</p>	<p>100% of teachers participated in professional learning around High Potential and Gifted Education, however delayed initiatives in Term 3 have required the goal of evaluating school procedures to inform the development of a HPGE framework to be postponed to 2022.</p>
<p>50% of Aboriginal students achieve set goals as indicated on their Personalised Learning Pathways.</p> <p>An increase of parents/carers involved in the Personalised Learning Pathways process.</p>	<p>Review of student progress against their Personalised Learning Pathways indicates that most students achieved 50% of their individual goals.</p> <p>Meeting records indicate that 100% of parents were involved in the Personalised Learning Pathways process.</p>

Strategic Direction 3: Student voice, participation and leadership

Purpose

We will develop student-centred pedagogies and collaborative practices to foster a sense of curiosity, with a focus on building strong student leadership, ensuring that students are active participants in their own learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student-Centred Culture

Resources allocated to this strategic direction

Professional learning: \$6,396.00

Socio-economic background: \$33,995.44

Summary of progress

Student-Centred Culture:

Our focus for 2021 was to develop strong student voice and student wellbeing across the school to create a learning environment where students connect, succeed and thrive. Attendance data was monitored closely, with students of concern being followed up as per the implementation guidelines. Data revealed that attendance in the younger grades (K-3) was very consistent and over 90%. However, attendance in Year 4-6 declined with the lowest attendance evident in Year 6. The school also sought to build the capacity of staff to implement student-centred learning within their classroom to inspire students to become leaders of their own learning. All K-6 teachers received professional learning through School Learning Environments and Change (SLEC). A team of teachers from Years 1-6 commenced professional learning around inquiry-based learning with the Western Sydney University. Unfortunately in Term 3, this initiative was delayed due to COVID restrictions. Student voice was actively built through such initiatives as the Student Representative Council (SRC) and daily student-led activities. While student engagement was reported as high, these initiatives did not impact behaviour or attendance. Moreover, Tell Them From Me data indicated that there was a decrease in students' sense of belonging from 2020 to 2021.

Next year in this initiative, we will implement incentives and rewards around attendance improvement. We will continue to provide information for the community regarding the importance of attendance, with professional learning being delivered to staff around the Attendance Matters resource. We will also put initiatives in place to promote a greater sense of belonging with consideration to be given to using the Wellbeing Professional Learning Team and Student Leaders to assist in driving these initiatives. Research into student-centred goals and reflections to be undertaken. We will continue to develop a strong SRC body, with greater voice and presence promoted in 2022. An inquiry-based learning model will be used as part of the RFF program across K-6, with a focus on Science and Technology. Further professional learning to be delivered to staff, whereby teachers are able to collaborate with the RFF teachers to increase their capacity around SLEC principles. We aim to see greater evidence of inquiry-based processes within teaching and learning programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 2% (86.4%) in student attendance as per the system negotiated target from the baseline of 84.4%.	The number of students attending greater than 90% of the time or more has increased with 88.9% of students attending school.
An uplift of 1% (84.5%) of students report a sense of belonging, expectations for success and engagement in learning as evidenced in the Tell Them From Me survey from the baseline of 83.4%.	<p>Tell Them From Me data indicates 84.3% of students report a positive sense of wellbeing (Expectations for success, advocacy and sense of belonging at school).</p> <p>100% of teachers completed the professional learning modules through the School Learning Environment and Change team.</p>

<p>All teachers engage in professional learning to develop collaborative practices and build innovative, student-centred learning environments.</p>	
<p>A wide range of inclusive, student leadership opportunities are available.</p> <p>The establishment of the Student Representative Council and student-developed initiatives.</p>	<p>Documented analysis shows that a wide range of student leadership initiatives were successfully implemented. The School Representative Council was established, however, due to delays in this activity, student-developed initiatives were not implemented.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,101.50</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to release class teachers to work collaboratively with specialist EAL/D teachers to develop student learning plans. These plans provided targeted support for students from a refugee background. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: The development of personalised plans to support the English language proficiency of students from a refugee background. It also built teacher capacity around how to set achievable learning goals and provide students with equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing support to teachers to address the additional learning needs of students from a refugee background. Provide teachers with time to collaborate with the EAL/D specialist teachers to review individual plans and inform next steps.</p>
<p>Integration funding support</p> <p>\$36,220.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Metella Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Targeted students with diverse learning needs received additional support from specialist staff. They were supported both in the classroom and on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$44,193.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Metella Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data literacy • Personalised Learning • Student-Centred Culture

<p>Socio-economic background</p> <p>\$44,193.74</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through data conversations to support student learning. • resourcing to increase equitability of resources and services. • additional staffing to support identified students with additional needs. <p>The allocation of this funding has resulted in: Improved teacher capacity to support students from low socio-economic backgrounds and close equity gaps. Improved student achievement in literacy and numeracy. The commencement of student-centred learning practices and environments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focus on implementing student-centred learning practices. Continued support for identified students both in the classroom and the playground.</p>
<p>Aboriginal background</p> <p>\$5,049.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Metella Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning. • staff release to develop, implement and track Aboriginal students' Personalised Learning Pathways to meet individual needs and increase community engagement. • supplementation of extra-curricular activities. • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in: Increased community engagement in the development of Personalised Learning Pathways. Teachers also developed a greater understanding of how to support students to achieve their individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to ensure that Aboriginal education is a priority, with extra support measures put in place to provide our Aboriginal and Torres Strait Islander students with equitable access to the curriculum and close equity gaps.</p>
<p>English language proficiency</p> <p>\$229,750.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Metella Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • specialist staff employed to deliver targeted, curriculum-based English language instruction for EAL/D students.

<p>English language proficiency</p> <p>\$229,750.96</p>	<p>The allocation of this funding has resulted in: Improved language proficiency for students from a language background other than English.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of an additional EAL/D teacher to ensure personalised learning and support for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$196,621.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Metella Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Specialist staff employed to support targeted students. • School Learning Support Officers provided targeted student support. • The development of an Implementation plan to ensure personalised learning and support for a wide range of students with additional needs. <p>The allocation of this funding has resulted in: Students were provided with specialist teacher support focusing on literacy and numeracy. School Learning Support Officers were allocated to support targeted students resulting in significant learning progress. Consistent school processes and procedures refined and used to support students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to identify and cater for the diverse learning needs of students. School Learning Support Officers to be allocated specifically to stages in order to collaborate with team leaders and class teachers to address targeted needs.</p>
<p>Literacy and numeracy</p> <p>\$24,070.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Metella Road Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional staff to support the literacy and numeracy needs of students. <p>The allocation of this funding has resulted in: Improved student engagement and progress in English and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Interventionist support utilised to further extend student learning in English and numeracy.</p>
<p>QTSS release</p> <p>\$137,120.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Metella Road Public School.</p>

<p>QTSS release</p> <p>\$137,120.31</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Assistant Principals working shoulder-to-shoulder with staff using an instructional leadership model to build staff capacity and improve student outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide Assistant Principals with one day per week to work collaboratively with their teams and build teacher capacity.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Metella Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Significant improvement in student achievement in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use a small group explicit instruction model to target student needs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$143,566.39</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Students who were disadvantaged due to COVID remote learning received targeted support. Improved student outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued COVID ILSP tutors used to deliver targeted small group</p>

COVID ILSP \$143,566.39	instruction.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	358	362	368	350
Girls	352	363	367	350

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94.3	94	94.7
1	94.5	94.2	91.9	94.3
2	95.2	92.6	94.1	94
3	95.2	94.8	93.6	94.7
4	95.1	94	95.1	94.2
5	94.6	94.5	93.4	95.2
6	94.5	93.2	93.6	92.2
All Years	94.8	94	93.7	94.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.54
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	4.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,189,077
Revenue	6,194,969
Appropriation	6,104,461
Sale of Goods and Services	19,075
Grants and contributions	69,638
Investment income	595
Other revenue	1,200
Expenses	-6,176,533
Employee related	-5,597,815
Operating expenses	-578,718
Surplus / deficit for the year	18,436
Closing Balance	1,207,512

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	37,322
Equity Total	475,615
Equity - Aboriginal	5,049
Equity - Socio-economic	44,194
Equity - Language	229,751
Equity - Disability	196,621
Base Total	4,830,143
Base - Per Capita	181,190
Base - Location	0
Base - Other	4,648,953
Other Total	512,151
Grand Total	5,855,231

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Student Outcomes and School Climate: Student Survey

The annual results for the *Tell Them From Me* student surveys were pleasing with students reporting positive school outcomes in the areas of advocacy and expectations. Results indicate that students' positive sense of belonging is an area that we will focus on in 2022. *Advocacy at School* refers to the active consideration and support of individual students' academic and wellbeing needs and encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life. *Expectations for Success* is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. *Sense of Belonging* refers to a student's perception of being accepted, valued and included in their school setting by peers and teachers and is essential for enhanced student wellbeing. These areas will inform future directions in our 2022 Strategic Improvement Plan.

Focus on Learning: Teacher Survey

The teacher survey provides school leaders with the insights into school and classroom effectiveness from the perspective of teachers. Across all domains, teachers responded higher than the state-wide averages. The areas of school leadership, learning culture, data informed practice, teaching strategies, and technology indicated that teachers have a highly positive view of school and classroom effectiveness.

Parent Satisfaction Survey:

This survey assists the school to clarify and strengthen the important relationship between parents/carers and the school. 78 parents responded to the Parent Satisfaction Survey, with results indicating that 98% of parents/carers agreed that the school maintains an effective focus on literacy and numeracy. The areas of learning needs and welfare, core values, communication and staff rapport with students rated well above 90%. Additionally, 96% of parents indicated that their child enjoyed coming to school each day. The survey highlighted the need for fair and equitable discipline processes and the provision of extra-curricular activities. These areas will continue to be a focus in our 2022 Strategic Improvement Plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.