Messages

Principal's Message

Metella Road Public School continues *Growing and Developing To Our Full Potential* and 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.

The school strives to provide all students with quality teaching and learning programs in a stimulating and challenging environment that encourages all students to learn in a safe and supportive setting.

Together we have a shared vision to achieve success, to create a school in which all students and staff are valued as individuals, encouraged to accept challenges, strive for excellence, are proud of their achievements and acknowledged for their efforts. We are committed to lifelong learning and value the contributions of parents and the community.

The Annual School Report is a summary of the school’s achievements in 2012 and provides information regarding our priorities for 2013.

2012 has been an incredible year at Metella Road Public School, I am very proud of the achievements of our school community. The dedicated staff continued their commitment to providing quality education.

Our academic programs continued 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 embraced the culture of Positive Behaviour for Learning where we live by our school expectations of being Motivated, Respectful, Proud and Safe.

The active participation and valued contribution of the Parents and Citizens Association (P&C) continues to be an essential and vital component in the school’s growth as a learning community.

The staff at Metella Road Public School is committed to a process of continuous improvement and self-evaluation to meet the changing needs of the school and its students. They continually challenge their teaching methods by embracing new methodologies and regularly attending professional learning opportunities.

I am looking forward to working with our staff, parents/caregivers and our students in order to ensure growth and learning for all in 2013.

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.

Peter D’Ermilio
Principal
P & C Message

Metella Road Public School P&C Association has had a great year fund raising and contributing to the learning experience of the children.

This parent body has been active in a number of school events and fundraisers.

These have included:
- Mothers day stalls
- Father’s day Stalls
- Our popular Trivia night
- School portraits
- Election day BBQ’s
- Shopping trips
- Sun screen sales
- A midyear raffle with first prize to the Gold Coast.

Through the support and help of the community the P&C has been able to contribute to many worthwhile initiatives at the school.

These include:
- Bullying awareness programmes.
- 50 new MRPS shirts for our children to wear when representing our school.
- Recently purchased 24 new iPads to be used in class.

As people move on and leave the school, which is inevitable, somehow their positions must be replaced. Many parents will leave the school because their children will move to high school, and we would certainly enjoy meeting new parents who are willing and interested in being part of their child’s education.

The school web site has all the required information and details.

We look forward to an exciting year in 2013 at Metella Road Public School.

Warwick Jarman
P&C President

Student Representative’s Message

This year we have been fortunate enough to be a part of the school leadership team for 2012. This special role has taught us about how to be a good team leader. We were involved in trust and team building games during the school leadership camp. We were involved in various SRC committees including publicity, environment club, fund raising and health and well being. The Year 6 students took part in the Peddler’s Parade which was held on the school’s open day and the mini fete, which taught us how to run and manage a stall. We have been involved in many activities as leaders, such as the Anzac Day ceremony, Kindergarten Orientation and supporting some of our needy students and many more. We realised that if we work really hard we can achieve great results in our future lives.

We have been able to see Metella Road Public School from a different perspective which has given us more of an understanding of how to be good school leaders. Being a school leader has taught us many skills that we will take with us to high school and remember for the rest of our lives. We have enjoyed being school leaders for 2012 as we have had the privilege of meeting important people such as Michelle Rowland, M.P. Being selected as a school leader for this amazing school has been a great opportunity this year.

Our roles as school leaders has made us more responsible, trustworthy and developed our maturity as young leaders of the school. The memories and skills we have will help us move on to high school, always remembering the school motto “Aim High”.

Alix Abela and Sarujan Paranthaman
School Context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Metella Road Public School has continued to enjoy an increasing enrolment trend. This year we have continued to strengthen our links with the local community and maintain our strong enrolment profile. This has been achieved through the implementation of our annual school readiness forum and our comprehensive transition to school programs. These ongoing support programs have resulted in increased enrolment enquiries for Kindergarten places. Our updated and well maintained website has also resulted in increased enquires.

Enrolments for each school year are indicated below.

![Enrolments Graph](image)

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>256</td>
<td>262</td>
<td>283</td>
<td>291</td>
<td>296</td>
<td>314</td>
</tr>
<tr>
<td>Female</td>
<td>271</td>
<td>270</td>
<td>287</td>
<td>293</td>
<td>310</td>
<td>303</td>
</tr>
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</table>

Class sizes

The following table shows our class sizes as reported at the 2012 class size audit.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>22</td>
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</tr>
<tr>
<td>KG</td>
<td>K</td>
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</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
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</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2-3B</td>
<td>2</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>2-3B</td>
<td>3</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4P</td>
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</tr>
<tr>
<td>5J</td>
<td>5</td>
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</tr>
<tr>
<td>5M</td>
<td>5</td>
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</tr>
<tr>
<td>5W</td>
<td>5</td>
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<td>26</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
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<td>6H</td>
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<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
Student attendance profile

Attendance is highly valued at Metella Road Public School. The student attendance table indicates the level of student attendance.

Poor student attendance is managed through the schools Learning Support Team with referrals to the Home School Liaison Team when appropriate.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.4</td>
<td>96.7</td>
<td>96.5</td>
<td>95.6</td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>95.6</td>
<td>95.7</td>
<td>94.7</td>
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<tr>
<td>2</td>
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<td>95.2</td>
<td>95.2</td>
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<tr>
<td>3</td>
<td>94.8</td>
<td>95.6</td>
<td>94.9</td>
<td>95.3</td>
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<tr>
<td>4</td>
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<td>95.3</td>
<td>96.1</td>
<td>94.8</td>
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<tr>
<td>5</td>
<td>94.0</td>
<td>95.3</td>
<td>94.2</td>
<td>93.9</td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>94.3</td>
<td>94.4</td>
<td>94.5</td>
</tr>
<tr>
<td>Total</td>
<td>94.6</td>
<td>95.5</td>
<td>95.3</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Following are the permanent, part-time and temporary staffing positions for 2012. Both the part time teacher and release from face to face (RFF) allocations have significant physical education, creative arts and cooperative learning components incorporated.

In addition to the teaching component the school receives an administrative entitlement of:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teacher Executive</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.134</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>33.559</td>
</tr>
</tbody>
</table>

Staff retention

2012 saw a number of new staff members employed at Metella Road Public School on either a permanent or casual basis.

During 2012 one staff member announced her retirement from the Department of Education and Communities. Another staff member was successful in gaining appointment as a Learning and Support Teacher at another DEC school.

Staff on maternity leave led to the employment of casual staff in both full time and part time capacities.

The roles of Reading Recovery, Library, ESL and Release from Face to Face teaching positions involved staff allocations from within our total staffing entitlement.

Teacher qualifications and Indigenous composition

All teaching staff meet the professional requirements for teaching in NSW public schools and continue to participate in ongoing professional learning at school, regional and state level. In addition to all staff holding a degree or diploma 20% of staff also hold a postgraduate qualification.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Currently there are no indigenous staff members employed at Metella Road Public School.
Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>309,542.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>270,572.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>135,039.70</td>
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<tr>
<td>School &amp; community sources</td>
<td>186,044.12</td>
</tr>
<tr>
<td>Interest</td>
<td>14,971.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30,793.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>946,963.93</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 46,718.92  |
| Excursions                 | 54,782.32  |
| Extracurricular dissections| 53,359.62  |
| Library                    | 5,591.59   |
| Training & development     | 13,360.53  |
| Tied funds                 | 117,832.77 |
| Casual relief teachers     | 80,060.05  |
| Administration & office    | 103,212.46 |
| School-operated canteen    | 0.00       |
| Utilities                  | 51,819.99  |
| Maintenance                | 30,299.94  |
| Trust accounts             | 27,283.81  |
| Capital programs           | 0.00       |
| Total expenditure          | 584,322.00 |

**Balance carried forward** 362,641.93
School Performance 2012

Achievements

Arts

The students at Metella Road Public School participated in a variety of creative and performing arts experiences in 2012. In addition to the visual arts, music, dance and drama programs, presented through daily class programs, extra curricula creative arts programs were offered across the school.

Senior Dance Group

The 2012 Senior Dance Group consisted of 54 students ranging from Years 4-6.

For the first time, Metella Road Public School participated in the competitive division of the Junior Rock Eisteddfod (JROCK) at the Sydney Entertainment Centre. Given the highly competitive nature of this competition, our results were outstanding. We placed 7th out of a possible 12 schools. The areas of our performance where we scored most highly included set design and lighting (8 out of 10), character costuming (8 out of 10) and for our use of dramatic conventions (8 out of 10). The awards we received included Performance Skill, Costuming Character and Drama. Thank you to all our remarkable students and the numerous volunteers who contributed to this production. Your talent, commitment and spirit made 2012 dance a rewarding experience.

Junior Dance Group

In 2012 the Junior Dance Group consisted of 19 girls from Years 1, 2 and 3. The students performed at the Blacktown Music Festival and at two K-6 Assemblies. All children are to be commended for the exemplary behaviour they displayed while representing our school and the dedication they showed towards learning two routines this year. The group was supported by parents who assisted with costumes, transporting children to the venue and as audience members at our performances.

Boys Dance Group

The Metella Road Boys Dance Group Program has continued to go from strength to strength in 2012. It was initially formed in 2010 to specifically encourage performing arts for male students in Years 1-6. There were approximately 10-15 boys who participated during the 2012 school year. The enthusiastic and dedicated group of boys rehearsed once a week during lunch. The Boys Dance Group had the opportunity to perform at the Open Day assembly.

Senior Choir

2012 has been a very busy year for the Senior Choir. During their regular lunchtime rehearsals, they learned upwards of 32 songs. They performed these songs at school assemblies, as well as outside the school at Westfield Shopping Centre, at the Carols By Candlelight and at three major concerts. In August, the Year 5 and 6 students performed in the Opera House “PULSE” Concert. In September, the Years 3 and 4 students performed in the Sydney Town Hall as part of The “Primary Proms” concert series. Also in September, the Senior Choir performed as part of the massed choir in the “Blacktown Music Festival”.

The Senior Choir have spent a great amount of time rehearsing and preparing for these concerts. They participated in many rehearsals outside the school. In all these rehearsals and performances, the students represented our school with the highest standard of excellence.


**Junior Choir**

The Junior Choir consisted of 52 enthusiastic children from Years 1 and 2. It promoted a love of singing and encouraged students to aim high. They came together once a week to learn and appreciate songs from a range of different genres. The students have showcased their talents at whole school assemblies and performances.

**Junior Instrumental Group**

The Junior Instrumental Group (JIG) consists of Year 1 and 2 students who came together to have fun with percussion instruments. They practised once a week at lunch time. The group was started 2 years ago to foster an enjoyment of music and playing instruments. The group performed at a K-6 Assembly.

**Band**

The Metella Road School Band has continued this year. Band rehearsals and tutorials have been held on Thursdays in 2012. Whole band rehearsals have been held on Thursday afternoons after school, with small group tutorials from recess onwards. Students have also participated in Band Workshops with other schools and performed for the school through demonstration concerts. Teaching Services Australia have once again coordinated and led all band activities. Violin and Kids on Keyboard lessons continued to add another dimension to our performance groups, and students involved participated in individual violin tuition sessions on Wednesdays and group keyboard lessons on Fridays. These are both coordinated and led by external agencies.

**3-6 Drama Group**

The 2012 Years 3-6 Drama Group were an enthusiastic group of girls who met every Wednesday to rehearse for in-school performances. This year they have studied the elements of drama, developed characters and worked together to build confidence amongst friends. This passionate group of girls have performed at a number of school assemblies.

**Sport**

Metella Road Public School has had another successful year on the sporting field. Seven students represented Wentworthville / Seven Hills District in Swimming. Of these competitors three students placed as age champions. Eight students represented the district in Athletics with two students advancing to State level. Four students represented the district in Cross Country with one student advancing to State level. Fourteen students were chosen to represent the district in a variety of sports. Four students for touch football, two students for AFL, four students for softball, one student for netball and two students for soccer.

A number of summer and winter PSSA teams made the finals. Of these teams the senior girls soccer and the senior oz tag teams were premiers. The boys and girls softball, boys T-ball and senior AFL teams competed in the 2012 Summer Grand Finals.

During Term 3, Year 3-6 students participated in an NRL clinic run by Parramatta Leagues Club. The children thoroughly enjoyed the experience. A representative from Highland Gymnastics ran a program for K – 6 students and Milo Cricket ran skill based programs for K – 2 students.

A number of students have been involved with oz tag and touch football gala days during Terms 3 and 4.

During Term 4 senior students competed in the Milo Cup with both teams having success.

The school celebrated excellence and commitment in sport through its Sports Presentation Assembly at the end of 2012.

**Environmental Education**

Metella Road Public School continued to educate students about the environment. Projects included the development of a number of new vegetable gardens with the assistance of dedicated Year 1 teachers and parent helpers. The large water tank supported the maintenance of the garden. The installation of a garden shed to house equipment was also set up. The Stage 2 Gardening Club met fortnightly to maintain the garden area.

Another on-going project was paper recycling, which helped reduce general waste in the classroom. Participation in ‘Clean Up Australia Day’ also occurred, whereby classes helped clean areas of the school.
Debating
This year, Metella Road Public School participated in the Blacktown District Debating Competition. We entered two teams of debaters, composing of a mix of thirteen Year 5 and 6 students. All members of the teams did a fantastic job and we were proud of their achievements. This year we also entered the Premier’s Debating Challenge and enjoyed a very successful competition.

Gifted and Talented Programs
In 2012, Metella Road Public School provided students with a wide range of extension and enrichment activities to foster creativity and imagination, and maximise their learning opportunities.

ICAS Competitions
Students from Years 3 to 6 participated in the English, Writing, Spelling, Science, Mathematics and Computer Skills assessments. Students were awarded a total of 8 high distinctions, 49 distinctions, and 152 credits.

Maths Olympiad
Our senior students participated in Australasian Problem Solving Mathematical Olympiads this year. This competition attracts many mathematicians from schools within Australia and neighbouring countries, and ten students were placed in the top 25% of all competitors.

Kids Connect
Twenty three students were offered Kids Connect courses through the Blacktown Learning Community. Staff at Metella Road Public School also ran three Kids Connect courses this year including, Philosophise, Dreamtime Exploration and Maths is Magnificent.

High Achiever’s Program
Students in Year 5 were again given the opportunity to participate in the High Achiever’s Program with Greystanes High School. A total of 16 students took part in Forensic Frenzy, Thank God You’re Here, Putting Fitness First and Maths Madness.

Additionally, four students also participated in the Alkira Einstein Challenge held at Greystanes High School. The students were engaged in a range of science related enrichment activities including building a marshmallow tower and an electric boat.

Other Programs
For the first time, nominated Stage 3 students participated in the Science and Mathematics gifted and talented video conferencing forums with Lachlan Macquarie College (LMC). These forums offered students a unique opportunity to connect and share learning experiences with students from other schools, utilising video conferencing equipment in the connected classroom. Students in Stage 3 also combined with two other local primary schools to attend Science and Maths Exposed, an interactive science and mathematics expo hosted by LMC and the University of Western Sydney.

Other programs offered by Metella Road Public School included: Mind Marathon with East Hills Boys Technology High School, the Multicultural Perspectives Public Speaking Competition, the Blacktown Learning Community Oracy Competition, a Longneck Lagoon Science Enrichment program, the Premier’s Spelling Bee, Operation Art and a number of debating competitions.

Academic
National Assessment Program
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – Year 3 NAPLAN
94 Year 3 students sat the National Assessment in 2012.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3
56.4% of Year 3 students were placed in the top two bands for reading compared to 50.2% of the state. Across 2012 reading was a significant focus area and will continue to do so in 2013.
Writing – NAPLAN Year 3
57.4% of Year 3 students were placed in the top two bands for writing compared to 57.2% of the state.

Spelling – NAPLAN Year 3
64.9% of Year 3 students were placed in the top two bands for spelling compared to 50.3% of the state. This indicates that we still have significantly strong programs in spelling.

Numeracy – NAPLAN Year 3
91 Year 3 students sat the National Assessment. 45.1% of Year 3 students were placed in the top two bands compared with 38.9% of the state.

Literacy – Year 5 NAPLAN
82 Year 5 students sat the National Assessment in 2012.

Reading – NAPLAN Year 5
28.8% of Year 5 students were placed in the top two bands for reading compared to 35.1% of the state.

Grammar and Punctuation – NAPLAN Year 3
68.1% of Year 3 students were placed in the top two bands compared to 55.7% of the state.
Writing – NAPLAN Year 5
36.3% of Year 5 students were placed in the top two bands for writing compared to 23.2% of the state.

Spelling – NAPLAN Year 5
42% of Year 5 students were placed in the top two bands for writing compared to 41% of the state.

Grammar and Punctuation – NAPLAN Year 5
35.8% of Year 5 students were placed in the top two bands for writing compared to 35.2% of the state.

Numeracy – NAPLAN Year 5
80 Year 5 students sat the National Assessment. 25% of Year 5 students were placed in the top two bands compared with 31.2% of the state.

Progress in Literacy and Numeracy – Years 3-5
Between Year 3 and Year 5 there were 74 students who remained at Metella Road Public School, allowing their progress to be tracked between 2010 and 2012. The majority of students showed increased growth in all areas assessed between 2010 and 2012.
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program—Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students achieving at or above minimum standard

- Reading: 95.7%
- Writing: 97.9%
- Spelling: 95.7%
- Grammar & Punctuation: 92.6%
- Numeracy: 95.6%

### Percentage of Year 5 students achieving at or above minimum standard

- Reading: 97.5%
- Writing: 96.3%
- Spelling: 97.5%
- Grammar & Punctuation: 97.5%
- Numeracy: 97.5%

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant Programs and Initiatives 2012

#### Aboriginal Education

Aboriginal Education policy outcomes and perspectives are addressed through inclusion in class programs. Students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people.

In 2012 Metella Road Public School continued to address needs of Aboriginal and Torres Strait Island students through the implementation of Personalised Learning plans (PLPs). These were developed in consultation with the student, class teacher and parents/caregiver to establish agreed goals and strategies.

In recognition of NAIDOC Week an educational and cultural performance was held at the school by the group Ryka Ali.
Multicultural Education

Metella Road Public School celebrates Multicultural Education each year through its quality teaching programs and special events.

An English as a Second Language (ESL) teacher works at the school five days a week to cater for students from non-English speaking backgrounds. Students are supported in the classroom and in small groups across Key Learning Areas. Our ESL teacher worked closely with the Learning Support Team. We had a number of students this year with limited English language who received additional ESL support time to develop their language skills.

Best Start

In 2012 Metella Road Public School took part in the Best Start Kindergarten Assessment process. The assessment process enabled teachers to identify the literacy and numeracy knowledge and skills that each child brought to school as they entered Kindergarten. The teachers assessed the students’ early reading and writing, their ability to communicate with others and how they recognised and worked with numbers, groups and patterns. Parents were provided with feedback about what their child could do and how they can best support their child’s learning. Parents were also invited to discuss the results with their child’s teacher. The Kindergarten teachers used the data to inform the development of effective and quality teaching and learning programs designed to meet the individual and diverse needs of their students. Throughout the year the Kindergarten teachers continued to monitor the progress of their students. They collected and analysed the results and used the data for ongoing planning and programming.

Language, Learning and Literacy (L3) Program

In 2012 the Language, Learning and Literacy project was once again successfully implemented. The Kindergarten teachers were engaged in ongoing professional learning that focused on the continued development of quality teaching and learning programs to improve student outcomes in literacy. The Kindergarten students received explicit instruction in reading and writing strategies in small group situations. The Kindergarten teachers monitored student progress through the collection of data. The analysis of this data enabled teachers to assess student progress in literacy and then use this data to inform and support quality teaching and learning programs. The data collection also enabled teachers to reflect on their practice and implement changes to cater for students’ learning needs.

Digital Education

Throughout 2012 the integration of Information and Communication Technology remained an integral component of teaching at Metella Road Public School. This has resulted in innovative and engaging classroom practices across the school.

This year has seen Metella Road Public School move into the 21st Century with the introduction of a computer based online management system which allows teachers to administer roles online, monitor student management and allows staff to collate data to ensure all student needs are being met.

A new smartphone application for parents has also been developed making communication to our parents and community a priority. The new smartphone “app” provides the community with instant notifications, photos and our school calendar. There have also been significant changes to our school website. These changes focus on the development of providing instant communication to parents in regards to events that are happening at the school.

As a result staff has been exposed to extensive professional learning in the use of these communication tools and new online management systems. There has also been continued professional learning in the use of interactive whiteboards and video conferencing resources.

Our students have also continued to be enthused by our range of online resources including Bug Club, Zip Tales, Smart Kiddies, Skwirk, and World Book online, all of which make a contribution to an increased focus on digital interactive technologies in the classroom.
IPADs have been introduced to our Early Stage One students with a focus on literacy and numeracy. These new resources have shown an increase in student engagement and learning. In 2013 we aim to introduce IPADs to the other stages with a focus on student engagement in literacy and numeracy.

Students were given the opportunity to use the Macintosh computers to make digital stories, clay animations, movies and video stories about a given topic during library lessons. They worked collaboratively to produce multimedia presentations to enhance student engagement and a continued enthusiasm for learning.

All staff at Metella Road Public School have continued to increase their own ICT skills and are working collaboratively to ensure continued success of technology and its integration in the classroom.

Library Program

The library program this year focused on cooperative learning. Cooperative learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the groups' success. Within a team teaching environment students were given roles and responsibilities within a small group setting, and tasks to complete. Students developed skills on how to work together and make decisions as a team. Library tasks within each lesson were designed to foster a love of reading and engagement with literature, as well as the development of enquiry skills for research.

Premiers Reading Challenge

This year we continued to have a strong student participation in the Premiers Reading Challenge. An increased number of students entered their books online via the website.

A total of 126 students completed the Premier’s Reading Challenge in 2012. This was an increase of 13% who individually completed the challenge last year. Eleven students received their Gold Certificate in recognition of completing the challenge for 4 years and one student received their Platinum certificate in recognition of completing the challenge for 7 years.

Book Fair

A highly successful Book Fair was conducted during Book Week which attracted many students and parents to the library. Again, over $8000 worth of books were sold throughout the fair which subsequently enabled the library to purchase additional resources.

Book Week

Book Week was celebrated through our annual Book Character Parade and picnic lunch. In addition to the Book Character Parade, we had an assembly that was conducted by Parramatta Rugby League stars who talked about the importance of reading. Student participation was high and many parents joined us for an enjoyable day. Students engaged with the shortlisted books during their library lessons in Term 3, which helped to increase student enthusiasm for the character parade.

Student Representative Council

Metella Road Public School has a very active Student Representative Council (SRC), involving peer elected members from Year 2 to 6. Our SRC meets regularly to discuss the improvements that can be made at our school as well as fundraising events and promoting respect and responsibility in students. This year the SRC formed five committees that looked at different aspects of the school – School Improvements, Healthy Eating, Fundraising, Metella Promotions and Play Equipment. Each committee was in charge of promoting different events.

- School Improvements

This committee investigated ways in which the school aesthetics could be improved. It also took on the responsibility of raising funds for Stewart House. This year the SRC conducted mufti days and sold bouncy balls to raise funds. Stewart House is the main charity that we raise funds for. Students continue to support this worthwhile cause as it provides programs and opportunities for children who are in need of a break.
- **Healthy Eating**
  This committee promoted healthy eating and crunch and sip throughout 2012. The committee also encouraged healthy eating by providing free fruit to students at recess once a term.

- **Fundraising**
  Our major fundraising event this year was the Olympathon. This committee was in charge of coordinating whole school activities that related to the Olympics. It was a great event where students participated in sporting activities that related to the curriculum. The funds raised from this event went to purchasing fruit, toys for wet weather, activities for lunch time, classroom resources and our fund for the outdoor garden and cooking area.

- **Metella Promotions**
  This committee looked at promoting and creating posters for all the events the SRC coordinated. They promoted events by making announcements at assemblies and coordinating notes to go home to parents.

- **Play Equipment**
  This year the play equipment was evaluated by the SRC. Due to this evaluation more resources were purchased for wet weather play. This committee introduced lunch time events such as chalk drawing and colouring in competitions.

  As these committees continue to grow and establish themselves we are hoping to identify more areas for improvement throughout 2013.

**Student Leadership Initiatives**

**Play Support Program**

The Metella Road Play Support Program continued to be an important part of the student leadership initiative for Year 5 students. All Year 5 students participated in the Play Support Program. This program provided students with a valuable opportunity to develop their leadership skills by providing playground peer support for K-2 students. The Year 5 students led small groups of students through activities based upon cooperative learning principles; enhancing their self-awareness, self-esteem and communication skills. Through these interactions, the Year 5 students created a more positive, caring and friendly school community. The Year 5 students received specific training for these leadership roles in Term 1 which assisted them throughout their experiences.

**Library Monitors**

Library monitors are also an important part of the Student Leadership Program for Year 5 students. Ten students were selected this year and have been actively involved in the management of the library through the following activities:

- Borrowing, returning and shelving of books
- Supervising and assisting students using the computers at lunchtime
- Setting up of lunchtime student activities
- Assisting with the book fair
- Conducting the book character parade assembly.

**Friendship Ambassadors**

The Friendship Ambassadors program is an extension of the Year 5 Play Support Program. Numerous volunteer Year 6 students were again trained to participate in the Friendship Ambassadors program which operates at lunchtime. These children gave up their play to mediate with their peers on how to help solve minor disputes on the playground. The children were given the opportunity to further build their communication, mediation and conflict resolutions skills.
Positive behaviour for Learning (PBL)

During 2012 the Positive Behaviour for Learning (PBL) Committee has actioned a number of changes to the disciplinary and rewards systems at Metella Road Public School. The focus for 2012 has been to relook at our universal, whole school systems in relation to how PBL works within the school.

The committee, in consultation with staff, has developed a school-wide behaviour consequences system which aims to ensure consistency with discipline and behaviour management across the school. This system utilises a levelled system, with parent contact being highlighted through the use of contact letters. 2012 has also seen a change in the school expectations for Metella Road Public School and the modification of the school rewards system.

The school-wide expectations have been altered to one word expectations that use the first letter of MRPS – these are M – Motivated, R – Respectful, P – Proud, S – Safe. The idea behind this change is to make the expectations easier for students to remember and respond to. The classroom and non-classroom settings Matrix has been updated to reflect the altered school expectations and a big book demonstrating these expectations has been compiled during 2012, ready for classroom use in 2013.

The use of Metella Masters rewards continues to run within the school however changes to this system have been made to ensure that these PBL related rewards link into the current school rewards system. Metella Masters now have all school expectations displayed on them and require students to keep the top part of the slip. Accumulated Metella Masters now result in students being able to obtain Merit certificates which count towards their Principal’s Distinction award.
Progress on 2012 Targets

Key learning Area - English

Targets

To increase the percentage of Year 3 and year 5 students achieving in the higher bands of writing as measured by NAPLAN, with a specific focus on Grammar and Punctuation.

To increase the percentage of all students in writing to be at or above a sound level of achievement, as measured by school based assessment.

To increase the percentage of students achieving in the higher bands in reading, as measured by NAPLAN.

Our achievements include:

- Continued implementation of focused reading and writing programs including Sentence a Day, Language, Learning and Literacy (L3) and Literacy on Track.

- Staff participated in professional learning opportunities focusing on the K-6 Literacy Continuum.

- The development of an editing skills program and standardised editing guide across K-6.

- Continued development and update of writing rubrics for specific text types.

- Development of stage based term by term assessment schedules for assessment of explicit literacy criteria.

- Purchase of additional resources to support quality Literacy programs across classes K-6.

- 36.3% of Year 5 students performed in the top two bands in writing in 2012 compared to 29.1% in 2011.

- 68.1% of Year 3 students performed in the top two bands for grammar and punctuation in 2012 compared to 56.1% in 2011.

- 56.4% of Year 3 students performed in the top two bands in reading in 2012 compared to 51.3% in 2011.

- 28.8% of Year 5 students performed in the top two bands in reading in 2012 compared to 17.4% in 2011.

- The majority of students across all stages achieved at or above a sound level in English. The results were as follows:
  - Early Stage 1 – 92% at or above a sound level in English
  - Stage 1 - 86% at or above a sound level in English
  - Stage 2 - 84% at or above a sound level
  - Stage 3 - 94% at or above a sound level
Key learning Area - Mathematics

Targets

To increase the percentage of Year 3 and Year 5 students achieving in the higher bands for Numeracy as measured by NAPLAN, with a specific focus on Space, Geometry, Data and Measurement.

To increase the percentage of all students K-6 achieving at or above a sound level of attainment for numeracy as measured by school based criteria, with a specific focus on Space, Geometry, Data and Measurement.

Our achievements include:

- Differentiation of class programs to cater for learner diversity and the inclusion of higher order thinking skills through the use of questioning and open ended tasks.

- Purchase of resources to assist with the implementation of lessons that require a more hands on approach to learning.

- Visual Numeracy skills have been enhanced through sharing websites and teacher produced resources for interactive whiteboards.

- In depth analysis of data to identify specific learning needs and the involvement of learning and support teachers to implement targeted programs to cater for these needs.

- Professional learning for staff in Newman’s Error Analysis for the 21st Century, Count Me in Too, the K-6 Numeracy continuum and curriculum differentiation.

- 45.1% of Year 3 students achieved in the top two bands in numeracy in 2012 compared with 35.8% in 2011.

- 25% of Year 5 students achieved in the top two bands in numeracy in 2012 compared with 22.1% in 2011.

- 46.2% of Year 3 students achieved in the top two bands in data, measurement, space and geometry in 2012 compared with 30.9% in 2011.

- The majority of students across all stages achieved at or above a sound level in Mathematics. The results were as follows:
  - Early Stage 1 – 91% at or above a sound level in Mathematics.
  - Stage 1 - 90% at or above a sound level in Mathematics.
  - Stage 2 - 86% at or above a sound level in Mathematics.
  - Stage 3 - 80% at or above a sound level in Mathematics.
School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of English, school culture and the quality of school life.

English

Background

Metella Road Public School has had a significant focus on the Key Learning Area of English. The programming and assessment practices have been enhanced to better cater for individual student needs. Practices have also been improved to increase the degree of explicit teaching in the area of English. The staff has been involved in numerous professional learning opportunities to support the implementation of effective teaching programs and practices across all classes K-6.

Findings and conclusions

Analysis of parent surveys indicated a high degree of satisfaction with the way English is taught and reported on at Metella Road Public School.

95% of parents surveyed indicated a noticeable development in their child’s reading and writing skills. A further 97% agreed that their child enjoys reading and writing activities. All parents surveyed indicated that their child has regular reading, writing and spelling homework. 93% of parents surveyed felt that the school has kept them well informed about the teaching of reading, writing and spelling. 90% agreed that the school has kept parents well informed about their child’s progress in reading, writing and spelling. 90% of parents surveyed were satisfied with the frequency of reporting in reading, writing and spelling and found the report on their child’s progress easy to understand.

Similarly a high percentage of staff was satisfied with the way English is taught at Metella Road Public School.

All staff surveyed indicated that they do provide a balance of independent and group learning activities and students do have the opportunity to reflect on their own learning. All staff surveyed agreed that they do continually upgrade their skills through professional training and development and consistently share ideas and experiences with their colleagues. 87% of staff surveyed agreed that their students have access to guidance from people other than themselves to assist their learning in English. 96% of staff surveyed indicated that their teaching practice is supported by critical reflection and an understanding of effective practice and current research.

Future directions

The survey provided a great deal of positive feedback about the implementation of English programs across the school.

From the survey results it is clear that continued implementation and refinement of quality teaching and learning programs in English is required.

Culture

Background

Metella Road Public School has been focused on developing and maintaining a positive school culture. Staff, parents and students were surveyed about their opinions on the culture of the school with a view to finding out the perceptions of all stakeholders.

Findings and conclusions

65% of staff indicated that the staff almost always understand and respond to the context of the community in which they work. Similarly 35% of parents and 37% of students agreed the school knows about the families and community in which it serves. A further 45% of parents and 43% of students agreed that this is usually the case. All stakeholders agreed that school leaders have a positive influence on the school culture. 31% of staff, 58% of parents and 47% of students indicated that the positive influence occurs almost always. A further 46% of staff indicated that school leaders usually have a positive influence. When asked about the
recognition and celebration of achievement, 77% of staff indicated that it happens almost always. Similarly 73% of parents and 53% of students agreed. Staff, parents and students were asked to respond about the school’s main priority. 85% of staff, 58% of parents and 51% of students agreed that this is almost always the case. When asked about how they feel about the school, 81% of staff, 73% of parents and 67% of students indicated that they are almost always proud of their school. Staff, parents and students were asked about how the school responds to new students and families. 42% of staff indicated that the school almost always recognises, values and supports the contribution of new members to the culture of the school. A further 54% agreed that encouragement of new families usually occurs. Similarly 38% of parents and 70% of students agreed that the school almost always welcomes new students and families and encourages them to be involved in school activities. All stakeholders were asked about whether the school encourages students to achieve their best and to learn. 88% of staff, 65% of parents and 65% of students agreed that this is almost always the case. Staff, parents and students were asked to respond about whether the school caters for the learning needs of all students. 46% of staff, 46% of parents and 45% of students agreed that this is almost always the case. A further 54% of staff agreed that it is usually the case. Stakeholders were also surveyed about school improvement. 92% of staff and 46% of parents indicated that the school is almost always continuing to find ways to improve what it does. Similarly 47% of students agreed. When asked about whether the school makes important changes to what it does, when necessary, 85% of staff, 41% of parents and 42% of students agreed that it almost always happens. A further 46% of parents indicated that important changes usually happen.

Future directions

The survey provided a great deal of information and positive feedback about the school culture at Metella Road Public School.

As indicated by the survey results, the school needs to continue to provide an environment that supports the positive culture of Metella Road Public School.

The school needs to ensure its students remain a priority and the needs of all students are catered for. New students and families need to be welcomed and encouraged to participate in school activities. The school needs to continue to evaluate its current practices and ensure it continues to find ways to improve.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

The parents at Metella Road Public School were asked to complete a survey on the overall quality of school life. They were asked to answer questions about a range of factors that affect the quality of school life.

The table below provides a comprehensive analysis of the level of satisfaction within the school community.

Findings and conclusions

100% of parents believe Metella Road PS is an attractive and well-resourced school. 100% of parents believe the school is connected to its community and welcomes parental involvement. 96% of parents believe they are encouraged to contact the school to discuss concerns relating to their child. 96% of parents believe the school is a friendly school that is tolerant and accepting of all students. 97% of parents believe that students are the schools main concern. 93% of parents believe the school offers challenging program for its students. 92% of parents believe the school maintains a focus on literacy and numeracy. 97% of parents believe the school teaches and promotes core values. 96% of parents believe a wide range of extracurricular programs are offered at Metella Road Public School. 97% of parents believe the school promotes a healthy lifestyle and 89% of parents believe the school promotes its uniform policy.

Future Directions

It is clear from the table below and survey results that parents are on the whole satisfied with the quality of school life at Metella Road Public School.

In the light of these survey results the school will continue to implement and develop programs to ensure the quality of school life is maintained in the future.

Professional Learning

Professional Learning in 2012 has once again been clearly linked to our school targets. All staff continue to be provided with a range of professional learning opportunities at a school, regional and state level as well as via private enterprise to continue to inform their teaching practice. All teacher professional learning funds were expended and the school utilised further funds from global allocations to provide additional support to staff in 2012. At Metella Road Public School we currently have five new scheme teachers working towards accreditation and five new scheme teachers maintaining accreditation at Professional Competence.

Professional Learning opportunities for staff during 2012 included opportunities to participate in a variety of learning activities. Some of the areas in which the staff undertook professional learning were:

- Non Crisis Intervention Training
- Quality Teaching in the 21st Century
- Language, Learning and Literacy (L3)
- K-6 Literacy Continuum
- CV Writing and interview skills
- PBL (Positive Behaviour for Learning) -Targeted Training
- New NSW Syllabus briefings
- Every Student, Every School briefings and Module 1
- Count Me In Too Online
- Quality Teaching - Comprehension Project K-2
- Early Career Teacher conference
- Newman’s Error Analysis
- Higher Order Thinking and Curriculum Differentiation
- Online Training Australia- Understanding and Managing Behaviour
- Cybersafety Outreach Professional Development

In addition, staff also engaged in weekly whole staff teaching professional learning sessions, stage planning meetings, various planning sessions in stage and portfolio groups and after school workshops.

Staff was also engaged in staff development days in 2012.
Outlined below is an overview of the content that was presented at staff development days throughout the year.

**Term 1**
- Compliance Training
- New staff induction
- Stage team planning

**Term 2**
- Presentation of portfolio group targets for 2012
- Stewart House presentation
- ICT – Active Inspire clickers and Bug Club
- Stage team planning

**Term 3**
- ICT workshops
- Positive Behaviour for Learning (PBL)
- Behaviour Management

**Term 4**
- The Learner and the New Curriculum
- Emergency Care and CPR training
- Literacy Links – external speaker
- ICT
- Multilit Program
- Stage team planning

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**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**
To implement highly effective programs in literacy to enhance attainment of student learning outcomes.

**2013 Targets to achieve this outcome include:**
- To improve students achievement in writing as measured by both NAPLAN and school based assessment criteria.
- To improve students achievement in reading as measured by both NAPLAN and school based assessment criteria.
- To improve students achievement in talking and listening as measured by school based assessment criteria.

**Strategies to achieve these targets include:**
1. Implementation of core, exemplar classroom teaching and learning **programming strategies** and practices in Literacy instruction.
2. **Targeted professional learning** in literacy instruction.
3. Implementation of **quality programs** that emphasise literacy instruction at critical points.
4. Facilitation of quality literacy practice through the integration of **connected learning** initiatives.
5. Inclusion of programs and practices to increase the knowledge, contribution and role of parents and **community partnerships** in the enhancement of literacy practice and student attainment.
6. Practices to enhance planned, valid and rich **assessment of student learning** outcomes to drive the teaching and learning cycle.
7. Implementation of strategies to improve the attainment of Aboriginal and Torres Strait Islander students’ literacy skills.
School priority 2

Outcome for 2012–2014

To develop and implement highly effective programs in Numeracy to enhance attainment of student learning outcomes.

2013 Targets to achieve this outcome include:

- To improve student’s achievement in numeracy as measured by both NAPLAN and school based assessment criteria.
- To improve student’s achievement in number, pattern and algebra as measured by both NAPLAN and school based assessment criteria.
- To improve student’s achievement in Space, Geometry, data and measurement as measured by both NAPLAN and school based assessment criteria.

Strategies to achieve these targets include:

1. *Implementation of core, exemplar classroom teaching and learning programming strategies* and practices in Numeracy instruction.
3. *Implementation of quality programs* that emphasise Numeracy instruction at critical points.
4. Facilitation of quality Numeracy practice through the integration of *connected learning* initiatives.
5. Inclusion of programs and practices to increase the knowledge, contribution and role of parents and *community partnerships* in the enhancement of Numeracy practice and student attainment.
6. *Practices to enhance planned, valid and rich assessment of student learning* outcomes to drive the teaching and learning cycle.
7. *Implementation of strategies to improve the attainment of Aboriginal and Torres Strait Islander student’s numeracy skills.*
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: