2022 Annual Report

Metella Road Public School

4444

Introduction

The Annual Report for 2022 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.

School contact details

Metella Road Public School

117-131 Metella Road

TOONGABBIE, 2146

https://metellard-p.schools.nsw.gov.au

metellard-p.school@det.nsw.edu.au

9636 1922

Message from the principal

The Annual Report is a summary of the school's achievements in 2022 and provides information regarding our priorities for 2023.

Metella Road Public School is a truly vibrant and caring learning community which has been proudly providing quality education to families living in Toongabbie since 1972. The school's motto "Aim High" encapsulates the school's way of life. It is demonstrated through our students and the many quality programs and initiatives offered at our school.

Our mission is to achieve outstanding student outcomes through the delivery of excellent educational programs delivered by quality and committed teachers. We are committed to lifelong learning and value the contributions of parents and the community. We aim to provide a quality learning environment in which the school and home work together to ensure the academic, social, emotional, creative and physical development of each student.

The school as a whole took great steps forward academically, socially, visually and professionally. I am very proud of the achievements everyone has made.

Our academic programs continue to provide excellence in education for our students and following in this documentation will be proof of the excellent results gained throughout the year. We continued to embrace the culture of Positive Behaviour for Learning where we live by our school expectations of being Motivated, Respectful, Proud and Safe.

I am looking forward to working with our staff, parents and caregivers, and our students in order to ensure growth and learning for all in 2023. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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, Nurringingy 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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: $40,051.33
6101 - Carry Forward Balance: $231,184.00
QTSS release: $133,882.97
AP Curriculum & Instruction: $150,571.00

Summary of progress

Creating a professional learning community and using executive staff members as Instructional Leaders led to the successful implementation of evidence-based learning strategies in English and Mathematics. Teacher programs and student work samples revealed improved knowledge and greater confidence in using these strategies to support students' deep, rich engagement of the English syllabus. There has been an improvement in standardised phonics screening checks, indicating that a focus on evidence-based pedagogies is seeing significant success. Staff engaged in collaborative planning and engaged in ongoing professional learning with the aim to create rich Mathematics lessons with interrelated content, seeking to improve student numeracy outcomes. This approach was successful in improving student engagement and progress.

Regular data review meetings, a whole school approach to data and data walls were used to support teachers in using data to improve their students' achievement and refine their own practice. Evaluative processes revealed that staff were thinking about data in different ways, and learning how to use data collection to improve and track student outcomes. As this became a whole-school Performance and Development Plan goal, a strong culture of data analysis was established, with staff having a common goal whereby they used data to inform 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
Achievement of system-negotiated targets: • An uplift of 7.3% in the top two bands of NAPLAN Reading from the system-negotiated target baseline.	58.46% of students achieved in the top two bands in NAPLAN reading indicating achievement beyond the lower-bound target, which is an 11.16% uplift.
Achievement of system-negotiated targets: • An uplift of 6.4% in the top two bands of NAPLAN Numeracy from the system-negotiated target baseline.	50.53% of students achieved in the top two bands in NAPLAN numeracy indicating achievement beyond the lower-bound target, which is a 7.98% uplift.
Expected growth data not available due to COVID 19. Internal assessment measures used to monitor progress.	N/A
Expected growth data not available due	N/A

to COVID 19. Internal assessment measures used to monitor progress.	
Achievement of school-negotiated targets: • 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.	Data reveals that teachers are using the progressions more consistently to inform student goals and future lessons. Further development around using PLAN2 is required to support K-6 data collection. PLAN2 data reveals that 90% of students in the target school cohort have achieved grade expectation in quantifying numbers and additive strategies.

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

Socio-economic background: $43,996.29
English language proficiency: $156,819.77
Low level adjustment for disability: $200,543.78
New Arrivals Program: $9,900.00
Aboriginal background: $6,760.29

Summary of progress

Stages used an action research approach to refine and improve practice. 100% of teachers were able to identify a relevant problem of practice. The action research cycle enabled staff to make necessary changes to their practice. Internal data showed an improvement in student learning outcomes across all Stages including the Support team. A case management approach was used to target the diverse learning needs of students. This approach led to a significant improvement in student behaviour, engagement and attainment. Processes are required to further refine students' Individual Education Plans, to ensure they are achievable, closely tracked and updated. The employment of an additional 1.2 FTE staffing allocation provided a focus on EALD support throughout the year. Significant achievement was seen in student progress. High quality programs were designed, with EALD teachers collaborating with class teachers to best support students. Aboriginal students received ongoing, targeted support and strong partnerships were developed with families and carers, with the aim to increase student engagement and bridge equity gaps. 100% of parents were involved in the consultation process and achievable goals were established and applied to ensure a personal approach to students' learning and engagement. These goals were continually updated, with 100% of students achieving at least one of their goals and 75% achieving all three goals throughout the year. High impact professional learning was used to build staff capacity and understanding of the HPGE policy. Staff surveys revealed an improvement in their understanding of equity consideration and the learning needs of high potential and gifted students. A database was created to assist teachers in identifying their high potential and gifted students. Further work is required in creating a framework that monitors and supports these students and they progress through school.

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
Students with additional learning needs receive tailored, personalised learning that address their individual learning outcomes. All Individual Education Plans include achievable learning goals that are tracked, monitored and updated twice a term.	A review of school data revealed that further professional learning is required to ensure that Individual Education Plans are tracked, monitored and updated twice a term.
72% of EALD students achieving in the top two bands in Year 3 NAPLAN Reading (baseline average of 70%). 44% of EALD students achieving in the	69.0% of EALD students achieved in the top two bands in Year 3 NAPLAN reading. 44.0% of EALD students achieved in the top two bands in Year 5 NAPLAN reading.

top two bands in Year 5 NAPLAN Reading (baseline average of 38%).	
School-based High Potential and Gifted Education framework implemented and trialled.	A student database was created for the identification of high potential and gifted students. A framework is yet to be developed and trialed.
75% of Aboriginal students achieve set goals as indicated on their Personalised Learning Pathways. An increase of parents/carers involved in the Personalised Learning Pathways process.	100% of Aboriginal students achieved set goals as indicated on their Personalised Learning Pathways, with 100% of parents involved in the process.

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

Summary of progress

Attendance is monitored very closely, with strong systematic processes in place to track and monitor student absences and improve regular attendance rates for all students. An increase of students taking extended leave and ongoing Department of Education COVID smart measures contributed to a decline in overall student attendance rates. Our next steps will involve implementing whole school initiatives to improve attendance rates and building a collaborative partnership with parents to ensure that our community have a strong understanding of attendance requirements.

To support students' sense of belonging, expectations for success and engagement, we focused on Positive Behaviour for Learning (PBL) principles and designed whole-school events to promote student wellbeing. Future steps will involve the implementation of the Inclusive Engaging Respectful School policies and procedures. We aim to relaunch and reinvigorate whole-school PBL to foster student wellbeing and engagement to support learning.

Our Relief from Face-to-Face programs involved a focus on student-centred learning, with some teaching strategies developed and shared with staff. Future actions will involve the authentic integration of technology across a range of learning areas. While we endeavoured to embed student voice in programs and reporting processes, future steps will include a greater focus on student feedback and goal-setting.

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 target: • An uplift of 3% in student attendance from the system negotiated target baseline.	55.2% of students attended equal or greater than 90% of the time, indicating that progress is yet to be seen towards the annual progress measure.
An uplift of 2.5% (86%) 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%. Development of a repertoire of effective teaching strategies that facilitate student-centred learning.	82% of students report a sense of belonging, expectations for success and engagement in learning as evidenced in the Tell Them From Me survey. Some teaching strategies were developed and shared with staff to facilitate student-centred learning.
Programs show evidence of student voice in at least one Key Learning Area. Students are involved in processes to include self-reflections.	Programs reveal that further development is required to ensure that student voice is a priority. An increased number of students are successfully involved in whole-school student leadership initiatives, demonstrating that we are meeting our annual progress measure in this area.

Students begin to implement whole-school student led initiatives.

Funding sources	Impact achieved this year
Refugee Student Support $1,985.40	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • 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. **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students 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.
New Arrivals Program $9,900.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Metella Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Students settled well into school processes and readily accessed the curriculum. **After evaluation, the next steps to support our students will be:** Continue to support these students through our EAL/D programs and build the capacity of classroom teachers to be able to cater for the students' individual learning needs within the classroom.
Socio-economic background $43,996.29	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading**

Socio-economic background $43,996.29	**include:** • employment of additional School Learning and Support Officers to assist students with additional learning needs. • resourcing to increase the equitability of resources and services. **The allocation of this funding has resulted in the following impact:** Improved school processes to support students from low socio-economic backgrounds and close equity gaps. Improved student achievement in literacy and numeracy. **After evaluation, the next steps to support our students will be:** Continued support for identified students both in the classroom and the playground.
Aboriginal background $6,760.29	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • staff released to develop, implement and track Aboriginal students' Personalised Learning Pathways to meet individual needs and increase community engagement. • supplementation of extra-curricular activities. **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** 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.
English language proficiency $156,819.77	English language proficiency equity loading provides support for students at all four phases of English language learning at Metella Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • specialist staff employed to deliver targeted, curriculum-based English language instruction for EAL/D students. **The allocation of this funding has resulted in the following impact:** Improved language proficiency for students from a language background other than English. **After evaluation, the next steps to support our students will be:** Continued use of an additional EAL/D teacher to ensure personalised learning and support for EAL/D students.
Low level adjustment for disability $200,543.78	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.

Low level adjustment for disability $200,543.78	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • 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. **The allocation of this funding has resulted in the following impact:** 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. Professional learning resulted in increased staff capacity, with consistent school processes and procedures refined and used to support students with additional learning needs. **After evaluation, the next steps to support our students 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.
Professional learning $42,851.33	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Metella Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality teaching practices • Data literacy • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • High impact professional learning that was aligned to system, school and individual priorities was delivered to build staff capacity in literacy and numeracy. • Staff engaged in professional learning opportunities that targeted and supported their performance and development goals. • Staff engaged in professional learning that was driven by identified student needs. **The allocation of this funding has resulted in the following impact:** Staff confidence and capacity was enhanced, with teachers applying the principles learnt during professional learning to their own classroom practice. **After evaluation, the next steps to support our students will be:** Staff will engage in continuous high impact professional learning that is relevant, based on student need, and aligned with our school priorities and targets. Professional learning will continue to be a collaborative process with a focus on strengthening teaching practice and prioritising improved student outcomes.
QTSS release $133,882.97	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Metella Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

QTSS release $133,882.97	**including:** • Quality teaching practices **Overview of activities partially or fully funded with this initiative funding include:** • 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. **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Continue to provide Assistant Principals with one day per week to work collaboratively with their teams and build teacher capacity.
COVID ILSP $114,853.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Students who were disadvantaged due to remote learning received targeted support. This improved student outcomes in literacy and numeracy. **After evaluation, the next steps to support our students will be:** Continued COVID ILSP tutors used to deliver targeted small group instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	362	368	350	337
Girls	363	367	350	353

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	94.3	94.0	94.7	88.2
1	94.2	91.9	94.3	88.8
2	92.6	94.1	94.0	89.0
3	94.8	93.6	94.7	90.0
4	94.0	95.1	94.2	90.1
5	94.5	93.4	95.2	88.6
6	93.2	93.6	92.2	87.0
All Years	94.0	93.7	94.2	88.9
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5
Classroom Teacher(s)	25.48
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.26

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,123,717
Revenue	6,471,378
Appropriation	6,195,386
Sale of Goods and Services	19,988
Grants and contributions	248,482
Investment income	7,122
Other revenue	400
Expenses	-6,357,141
Employee related	-5,608,872
Operating expenses	-748,269
Surplus / deficit for the year	114,236
Closing Balance	1,237,953

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	1,985
Equity Total	408,120
Equity - Aboriginal	6,760
Equity - Socio-economic	43,996
Equity - Language	156,820
Equity - Disability	200,544
Base Total	4,890,345
Base - Per Capita	176,876
Base - Location	0
Base - Other	4,713,469
Other Total	601,098
Grand Total	5,901,548

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.

Metella Road Public School 4444 (2022)

Parent/caregiver, student, teacher satisfaction

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. Trend results indicate a significant increase in 2022. Students' positive sense of belonging is still an area that we will continue to focus on in 2023. *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 2023 Strategic Improvement Plan.

Focus on Learning: Teacher Survey

Teachers were surveyed to gain insights into how well the school's initiatives as part of the Strategic Improvement Plan supported them in achieving student outcomes and developing their practice. 90% of teachers stated that their English programs support higher levels of students achievement. 96% of teachers believe the planned initiatives have enhanced sense of wellbeing and safety in their classroom. The successful initiative of providing instructional leadership through Assistant Principals, has seen 83% of teachers stating it has enhanced their literacy and numeracy practices.. An area of focus will be data review meetings and data walls assisting to refine teachers' practice, as 20% of teachers stated it had minimal impact.

Parent Satisfaction Survey

This survey assists the school to clarify and strengthen the important relationship between parents/carers and the school. 68 parents responded to the Parent Satisfaction Survey, with results indicating that 85% of parents/carers agreed that good communication with the school helps to support their child . Parents also rated well above 80% for the school having fair and equitable processes to address positive and negative behaviours. Additionally, 88% of parents indicated that their child enjoys coming to school every day. The survey highlighted that some parents believe their child does not have a high opinion of themselves as well as spending too much time on homework. A revamp of how homework will be conducted as well as implementing an initiative to monitor and support students sense of self worth and belonging will be a focus in our 2023 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.