Metella Road Public School
Annual School Report 2013
School Context

Metella Road Public School is in the Nirrimba school education area, approximately 30 kilometres from Sydney. It is a P2 classification school with quality programs and high levels of community support. The school provides educational programs for students from a range of socio-economic backgrounds and an increasingly large Non English Speaking Background component. The school consists of 26 mainstream classes. Literacy and numeracy remain a strong focus for the next strategic cycle.

Effective literacy practices include modelled and guided reading, cooperative programming and the incorporation of information and communication technology into literacy learning. Other quality programs include Reading Recovery, the morning reading initiative, L3 and Best Start.

Effective numeracy practices include the working mathematically project recently undertaken and the effect this has on the programming cycle. ICT is effectively integrated into numeracy instruction, as well as effective collaborative planning and programming. Other effective initiatives include a focus on visual numeracy, Newman’s problem solving strategy, and extensive professional learning in rich tasks and numeracy best practice.

Metella Road Public School has effective curriculum implementation practices as well as effective assessment practices. Our planning cycle is greatly valued by our staff, and assessment and reporting practices are similarly regarded. Other quality practices include the use of levelled rubrics and spreadsheets to assist with consistent teacher judgement.

With regard to student engagement and attainment, quality programs exist including a strong pastoral ethos and positive atmosphere. Increasing programs for gifted and talented students and effective learning support are strengths. Positive Behaviour for Learning is an integral part of the school. The school has effective transition programs and extensive resources across key learning areas to engage learners.

Metella Road Public School has in place many effective organisational structures. These include communication practices, planning practices and ICT resources to facilitate communication, effective systems of assessment and reporting, resourcing organisation and strong financial accountability measures.

Leadership is flexible and accommodating, executive are approachable and there is support to develop leadership skills. There are multiple opportunities to lead across a variety of areas through the school’s distributive leadership model.

Metella Road Public School is a member of the Warali Wali Education Group of schools and Blacktown Learning Community.

Messages

Principal’s Message

The Annual School Report is a summary of the school’s achievements in 2013 and provides information regarding our priorities for 2014.

At Metella Road Public School we have a shared vision to improving the well-being and educational outcomes for all students. Our curriculum promotes equity and excellence to ensure all students are successful learners, confident and creative individuals and active, informed citizens.

2013 was a great year for Metella Road Public School. The school took great steps forward academically, socially, visually and professionally. I am very proud of the achievements everyone has made.

We achieved improvements visually around our school, with new gardens and painting, and plans for new fixed equipment to be installed early in 2014. A closer connection was made with our community through the Parents and Citizens Association (P&C) with our Trivia Night and Spring Fete. Our P&C continues to be an essential and vital component in the school’s growth as a learning community.
Our academic programs continue to provide excellence in education for our students. Beyond our core programs our extra curricula activities were outstanding offering students 48 different groups/activities to be part of, across all Key Learning Areas and in the areas of Gifted and Talented Education and Sport.

Student achievement is acknowledged and celebrated in all school settings through an effective and responsive merit system. 2013 saw 76 students attain the ultimate Principal’s Distinction level in their time at Metella Road Public School.

I am looking forward to working with our students, staff and parents and community in order to ensure growth and learning for all in 2014.

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

- Trivia Night
- Election day BBQ
- Our ‘Big Day Out’ Spring Fete

The P&C also contributed financially to the Interrelate Bullying Awareness Program for allowing all students to attend in Years 3-6.

We have also held two working bees to carry out tasks that are unable to be completed in school hours.

However our largest contribution was to join the OOSH and the school in a joint venture to finance the new play area in the rear playground. The play equipment is a great asset to the school with many other local schools envious and looking to follow our lead.

The P&C wish to thank all the members who were active in all of our activities throughout the year. As always we are looking for active, motivated parents to join and have their say in how the school is run and to also keep in touch with their child’s education. Your child is the future, and to be part of their education is rewarding and it can be exciting for the children to know you are interested. Many thanks for the ongoing support from the Executive and the school as a whole. We look forward to a new and exciting 2014 and beyond.

Warwick Jarman
P&C President

Student Representative’s Message

Being a 2013 school leader has taught us many things about leadership and it has been a great opportunity to help our school thrive. This role has taught us responsibility, leadership and many other useful qualities that would be needed to make a good school leader. We were involved in the stalls: Mothers’ Day and Fathers’ Day. This year we were fortunate to run the 2013 School Leader Expo, which showed us what leadership meant to others. We ran many assemblies like the ANZAC assembly, the Presentation Day, whole school assemblies and Remembrance assembly.

The P & C Message

Metella Road Public School P&C Association has had a good year completing a number of fund raising events but more importantly contributing to the learning experiences of the children. This parent body has been active in a number of school events and fundraisers. These include:

- Mothers’ Day Stalls
- Fathers’ Day Stalls
- Entertainment Books
This year the year six students took part in the peddler’s parade which was held on the open day. The mini fete was also a fun experience that taught us how to manage stalls and handle responsibilities. We helped many other people in need by doing fundraisers for Stewart House and the Bushfire Appeal. We’ve realised that working together and working hard gives us the best results.

We are a unique and different school as we excel in not only our education, but also our leadership skills. Being a leader has given us a new perspective of life. We got to meet many special people that include the Director of schools and communities: Mr. Rick Seretis. These skills will help us in the future. School leader camp also helped us to meet new people and co-operate. Being a school leader has widened our eyes, to becoming someone better. All ten leaders enjoyed being the leaders of 2013.

Our sporting achievements are outstanding compared to many other schools as we excel in all our sports. Many of our PSSA and knockout state teams have had many victories against very tough teams. Our sportsmanship is incomparable to all the schools in our Sydney West region. Metella Road Public School hosts many sporting activities and teams such as Summer and Winter PSSA, State Knockouts and school sports. This year we were fortunate to be visited by the Western Sydney Wanderers with the help of our wonderful Principal Mr D’Ermilio and our lovely staff.

The motto ‘Aim High’ will always be with us to the end of our lives. These skills and memories will also help us move onto high school. Being a school leader has been rewarding.

Jayden Kallukalam and Pavanitha Nadagobalan

Student Leaders

Student Information

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. Enrolments for each school year are indicated below.

```
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<thead>
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<th>Female</th>
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</thead>
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<td>2008</td>
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<td>2012</td>
<td>339</td>
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<td>651</td>
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Class Sizes
The following table shows our class sizes as reported at the 2013 class size audit.

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</tr>
<tr>
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<td>1</td>
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</tr>
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<td>6</td>
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Student Attendance Profile
Attendance is very highly valued and promoted at Metella Road Public School. The student attendance table indicates the level of student attendance.

<table>
<thead>
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<th>Year</th>
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<th>2013</th>
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<td>95.5</td>
<td>95.3</td>
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Staff Information
Following are the permanent, part-time and temporary staffing positions for 2013. Both the part-time teacher and Release from Face to Face (RFF) allocations have significant physical education and creative arts (music and drama) learning components incorporated.

Staff Composition

### TEACHERS

<table>
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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Primary Teacher Executive Release</td>
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<tr>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>TOTAL</td>
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### ADMINISTRATION

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<td>School Administration Manager</td>
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<td>General Assistant</td>
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<td>TOTAL</td>
<td>4.262</td>
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Teacher Qualifications and Indigenous Composition

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>31104.80</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>313237.71</td>
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</table>

Expenditure

Teaching & learning
- Key learning areas: $36749.43
- Excursions: $46314.54
- Extracurricular dissections: $122013.33
- Library: $2764.58
- Training & development: $7255.58
- Tied funds: $133447.06
- Casual relief teachers: $93179.35
- Administration & office: $109442.10
- School-operated canteen: $0.00
- Utilities: $55770.67
- Maintenance: $32929.76
- Trust accounts: $22268.25
- Capital programs: $44849.80
- Total expenditure: $706984.45

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2013

Achievements

Arts

The students at Metella Road Public School participated in a wide variety of creative and performing arts experiences in 2013. These were in addition to the visual arts, music, dance and drama presented through daily class and RFF programs.

Senior A Dance Group

The Senior A Dance Group consisted of 24 students from Years 3-6. They rehearsed for two hours each Friday during school sport. This gave students who do not dance outside of school the chance to learn technique, choreography and small routines. The students also performed at the Spring Fete and at the 3-6 Presentation Day. Some students were also selected, along with others from Senior Dance B, to accompany the Senior Choir at the Blacktown Music Festival performing a jazz routine.

Senior B Dance Group

The Senior B Dance Group included 16 girls from Years 5-6. This group was selected to perform at the Sydney West Dance Festival in June. The item was called “Dance Culture” and followed the story of a young girl who struggled to identify whether contemporary or hip hop dance is best suited to her.
She finally decided that all forms of dance are to be appreciated and celebrated.

Students attended a full-day rehearsal, a night performance and a matinee performance at Penrith Panthers. It was commented on by the Festival staff about the exceptional behaviour of the students and the vibrancy of their dance costumes. Students also performed their “Dance Culture” item during Education Week and at the Metella Road Spring Fete.

Junior Dance Group
The Junior Dance Group continued to demonstrate the dancing abilities of students at Metella Road Public School. In 2013, the group consisted of 17 girls from Stage One and 4 girls from Stage Two. ‘Cartoon Heroes’ was the title of the dance and it saw the dreams of young girls bought to reality through the eyes of superheroes. This group was selected to perform at the Sydney West Dance Festival in June, the Blacktown Music Festival in September, as well as, performing at a K-6 assembly, Education week and at the Spring Fete. The students dedicated many of their lunch times to rehearse a dance full of challenging moves to ensure they were ready for these performances. All members of the group displayed exemplary behaviour while representing the school. Thank you to all the remarkable students and their families for their amazing support throughout the year.

Boys Dance Group
The Metella Road Public School Boys’ Dance Group was initially formed in 2010 to encourage performing arts for male students across K-6. In 2013 the group evolved into a Years 1 and 2 group. The boys were enthusiastic, energetic and passionate about having fun!

The dedicated group of 13 boys rehearsed once a week and performed in school performances during the year, including the 2013 Spring Fete. Thank you to the following girls that have assisted and organised our boys throughout the year, Eloise De Morais, Emily Jarman, Madison McWhirter and Lauren Boyd. Your contribution supported the boys in their dancing. Miss Jennings and Mrs Boase thoroughly enjoyed leading these young men throughout the year.

Senior Choir
The Senior Choir provided Metella Road students from Years 3-6 with an opportunity to use their musical talents and perform in public for an audience. A total of over 50 choir members enthusiastically attended practice each week during their recess or lunch breaks.

The Senior Choir performed in several public venues this year such as the Sydney Opera House, the Sydney Town Hall and Blacktown Civic Centre. They also performed several times within the school, at school assemblies and also at the Spring Fete.

The Senior Choir were successful in gaining placements in the Western Sydney Pulse Concert and the Primary Proms Concert.
In August, twelve Year 5 and 6 students sang in the Sydney Opera House as part of the Western Sydney Pulse Concert. They rehearsed during Monday recess breaks and attended four combined rehearsals with all the other schools involved.

In September, twenty students from Years 3 and 4 sang in the Sydney Town Hall in the Primary Proms series of concerts. They rehearsed during their Monday lunch times and also attended a combined rehearsal in the Salvation Army Hall in Sydney.

Also in September, thirty five students sang in the Blacktown Music Festival. These students travelled to Hambledon Public School for three half day rehearsals prior to the concert day. Many students also sang in the Spring Fete, accompanying both the Junior Choir and the Senior Girls dance group.

The Senior Choir can be very proud of their efforts and achievements in 2013.

**Junior Choir**

The Junior Choir consisted of 30 children from Years 1 and 2. They met weekly to sing a variety of songs. Students in the Junior Choir had the opportunity to perform at Westpoint, Blacktown during Education Week, the Metella Road Spring Fete and at school assemblies. Students developed a love of singing and an appreciation of music from a variety of genres.

**Junior Instrumental Group**

In 2013 the Junior Instrumental Group (JIG) consisted of students from Year 1-4 who came together to have fun with instruments and foster a love of music. For the first time, some students learnt simple songs on the recorder while others accompanied them with percussion instruments. The group performed at a K-6 assembly and the K-2 Presentation Day.

**Infants Drama Group**

The Infants Drama Group consisted of a group of Year 1 and 2 students who enjoy learning about drama in their recess break time. The students enthusiastically learned and practised improvisations, readers theatres, plays and drama games. The Infants Drama Group performed for the school on two occasions during the year.

**Sport**

Metella Road Public School had another successful year on the sporting field.

One student represented Wentworthville/Seven Hills District in Swimming and continued on to represent at State level. Eight students represented the district in Athletics with one student advancing to state level. Three students represented the district in Cross Country.

Eighteen students were chosen to represent the district in a variety or sports. Two students for touch football, six students for softball, one student for netball, one student for soccer, three students for rugby league and two students for cricket.
A number of our PSSA teams were premiers. Junior Girls Gold Soccer, Senior Oz Tag, Senior Gold Netball, Senior and Junior Gold Mixed Soccer won their respective winter PSSA competitions. The boys and girls Softball, Girls TBall and Senior AFL were Premiers of the 2013 Summer competition.

During the year a number of external sports organisations ran clinics during school hours. AusKick K-6, Backyard League 3-6, Sport in Schools K-2, Swim School K-6 and the Western Sydney Wanderers Soccer for Years 2, 3 and 4.

Knockout Teams represented the school throughout the year in Softball, Netball, Soccer, AFL, Cricket and Rugby League. A number of students have been involved in Soccer, Milo Cup Cricket and Rugby League gala days during Terms 2 and 3.

The school celebrated excellence and commitment to sport through its Sports Presentation Assembly at the end of 2013.

Environmental Education
Metella Road Public School continued to educate students about the environment. Projects included the maintenance of established garden beds, where broccoli, carrots, lettuce, potatoes and a number of other fruits and vegetables were grown. The large rain water tank supported the maintenance of the garden. The two new garden sheds have been useful in storing gardening equipment.

The Gardening Club, which had a strong following of Year 1-4 students, met once a month to maintain the garden area.

Another on-going project was paper recycling, which helped reduce general waste in the classroom. Students from all classes place paper recycling materials in specially allocated classroom bins which are collected fortnightly. Participation in ‘Clean Up Australia Day’ occurred in March, whereby classes helped clean areas of the school.

Debating
In 2013, Metella Road Public School participated in the Blacktown District Debating Competition. We entered two teams of debaters, composed of a mix of Year 5 and 6 students. One of these teams made it through to the semi-finals. All members of the teams did a fantastic job and we were proud of their commitment and achievement.

Public Speaking
The Blacktown Learning Community is a group of schools that work together to share ideas and strategies to support student learning throughout the Blacktown area. They hold many interschool events and competitions to encourage students to develop their skills in various academic areas.

One event that Metella Road Public School participated in was the Blacktown Learning Community Oracy Competition. We sent four representatives, two students from Stage 2 and two students from Stage 3. While all of our representatives competed very well, one of our Stage 2 students received the Stage 2 award for public speaking.

Gifted and Talented Programs
In 2013, 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 Computer Skills, Science, English, Maths, Spelling and Writing competitions. In addition, students from Year 2 participated in the English and Maths competitions.

Students were awarded a total of 7 High Distinctions, 49 Distinctions and 149 Credits.

Kids Connect (SHARING)

Twenty six students from Kindergarten to Year 6 were offered SHARING courses through the Blacktown Learning Community (BLC), providing extension and enrichment opportunities across a wide range of learning areas. One teacher at Metella Road Public School conducted a SHARING course in 2013 in the area of Mathematics. This was attended by 20 talented Stage Three students from across the BLC.

High Achiever’s Program

Students in Year 5 had the opportunity to participate in Greystanes High School’s High Achievers Program. A total of 24 students took part in Hands on History, Maths Madness, Sushi Train, Putting Fitness First, Forensics Frenzy and Bring Back the Cane.

Academic Achievements

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.

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

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

NAPLAN Year 3

87 Year 3 students sat the National Assessment in 2013.

Reading – NAPLAN Year 3

68.9% of students achieved scores in the top three bands for reading compared to 68.0% of the state.

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![Percentage in bands: Year 3 Reading](chart.png)

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
Writing – NAPLAN Year 3
17.2% of students achieved scores in the top band (Band 6) for writing compared to 15.3% of the state.

Spelling – NAPLAN Year 3
59.7% of students achieved scores in the top two bands for spelling compared to 47.2% of the state.

Grammar and Punctuation—NAPLAN Year 3
70.1% of students achieved scores in the top three bands for grammar and punctuation compared to 72.1% of the state.

Numeracy – NAPLAN Year 3
52.8% of students achieved scores in the top three bands for numeracy compared to 64.1% of the state.
NAPLAN Year 5

78 Year 5 students sat the National Assessment in 2013.

Reading – NAPLAN Year 5

64.5% of students achieved scores in the top three bands for reading compared to 62.3% of the state.

Spelling– NAPLAN Year 5

65% of students achieved scores in the top three bands for spelling compared to 62.2% of the state.

Grammar and Punctuation– NAPLAN Year 5

59.8% of students achieved scores in the top three bands for grammar and punctuation compared to 60.2% of the state.
Numeracy – NAPLAN Year 5

31.6% of students achieved scores in the top two bands for numeracy compared to 26% 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 2011 and 2013. The majority of students showed growth in all areas assessed between 2011 and 2013.

Results in Numeracy were particularly strong. 37% of Year 5 students achieved high rates of growth compared to 25% of the state.

Significant Programs and Initiatives

Aboriginal Education

Our 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.

The personal academic and social needs of Aboriginal and Torres Strait Island students at Metella Road Public School are addressed through the implementation of Personalised Learning Plans (PLPs). All plans are developed and reviewed bi-annually 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 dance group attached to the Muru Mittigar performance group. Students also dressed in the cultural colours of the Koori and Torres Strait Islander people, viewed and discussed Dreamtime stories placing an emphasis on understanding Indigenous culture.

Multicultural Education

Metella Road Public School is a strong supporter of Multicultural Education and celebrates the rich diversity of the school through its quality teaching programs and special events.

Prior to Harmony Day, a select group of students from Metella Road participated in activities with the Western Sydney Wanderers. The acceptance of the differences was emphasised through games and discussion. Students from all grades also participated in similar activities with their buddy classes on Harmony Day. The study of different cultures is integrated into the Key Learning Areas throughout the year.

Our English and Additional Language and Dialect teacher worked closely with the Learning Support Team. Students from non-English speaking backgrounds are supported in the classroom and in small groups across Key Learning Areas.
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**

All Kindergarten students were assessed at the commencement of 2013 using the *Best Start Assessment* tasks. The students were assessed on their school entry skills and their understandings in literacy and numeracy. 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. The Kindergarten teachers were provided with information that enabled the development of effective teaching and learning programs designed to meet the individual and diverse needs of students. The teachers collected and analysed the results and used the data for ongoing planning and programming. Parents and carers were also provided with feedback about what their child can do and how they can best support their child’s learning.

**Language, Learning and Literacy (L3) Program**

In 2013 the Kindergarten classes participated in the *Language, Learning and Literacy* program.

This program enabled teachers to provide students with explicit instruction in reading and writing strategies in small group situations. The teachers also monitored individual student progress through the collection of data and used this data to assess student progress and develop quality teaching and learning programs.

The Kindergarten teachers were engaged in ongoing professional learning that focussed on the continued development of quality teaching and learning programs to improve student outcomes in literacy. The Kindergarten teachers were also trained in classroom management that allowed for flexible grouping and independent activities.

In 2013 the Year 1 teachers were also trained in the *Language, Learning and Literacy* program (L3 Stage 1). The teachers participated in 10 half day professional learning sessions. These sessions focussed on providing quality teaching and learning programs so as to improve student learning outcomes in literacy and provide students with opportunities to develop the skills that will enable them to be successful literacy learners. The teachers were trained in the use of instructional activities that focussed on Reading and Writing. The teachers implemented these instructional activities with small groups of students. Small group teaching enabled the teachers to assess student progress and identify and support strengths. The Year 1 teachers monitored individual 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 teaching and learning programs.

The *Language, Learning and Literacy* program was successfully implemented in 2013 across all Kindergarten and Year 1 classes.

**Digital Education**

At Metella Road Public School, we are proud of the way in which we use technology in our classroom to enhance learning and boost student outcomes. The use of technology in a meaningful and authentic manner helps our students to receive more personalised learning experiences. As such, students have active control in their learning; able to make choices about how to generate, obtain, manipulate or display information.
At Metella Road Public School we value the role technology plays in every students’ education. We have an interactive whiteboard in every classroom with Internet connectivity in all classrooms. Teachers are trained in new technologies and software to maintain up-to-date skills for their classroom practice and professional learning.

This year we have been very fortunate to have wireless internet installed. This means that every student has access to the internet in any part of the school. This is a vital component of technology as students can access the internet on their iPads and laptops, conducting investigations and producing authentic work samples. We have 32 iPads in the school which students have daily access to. Students enjoy using these iPads and are most certainly engaged in their learning. We are also excited to advise that we have purchased 10 iPad minis for our Kindergarten students. This technology is easy for them to manipulate and engage with.

Metella Road Public School has launched this year an online learning trial that is a web based program. This program, entitles students to access a range of resources at school and at home. These programs range from reading resources, literacy activities, mathematical activities and research tools. Early indication shows that there are a considerable number of students accessing the system and enjoying the various programs available.

Metella Road Public School has continued to improve its communication with parents using technology. With an increase in parents and community members downloading the smartphone “app” it has provided instant notification of events, photos, newsletters and the school calendar. In conjunction with our school website, parents and the community are kept up to date with events that are happening in the school. In 2014 and beyond will continue to ensure that learning in the 21st Century remains a priority. Professional learning in the use of ICT and using technology to boost student outcomes will be continued for all staff.

Library Program

Mr Wilkinson commenced the year in the Library teaching Library skills in Term 1. Mrs Aylett took over in Term 2 and continued library skill development, which included an intensive look at plagiarism and referencing before commencing projects with the older students. Term 3 saw the completion of those projects. Stage 2 worked on animal habitats and Stage 3 worked gold related areas including bushrangers of Australia. Term 4 was a brief look at the short listed books then another project for Stage 2 about Australian history in the local area and Stage 3 global organisations.

Book Fair

Scholastic Books were invited to host our Book fair this year and there was a great deal of enthusiasm as students came to look and choose the books they wanted to buy. Many thanks must go to Mrs Dollin who gave up much of her time to assist with the fair. The Book Fair achieved $8083.10 in sales, which has been channelled back into purchasing more books for the library. About $300 worth of these books were selected from the fair then an initial order of about $278 was spent on books that were on sale as a result of the fair leaving us with a commission of $1771 still to spend over the coming year. More will be purchased after we do a check on books missing from some of our collections.
**Book Week**

To introduce our students to Book Week in 2013 we had the musical SPACE JUMP. The story woven through the performance included four of the Children’s Book Council Short Listed books for 2013.

Students who attended this spoke highly of the performance and there has been great interest in the short listed books since purchasing some of them in Term 4.

Following the performance and leading into Book Week most classes participated in reading books relevant to the theme *Read Across the Universe* and a creative activity which helped to advertise BOOK Week in our community. Year 1 made stars, Year 2 made planets and Year 3-4 learned how to draw an astronaut from a new recently purchased book.

On the Tuesday of Book Week was our annual school Book Parade with an out of this world flavour added to be in line with this year’s theme. There were many wonderful outfits that visited our planet that day! Many thanks to our library monitors for leading this event!

**Premier’s Reading Challenge**

This year many students entered and 117 students had their reading records validated for 2013. An interesting trend has been emerging, when Metella Road Public School first started this program mainly 3-6 students entered now there are more K-2 students. This year 48 Kindergarten students, 20 from Year 1 and a further 20 from Year 2 entered which is fantastic using the program to expand their reading skills. However, there has been a drop in the number of older students except for Year 4 where 15 students participated. Now the challenge is out for the older students to participate in 2014.

**Student Representative Council**

Metella Road Public School has a very active Student Representative Council (SRC) which is comprised of students from Year Two to Year Six. These students have been elected by their peers and, therefore, work on the behalf of their classmates. Our SRC meet regularly to discuss ways in which improvements can be made to our school. We primarily focused on three main aspects; fundraising, school improvements and healthy eating.

**Fundraising**

As the school was committed to raising money for the Spring Fete, the SRC turned their attention to raising money for those who were in need.
This year, all classes participated in a coin drive, with the total proceeds going to Stewart House.

$1032.00 was raised and this money went towards supporting children who are in need of a break from their day to day circumstances. Through our disco, we have raised enough money to purchase two barbeques that will benefit both our school and community.

**School Improvements**

One particular area of focus for the SRC was trying to keep our school clean. Members recognised the need to keep our playground clean and developed a competition where students created posters advertising the need to take pride in our school. The SRC also investigated ways in which the school aesthetics could be improved.

**Healthy Eating**

The SRC were committed to promoting healthy eating throughout the year. They promoted the Crunch and Sip initiative and were successful in meeting all criteria for our school to become officially a Crunch and Sip school. This initiative saw all classes eating fruit and vegetables and sipping water during the morning session. The SRC ran a “Fill the Tree” competition for Fruit and Veg month, rewarding students who ate fruit on a daily basis. Free fruit has been provided to both the community and students as a result of this initiative.

**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**

Many thanks to our seniors who came to assist with the endless jobs that the library encompasses! One of the jobs that our library monitors enjoyed doing this year was rearranging the lunch time games into junior and senior sections of the library. Other jobs included:

- Shelving books
- Sharpening pencils
- Preparation of displays
- Resource purging of games
- Assisting with the computers
- Delivery of resources to teachers

**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 resolution skills.
Positive Behaviour for Learning (PBL)

In 2013, the Positive Behaviour for Learning (PBL) Committee refined the school disciplinary system and introduced a new, streamlined reward system.

The committee, in consultation with the whole staff revised the school-wide behaviour consequences system, ensuring a clearer, shared understanding of behaviour levels and greater consistency when dealing with behaviour management issues in classroom and non-classroom settings.

Prominent and effective new signage has been erected and displayed near the canteen, in the playground areas, in the hall and in the foyer (for the whole-school) featuring a brief summary of expected positive behaviours in those various locations. Classroom PBL lessons were also developed using the signs and their key messages as a stimulus and focus for learning.

‘Club 250’ was launched. Students still work towards the ultimate goal of a Principal Distinction Award, now valued at 250 reward points.

The base level award is now called a ‘Captain Metella’ each worth one point. Once 10 of these are collected, they are traded for an Assistant Principal’s Award worth 10 points. Once 5 of these are collected, they are traded for a Deputy Principal’s (DP) Award worth 50 points. Every student with a DP Award now receives a gold badge with 5 spaces for coloured metallic stickers. Each time a student earns another DP Award, they receive an additional sticker on their badge, until all 5 stickers (green, red, blue, purple and gold) are collected. At this point the student has achieved 250 reward points and qualifies for a Principal Distinction badge and membership to ‘Club 250’. At the end of each term, new members to Club 250 were taken on special excursions to such venues as the cinema, ten pin bowling and laser tag.

The introduction of the new reward system along with the refining of the behaviour level system and the introduction of new signage saw a reduction in the incidence of inappropriate classroom and playground behaviours in Term 4.
School planning and evaluation
2012—2014

Progress in 2013

School priority 1
Outcome for 2012-2014

To implement highly effective programs in 
Literacy to enhance attainment of student 
learning outcomes.

Evidence of progress towards outcomes in 2013:

- Continued implementation of Language, 
  Literacy and Learning Program (L3) in 
  Kindergarten.
- Successful implementation of Language, 
  Literacy and Learning Program (L3) in Year 1 
  classes.
- Use of PLAN software across all classes K-6 as 
  both an assessment and programming tool.
- Use of ICT, including IWB's and ipads, to 
  enhance Literacy instruction across K-6.
- Continued integration of the Super 6 
  Comprehension Strategies into reading 
  programs.
- Development of stage based term by term 
  assessment schedules for assessment of 
  explicit Literacy criteria.
- Purchase of additional resources to support 
  quality Literacy programs K-6.
- Development of units of work across all 
  stages, to support the implementation of the 
  new NSW English syllabus in 2014.

2014 Targets to achieve this outcome include:

- To improve student achievement in literacy 
  as measured by both NAPLAN and school 
  based assessment criteria, with a focus on 
  writing and a particular emphasis on 
  audience and sentence structure.

Strategies to achieve these outcomes in 2014

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.

Our success will be measured by:

- An increased percentage of Year 3 and Year 5 
  students who achieve scores in the top two 
  bands in reading and writing in NAPLAN.
- Surpassing statewide performance for 
  students achieving in the top two bands of 
  reading and writing for NAPLAN in Years 3 
  and 5.
- An increased percentage of Year 5 students 
  achieving expected growth in NAPLAN writing 
  (comparing results from Year 3 2012 to Year 
  5 2014).
- An increase in the number of K-6 students 
  who achieve sound, high or outstanding 
  results for school based assessments in 
  reading and writing.
- The percentage of students achieving the 
  expected cluster levels for reading texts, 
  comprehension and aspects of writing on the 
  literacy continuum.
School priority 2

Outcome for 2012-2014

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

Evidence of progress towards outcomes in 2013:

- Implementation across the whole-school of the EnVision Mathematics Program including text books and interactive resources, leading to the consistent delivery and presentation of Mathematics lessons K-6.
- Engaging students in Mathematics through the introduction of a wider variety of appropriate websites and Apps that complement the EnVision program. These interactive teaching tools have been utilised on classroom interactive whiteboards, classroom computers and also on iPads.
- Facilitation of parent workshops during Education Week, enhancing parents’ knowledge and understanding of how they can best support their child’s learning in Mathematics. Parents were informed about the EnVision program as well as appropriate apps and websites that can be utilised to support the learning of Mathematics.
- Active school participation in the ESiM (Enhancing Success in Mathematics) project that targets Years 5-8 in Mathematics and was conducted as part of our Warali Wali Learning Hub, identifying common problem areas and sharing ideas to foster improvement with our neighbouring primary and high schools. Aligning our teaching practice to ensure what is taught in primary school corresponds to what is taught in high school has been a key focus with the ESiM project. We are developing common mathematical language to be used in both primary and high school settings, with a strong focus on multiplication. This was chosen based on NAPLAN data across the schools involved.
- Staff engaged in a variety of professional development sessions during the year including Adobe Connect workshops in preparation for the introduction of the new Mathematics Syllabus in 2015.

2014 Targets to achieve this outcome include:

- To improve student achievement in numeracy as measured by both NAPLAN and school based assessment criteria, with a particular emphasis on 2D and 3D space and geometry, fractions and decimals and working mathematically.

Strategies to achieve these outcomes in 2014

1. Implementation of core, exemplar classroom teaching and learning programming strategies and practices in Numeracy instruction.
2. Targeted professional learning 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 students’ numeracy skills.

Our success will be measured by:

- An increased percentage of Year 3 and Year 5 students who achieve scores in the top two bands in Numeracy in NAPLAN.
- Surpassing state performance for students achieving in the top two bands of Numeracy for NAPLAN in Years 3 and 5.
- An increased percentage of Year 5 students achieving expected growth in NAPLAN Numeracy (comparing results from Year 3 2012 to Year 5 2014).
- An increase in the number of K-6 students who achieve sound, high or outstanding results for school based assessments in Mathematics.
- The percentage of students achieving the expected cluster levels on the numeracy continuum.
Professional Learning

Professional Learning in 2013 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 2013.

The key emphasis in 2013 involved preparing our teachers for the introduction of the new English Syllabus in 2014. Some of the areas in which the whole staff undertook professional learning were:

- Training regarding the use of SENTRAL database
- Every Student, Every School Modules
- Australian Curriculum – English
- Programming for new English Syllabus
- Literacy Continuum – Writing
- Staff Wellbeing
- School Readiness Forum
- Using SENTRAL for Reports
- NAPLAN analysis
- Using PLAN software to track student performance
- ICT/iPad practical sessions

Various individuals and stage or portfolio teams undertook professional learning aligned to their Professional Development Plans. Some of the session titles included:

- Teacher Librarian professional learning
- Working Effectively with the Literacy Continuum
- Seven Steps to Writing Success
- Enticing, Motivating and Instructing using Quality Children’s Literature
- Get a Grip on Grammar K-6
- Opening Pandora’s Box to Programming
- Programming for quality teaching and assessing
- Syllabus PLUS K-6 Maths (Number and Algebra, Statistics and Probability, Measurement and Geometry, Embedding Maths across the curriculum)
- Positive Behaviour for Learning (PBL) Booster Training – Universal Prevention Strategies
- Proactive School Leadership through Learning and Support Teams
- SASS ERN Health Procedures
- Redbank Seminar
- EAL/D Training Follow-Up
- School Sport – Backyard League
- School Sport – Softball Level 1 & 2 Coaching Accreditation
- School Sport – Football for Primary Schools
- Teaching Physical Activity to Students with Disabilities
- Supporting Learning Technologies in Schools
Parent/caregiver, Student, and Teacher Satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Parents, teachers and students were given Satisfaction Surveys to complete. They were asked to answer questions about a range of factors that affect the quality of school life. 63 parent surveys were collected while 31 teachers provided responses. A random selection of 15 students from each class in Years 3-6 (180 in total) completed the process allowing for the triangulation of data.

Finding and Conclusions

100% of teachers and parents agree that the school offers a wide range of extracurricular programs.

100% of teachers and 99% of parents agree that the students are the school’s main concern.

98% of parents agree that Metella Road PS is an attractive, well-resourced school.

100% of teachers and 97% of parents agree that the school is a friendly school that is tolerant and accepting of all students.

100% of teachers agree the school has supportive welfare programs.

100% of teachers agree that student achievements are recognised through the school award system.

Our key and perhaps most useful findings came from the students themselves:

100% of students agreed they want to get good results at school.

99% of students agreed that their teachers expect high standards of work.

97% of students enjoy the things they do outside class time.

95% of students are proud to be students at Metella Road PS.

95% of students agree that their teachers treat them fairly.

95% of students agree that they follow class and school rules.

90% of students felt they could learn more if students would behave better.

32% of students feel worried a lot about school.

23% of students don’t get excited about their school work.

18% of students believe they are not challenged to think by their school work.

Future Directions

In particular, some results from student surveys provide some scope for improvement in certain areas – as teachers we will examine ways to ensure best practice in terms of classroom behaviour management, managing student anxiety and consistently designing lessons that are engaging, interesting and challenging.

However, Parents, teachers and students 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.
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: