School Context Statement

Metella Road Public School is in the Nirimba 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 2014 and provides information regarding our priorities for 2015.

Metella Road Public School has been catering for families living in the school’s drawing area since 1972. The school’s motto ‘Aim High’, and expectations ‘Motivated, Respectful, Proud and Safe’, drive every teacher and student and is reflected in the many programs and activities offered by the school, ensuring that every aspect of school life is catered for. In 2014, Metella Road Public School has grown to 665 students.

At Metella Road Public School we have a shared vision to become a centre of excellence, challenging children of all abilities to attain their
highest level of achievement in academic, cultural and sporting pursuits.

2014 was a great year for Metella Road Public School. The school as a whole took great steps forward academically, socially, visually and professionally. I am very proud of the achievements everyone has made.

Our continued relationship with both the Parents and Citizens Association (P&C) and our Out Of School Hours care (OOSH) has seen our joint initiative completed with the installation of fixed play and fitness equipment installed. Our P&C and OOSH continue 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.

Metella Road Public School is a truly multicultural school with over 56% of its students being from a non-English speaking background. Cultural diversity is recognised and celebrated by the school through multicultural days, NAIDOC day, classroom activities and school leadership programs.

Student achievement is acknowledged and celebrated in all school settings through an effective and responsive merit system. 2014 saw the number of students attaining Principal’s Distinction Level reach 60.

Metella Road Public School is a member of two prominent learning communities, the Blacktown Leaning Community (BLC) and The Warali Wali Education Group (WWEG). The BLC consists of 27 schools (principals and parent representatives) and the WWEG consists of 8 local primary and high schools. Both learning communities work together to provide students, staff and parents with quality programs, projects and professional learning opportunities.

I am looking forward to working with our students, staff and parents and community in order to ensure growth and learning for all in 2015.

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

P & C Message

Metella Road Public School P&C Association completed the year participating in the usual activities we have supported for many years. This parent body has been active in a number of school events and fundraisers. These include:

- Mothers’ Day Stalls
- Fathers’ Day Stalls
- Trivia Night
- Election day BBQ

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

Bearing in mind this year was our off year for our Spring Fete, which could be said is our major fundraiser, we still managed to raise a good amount which has gone to the school to support the children.

Our major support item this year was the joint venture with the school to install the new electronic sign. After much hesitation and discussion by parents and citizens alike we hope you agree it is a welcome tool for our school to communicate with parents and citizens.

With the ever-changing demographic in the
area, we would like to invite all new people within our community to become involved with your school and support the great work the school is doing. It is your child’s education you will be supporting.

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 2015 and beyond.

Warwick Jarman
P & C President

Student Representative’s Message

Being a 2014 school leader has been one of the best things in our lives. It has given us great opportunities to learn and have fun. We have had an amazing year!

Being a school leader meant we had so many different opportunities to develop our leadership and cooperative skills with others. For example, by leading assemblies, we were able to develop and strengthen our confidence in speaking. Some of the amazing highlights have included running cake stalls, organising the mini-fete, going on leadership camp and going on our Stage 3 camp to Canberra.

Being a school leader is not all about having fun! It’s about being a true leader and role model. It’s about treating others with respect and fairness. It’s about encouraging and helping others whenever and wherever it is needed. Being a school leader means you must be dedicated at what you do.

Even though our journey in primary school is about to end, it is the start of a whole new journey. Although we lose some of our old friends we will inevitably find new ones. It will be hard for us to leave all of our memories behind but we will never forget the good times we have had in this school. Good luck and goodbye!

Alyssa Craig and Darlene Wen

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 very strong enrolment profile. This has been achieved through the implementation of our comprehensive transition to school programs. Enrolments for each school year are indicated below.
Student Attendance Profile

Attendance is very highly valued and consistently promoted at Metella Road Public School. The student attendance table indicates the percentage of student attendance for each grade. Poor student attendance is managed through the school’s Learning Support Team with referrals made to the Home School Liaison Officer when appropriate.

We have enjoyed a 2-year period of strong growth in the area of student attendance. Since 2012, our attendance rate has increased from 94.9% to 96.9%, now 2.1% above the average attendance rate across NSW DEC schools.

Class Sizes

The following table shows our class sizes as reported at the 2014 class size audit.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per grade</th>
<th>Total in Class</th>
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<td>20</td>
</tr>
<tr>
<td>KB</td>
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<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
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<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
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<td>1M</td>
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</tr>
<tr>
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<td>1/2C</td>
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<td>4B</td>
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<tr>
<td>6W</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>287</td>
<td>293</td>
<td>310</td>
<td>303</td>
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<td>Total</td>
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<td>584</td>
<td>606</td>
<td>617</td>
<td>651</td>
<td>658</td>
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</table>
Workforce Information

Following are the permanent, part-time and temporary staffing positions for 2014. The Release from Face to face (RFF) allocations have significant Physical Education and Creative Arts (music and drama) learning components incorporated.

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4.0</td>
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<tr>
<td>Classroom Teachers</td>
<td>21.0</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>TOTAL Teacher Entitlement</td>
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<tr>
<td>General Assistant</td>
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<tr>
<td>School Administrative Officer</td>
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<tr>
<td>School Administrative Manager</td>
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<tr>
<td>Total Non-Teacher Entitlement</td>
<td>4.262</td>
</tr>
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</table>

Currently, there are no members of staff with an Aboriginal background.

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>29</td>
</tr>
</tbody>
</table>

Professional Learning and Teacher Accreditation

All staff members participated in a variety of professional learning activities throughout 2014 to support the school’s priorities and personalised learning goals.

The total school expenditure on professional learning in 2014 was $30359.07. The average expenditure per staff member on professional learning in 2014 was $778.44.

Teachers participated in a variety of external professional learning activities in the following areas:

- Programming for the new NSW Syllabuses using Ralph Pirozzo methodology
- Curriculum Differentiation using Ralph Pirozzo methodology
- Engaging Indigenous students
- Primary Connections Science Program Development
- The Literacy Continuum and PLAN Software
- Literacy teaching for beginning teachers
- iPads in Action: Mathematics
- Robotics in the Classroom
- Teaching students with special needs in mainstream classes
- Educating and Managing Boys
- Special Education Needs – Autism Spectrum Disorders
- Understanding Dyslexia and significant difficulties in Reading
- Predicting, Assessing and Responding to Challenging Behaviour
- Redbank ‘How to Manage’ Conference
- Anxiety and Learning Difficulties – Strategies and support
- PE: Fundamental Movement Skills Workshop
- Foundation Netball Coaching
- Primary PROMS Choir Teacher Workshop

Throughout the year, all members of staff participated in School Development Days covering the following areas:

- Code of Conduct compliance training
- Child Protection compliance training
- Positive Behaviour for Learning (PBL) sessions to review classroom and whole-school reward and discipline systems as well as lesson development for focus areas.
- Quality Teaching Review – Providing a Quality Learning Environment
- ‘Teach Like a Champion’ – School-based training day on successful teaching techniques to support areas of need identified by whole staff
- ‘Teach Like a Champion’ – Nirimba School Education Area staff development day
- CPR and Emergency Care Training
- Anaphylaxis e-training modules
- Stage Planning sessions
Teacher Accreditation Data

- In 2014, 3 teachers at Metella Road Public School were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation.
- In 2014, 12 teachers at Metella Road Public School were maintaining accreditation at Proficient level.
- In 2014, no teachers were seeking voluntary accreditation at Highly Accomplished or Lead.

Beginning Teachers

In 2014, funding under the Great Teaching, Inspired Learning reform was used to support three permanent beginning teachers at Metella Road Public School. This funding was used in a number of ways. Firstly, beginning teachers participated in significant professional learning programs to assist their development of quality teaching pedagogy and classroom management. This consisted of both online professional development opportunities and face-to-face professional development.

Additionally this funding was used to build the capacity of new scheme teachers through other approaches. These approaches included:

- Beginning teachers were given opportunities to observe experienced practitioners and demonstration lessons to build and develop strategies for student engagement and learning; and classroom and behaviour management.
- Beginning teachers worked with supervisor(s) / mentor(s) within their own classrooms to enable them to critically reflect and refine on their own practices, through classroom observation and structured feedback.
- Beginning teachers benefitted from additional Release from Face to Face (RFF) to support the development of their skills and teaching programs.

Through the funding provided by the NSW Government, beginning teachers at Metella Road Public School received a high quality program to support and strengthen their entry into the teaching profession.

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>
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</thead>
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<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>243174.98</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>11591.10</td>
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<tr>
<td>Trust receipts</td>
<td>27791.10</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1222024.98</td>
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</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 35072.31
- Excursions: 57618.35
- Extracurricular dissections: 109348.39

Library: 5750.98

Training & development: 7052.19

Tied funds: 190166.88

Casual relief teachers: 100163.03

Administration & office: 96741.15

School-operated canteen: 0.00

Utilities: 57892.81

Maintenance: 24084.76

Trust accounts: 25320.01

Capital programs: 140350.00

Total expenditure: 849560.86

Balance carried forward: 372464.12

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P & C and Parents Auxiliary. Further details concerning the statement can be obtained by contacting the school.

School Performance 2014

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 to Band 6 (highest for Year 3)
Year 5: from Band 3 to Band 8 (highest for Year 5)
**NAPLAN Year 3**

91 Year 3 students sat the National Assessment in 2014.

**Reading – NAPLAN Year 3**

52% of students achieved scores in the top two bands (5 and 6) compared to 49% of the state.

**Writing – NAPLAN Year 3**

69% of students achieved scores in the top two bands compared to 48% of the state.

**Spelling – NAPLAN Year 3**

74% of students achieved scores in the top two bands compared to 51% of the state.

**Grammar and Punctuation – NAPLAN Year 3**

58% of students achieved scores in the top two bands compared to 55% of the state.
Metella Road Public School – Annual School Report 2014

Numeracy – NAPLAN Year 3
41% of students achieved scores in the top two bands compared to 42% of the state.

Writing – NAPLAN Year 5
17% of students achieved scores in the top two bands (7 and 8) compared to 18% of the state.

NAPLAN Year 5
98 Year 5 students sat the National Assessment in 2014.

Reading – NAPLAN Year 5
35% of students achieved scores in the top two bands (7 and 8) compared to and matching 35% of the state.

Spelling – NAPLAN Year 5
63% of students achieved scores in the top two bands (7 and 8) compared to 43% of the state.
Grammar and Punctuation – NAPLAN Year 5
55% of students achieved scores in the top two bands (7 and 8) compared to 45% of the state.

Numeracy – NAPLAN Year 5
45% of students achieved scores in the top two bands (7 and 8) compared to 29% of the state.

Growth in Literacy and Numeracy: Years 3-5
Between Year 3 and Year 5 there were 89 students who remained at Metella Road Public School, allowing their progress to be tracked between 2012 and 2014. The majority of students showed growth in all areas assessed between 2012 and 2014.

As a cohort, our Year 5 students exceeded average growth expectations in four out of five aspects of NAPLAN assessment, excluding Reading. Of particular note:

In Spelling, 39% of our students achieved growth rates in the top quartile of all students compared to 25% of the state.

In Grammar and Punctuation, 37% of our students achieved growth rates in the top quartile of all students compared to 25% of the state.

In Numeracy, 39% of our students achieved growth rates in the top quartile of all students compared to 25% of the state.
Other Achievements

Arts

The students at Metella Road Public School participated in a wide variety of creative and performing arts experiences in 2014. These were in addition to the visual arts, music, drama and dance programs presented through daily class and RFF programs.

Junior Red Dance Group

The Red Dance Group consisted of 23 dancers from Years 1, 2 and 3. This group was accompanied by 6 drummers from Years 5 and 6. In 2014, the Red Dance Group performed a dance called “Gone Safari” which was about a group of people on safari exploring the African Jungle. The dance demonstrates that although we are all different we can all live together as one. This group was selected to perform at Westpoint, Blacktown during Education Week, the Blacktown Music Festival in September and at a variety of school assemblies throughout the year. The students dedicated many of their lunchtimes to rehearse the dance to ensure they were ready for these performances. All members of the Red Dance Group displayed exemplary behaviour whilst representing our school.

Senior Dance Group

The Senior Dance Group consisted of 16 children from Year 4, Year 5 and Year 6. They met weekly on Tuesday afternoons to learn dances from a variety of genres. The Senior Dance Group performed ‘Beat Again’ at the Sydney West Dance Festival in June that told the story of communities binding together in times of hardship. They also performed this routine at school assemblies and at Westpoint Blacktown during Education Week. The Senior Dance Group also performed ‘Singing in the Rain/Good Morning’ with the Combined Schools Choir at the Blacktown Music Festival in September. The group could not have been successful without the many dedicated students and parents throughout the year.

Junior Choir

The Junior Choir consisted of 35 children from K-2 classes. They met weekly to sing a variety of songs. Students in the Junior Choir had the opportunity to perform at K-6 Assemblies and at Westpoint Blacktown during Education Week. All members of the Junior Choir displayed remarkable behaviour whilst representing our school at these performances. Students have developed a love and appreciation of singing and music from a variety of genres.

Pulse Choir

On Thursday 14 August 2014, twelve students travelled to the Sydney Opera House for the Pulse Concert. Our students had the pleasure of performing on the Concert Hall stage with a large group of primary and senior schools from the Western Sydney Region. It was an absolute pleasure to perform in such a magnificent location and the experience was wonderful for each and every one of our group. Our weekly rehearsals paid off as we performed our five songs with pride on stage. The night was a great success.
Senior Choir

It has been an exciting and busy year in 2014 for the Senior Choir. They have continued to provide wonderful singing at all our annual events.

Some of the big highlights of the year held outside of the school include the Blacktown Music Festival, Westpoint Blacktown performances and the Community Carols by Candlelight held in The Baptist Church in Metella Road. The Senior Choir also performed at many of the school assemblies as well as at our Multicultural Day.

All of the singers involved in these performances demonstrated commitment and dedication. They attended the regular rehearsals each week and learned the very important and challenging skill of choral singing. The students were committed to learning new songs, to face the challenge of learning two part harmonies in soprano and alto parts and to showing a love for and enjoyment of singing.

Junior Instrumental Group

In 2014 the Junior Instrumental Group (JIG) consisted of students from Years 1-2 who came together to have fun with instruments and foster a love of music. Students learnt to accompany orchestral music with their percussion instruments by following a musical score. The group performed at a K-6 Assembly with a flash mob and at the Open Day Assembly for parents.

Infants Drama Group

The Infants Drama Group is made up of a group of enthusiastic Year 2 and 3 students who learn about drama in their recess break time. This year the drama group has performed for students, staff and parents in a number of special assemblies. Drama group activities include improvisations, mime and drama games.

Sport

Metella Road Public School has had another successful year on the sporting field. One student represented Wentworthville/Seven Hills District in Swimming. Eight students represented the district in Athletics with one student advancing to representing Sydney West Region at the State Athletics Championships. Four students represented the district in Cross Country.

Ten students were chosen to represent the district in a variety of sports. Two students for Touch Football, two for Softball, one for Netball, one for boys Soccer, two for Rugby League, three for girls Soccer, one for Golf and one for Basketball.

Seven of our summer and winter PSSA teams finished the season as Premiers. Senior Girls Soccer, Junior Oz Tag, Senior Gold Netball, Senior Gold Mixed Soccer, Boys Softball, Girls T Ball and Junior AFL were all Premiers in their respective PSSA competitions.
During the year a number of external Sports Organisations ran clinics during school hours. Auskick K-6, Backyard League Years 3-6, Swim School K-6 and the Western Sydney Wanderers Football Program which was accessed by approximately 100 students across the 40 weeks of the school year.

Knockout Teams represented the school throughout the year in Softball, Netball, Soccer, Cricket and Rugby League. The Boys Softball team were runners up in their division and the Girls Soccer team won their division, becoming Western Sydney Regional Champions. 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 2014.

**Gifted and Talented Education**

In 2014, 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 (International Competitions and Assessments for Schools)**

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, Maths and Science competitions. Students were awarded a total of 10 High Distinction, 72 Distinction, 180 Credit, 72 Merit and 399 Participation certificates.

**High Achievers 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 *Junior Masterchef*.

**Maths Olympiad**

Twenty-seven Stage 3 students at Metella Road Public School competed in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2014.

The aims of the APSMO are to:
- Introduce students to important mathematical concepts.
- Teach major strategies and develop flexibility for problem solving.
- Foster creativity and ingenuity and strengthen intuition.
- Stimulate enthusiasm and enjoyment for Mathematics.
- Provide for the satisfaction, joy and thrill of meeting challenges.

Students in the Maths Olympiad team competed in five Olympiads over the course of Term 2 and Term 3. Preparation sessions were held prior to Olympiads to help students develop their knowledge of skills and strategies to solve contest problems. The results were pleasing, with two students achieving results within the Top 10% of all participants, and a further seven students achieving results within the Top 25% of all participants.
**SHARING**

Thirty one students from Years 1-6 were offered one-day SHARING course placements at various schools across the Blacktown Learning Community (BLC), providing extension and enrichment opportunities across a wide range of learning areas including Visual Arts, Science, Technology, Drama, Dance and Food Technology. Two teachers from MRPS conducted their own SHARING courses in 2014 in the area of Visual Arts, for talented students from across the BLC.

**Other Extra-Curricular Programs**

**Debating**

In 2014, 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. The students learned to work as a team to brainstorm and select arguments to support their case, to develop their arguments in a written speech and to rebut the opposing team’s arguments.

**Environmental Education**

In March 2014, the students at Metella Road Public School participated in “Clean Up Australia Day” and helped clean the school grounds. In Term 3, Stage 1 participated in the EnviroMentors workshops and learned about protecting our waterways.

Paper recycling is a significant part of waste management at our school. Each classroom has a recycling bin, which is emptied on a fortnightly basis.

**Stage 3 Camping Program**

In September, 126 students from Years 5 and 6 attended a highly successful 3-day / 2-night excursion to Canberra and the NSW snowfields.

The visit to Canberra complemented studies in HSIE regarding Australia’s parliamentary system. Students toured Parliament House, the Electoral Education Centre, the Australian War Memorial and Questacon Science Centre whilst in the nation’s capital.

Additionally, staff and students enjoyed a memorable day on the Perisher Valley snowfields with this being a new life experience for most students involved.
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/carers to establish agreed goals and strategies.

In recognition of NAIDOC Week, an Aboriginal performance which outlined the traditional culture of the Aboriginal people through music was provided by Aboriginal performer, Lewis Parter.

Multicultural Education and Anti-Racism

Multicultural Education is strongly supported at Metella Road Public School. This year we celebrated the rich diversity of the school by holding a Multicultural Day. Students were given an opportunity to taste traditional, homemade meals as well as participate in a range of cultural activities inside and outside the classroom. The day concluded with a range of talented, cultural performances in the areas of music, dance and drama.

Students from all grades also participated in similar activities with their buddy class on Harmony Day. All students are accepting of difference and embrace diversity through this teaching and learning experience. The study of different cultures is integrated into the Key Learning Areas throughout the year.

Our English as Additional Language and Dialect teachers worked alongside the Learning Support Team. Students from non-English speaking backgrounds are supported in the classroom and in small groups across Key Learning Areas.

The NSW Department of Education and Communities and Metella Road Public School reject all forms of racism. We are committed to the elimination of racial discrimination, including direct and indirect racism, racial vilification and harassment. Under the Anti-Racism Policy, School Principals are responsible for ensuring that all learning and working environments are free from discrimination and racism.

To support this, one member of staff has been appointed to fulfil the role of the school’s Anti-Racism Contact Officer (ARCO). The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

Best Start

At the commencement of 2014 all Kindergarten students were assessed using the Best Start Assessment tasks. The students were assessed on their school entry skills and their understandings in literacy and numeracy. This included the assessment of the students’ early reading and writing skills, 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)**

In 2014 the Kindergarten classes participated in the *Language, Learning and Literacy* program (L3). 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 engaged in regular professional development to deepen their knowledge and understanding of quality teaching practices and focused on the continued development of effective teaching and learning programs to improve student outcomes in literacy.

In 2014 the Year 1 teachers were also trained in the *Language, Learning and Literacy* program (L3 Stage 1). The teachers participated in professional learning sessions which focused 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 implemented instructional activities with small groups of students which enabled them 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 2014 across all Kindergarten and Year 1 classes.

**Digital Education**

At Metella Road Public School, technology is used as a powerful tool to enhance learning and increase student outcomes. The authentic integration of technology in each and every classroom assists our students in receiving a personalised learning experience whereby students are able to decide how to generate, obtain, manipulate or display the information.

At Metella Road Public School, all students engage with technology on a daily basis through instruction and active participation with multiple mediums. Each classroom has an interactive whiteboard, three classroom computers and access to wireless technology. This connects our students; providing them with continuous and almost instantaneous access to information. Students are provided with daily opportunities to access iPads, laptops and electronic tablets within the classroom. They proficiently switch between different modes of learning, being able to conduct investigations, research, create and produce meaningful work samples.

Metella Road Public School has purchased 32 iPads, 10 iPad Minis and 52 electronic convertible tablets which the students have daily access to. These versatile and powerful tools provide students with access to quality educational apps, offering a diverse method to increase student engagement and attainment. These portable devices provide students with personalised and tailored programs that help them to take control of their own learning.

This year, Metella Road Public School has continued to participate in 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 resources range from access to quality texts, literacy activities, mathematical activities and research tools. Our data shows that there are a considerable number of students accessing the system and enjoying the various programs available.

Metella Road Public School has continued communicating efficiently with parents using technology. Parents and community members use the Metella Road Public School smartphone “app” as well as Facebook in order to receive
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. Our staff members are continually engaging in professional learning, gaining an understanding of how to integrate technology effectively in all Key Learning Areas. Staff are embracing the new technology and using it in a meaningful manner to boost student outcomes. It is our aim in 2015 and beyond, to continue to use technology effectively to suit and foster the needs of our 21st Century learners.

Library

The theme this year for the 2014 Book Week was ‘Connect to Reading’ and we had an exciting week in August when we invited Andrew Daddo, who is an author and illustrator to present his work to the students of Metella Road Public School. He entertained the students exceptionally well as there was a great deal of laughter coming from every session. We have 16 of his books in the library and they have been borrowed regularly since his visit. Another highlight feature of Book Week was our traditional Book Week Character Parade which was enjoyed by staff, students and parents alike.

During the year, K-2 students have been learning about literature appreciation with an understanding of the role of the main character and the sequencing of events in stories. In preparation for Book Week, K-2 students also explored fairy tales by illustrating many of them for the book week theme.

Years 3-6 have been learning about the information process which has entailed using key words from research to form their own sentences then reference the source of information. Additionally for Book Week, Stage 2 investigated tales from other lands so they connected their pictures with maps of where the tales came from and Stage 3 selected their favourite book and made a book cover.

Once again the Book Fair was very successful exceeding our goal with $10235 worth of items being sold and the commission for our library is a little under a third. We have already spent $600 of this on books for the library.

Students enthusiastically embraced the Premier’s Reading Challenge with 180 students being validated as finished the program. This year’s number is getting closer to one third of the school participating. Platinum (7 years) and gold (4 years) certificates were presented at the annual school presentation day.

There has been a great team of 16 library monitors whom have assisted in various roles, especially during Book Week and day to day lunchtime activities such as sharpening pencils and shelving books. We have also been able to run a lunchtime chess group on Fridays which was received keenly by many students.

Student Representative Council

Metella Road Public school has an active Student representative Council (SRC). Two students from each year 2 to 6 class are chosen to represent their peers at meetings and to voice their concerns or share their ideas. Our SRC members meet fortnightly and discuss ideas and ways to
improve our school. We primarily continue to focus on fundraising for various charities, promote healthy food choices and school improvements.

**Fundraising**

As a group, we made the choice to fundraise for various charities. One charity was Stewart House. We were able to provide a substantial amount to this charity and in turn provide an experience for less fortunate students in our wider community.

We also had an ex-student who was diagnosed with an inoperable brain tumour. We spoke about the Make a Wish foundation and decided to grant our own wish for this student. Many of the current students knew this person and were very passionate about providing the student with an experience.

We continued to hold discos and the money raised helped in our endeavours of providing money to the charities we chose and to provide some new equipment for some of our younger students.

Our annual Metella Has Talent (talent quest) saw us register the most acts we have ever had. So many talented students rehearsed and then performed in front of judges to try and make it through to the grand final. Our grand final is presented in front of the entire school. Overall we had the opportunity to watch 76 acts with 23 being successful in making it through to the grand final. This activity seems to be getting bigger and better each year.

**Healthy Food Choices**

We continued to be proactive in reinforcing the Crunch and Sip program. All classes were on board with promoting healthy food choices and we saw an increase in the amount of fruit and vegetables our students were eating. We also saw an increase in the amount of water students were drinking. This initiative helped us in successfully gaining a grant of $2000. This money has been used to help purchase new equipment for lunchtime activities.

**School Improvements**

We continue to formulate ideas to make our school an even better school to attend. We concentrated on the amount of litter around the school and reinforced taking pride in our school environment.

**Equity Funding**

**Aboriginal Background**

The total Resource Allocation Model (RAM) equity loading for Aboriginal Students in 2014 was $7771.30. A significant portion of this was used to fund days throughout the year to create, review and revise Personalised Learning Plans for our Aboriginal students. The implementation of these plans ensured that teachers, Aboriginal students and their parents could work effectively together towards the achievement of very specific learning goals. Additional funds were allocated to NAIDOC Week performances to develop and sustain a positive and inclusive school culture. Finally, there was an allocation in the budget to purchase additional reading materials to aid the improvement of Aboriginal students’ literacy achievements.

**Socio-Economic Background**

The total RAM equity loading for socio-economic background in 2014 was $28218.10. This was used to fund the purchase of an additional 70 iPads for the school. This purchase enhanced students’ access to a wider range of curriculum learning experiences and increased the level of students’ engagement in their learning.

**Low Level Adjustment for Disability**

The total RAM equity low level adjustment for disability in 2014 was $38090. These funds were used to employ four School Learning Support Officers to assist students with a range of physical and learning disabilities to access the curriculum.
The SLSOs worked one on one with these students across a range of learning areas and also supported their participation in the playground at recess and lunch. The parents and carers of these students were involved in review meetings held during the year to review personalised learning goals and set new targets with their children. As a result, these students were more engaged in their daily learning and improved their learning outcomes. The provision of School Learning Support Officers also increased the effectiveness of classroom and school organisation.

School Planning and Evaluation 2012—2014

School Evaluation Processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular evaluation of all strategic directions within the school plan by members of the school executive. Mid-term and end of term milestones were set for each five week block of the year and progress along this continuum was reviewed at very regular intervals. This ensured a focus was maintained throughout the course of the entire year on the attainment of specific goals and broad targets.
- Rigorous involvement of Teachers, students and parents in a variety of surveys, forums and planning sessions to develop a shared vision for the school and provide the foundation for the 2015-2017 school plan, in particular shaping the school’s three new strategic directions and defining the purpose of each direction.
- Completion of the School Satisfaction Survey by teachers, students and parents.

School Planning 2012-2014:

School Priority 1 – Literacy

Outcome for 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Continued successful implementation of Language, Literacy and Learning Program (L3) in Kindergarten and Year 1 classes.
- Development of units of work across all stages, to support the implementation of the new NSW English syllabus.
- Use of PLAN software for all classes K-6 as an assessment and programming tool.
- Use of ICT, including IWB’s and iPads, to enhance Literacy instruction across K-6.
- 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.
- An increased percentage of students in Year 3 Reading, Year 5 Reading and Year 3 Writing who achieved scores in the top two bands in the NAPLAN assessment. The increase for Year 3 students in NAPLAN Writing was of particular significance. In 2013, 42.5% of Year 3 students achieved scores in the top 2 bands whilst in 2014 this figure was increased to a remarkable 69.2%.
- Surpassing statewide performance for students achieving in the top 2 bands of NAPLAN for Year 3 Reading and Writing. While our Year 5 students did not surpass statewide performance in these areas, it must be noted they significantly reduced the gap between the performance of Metella Road Public School and the State in terms of percentages of proficient students. In 2013 in NAPLAN Reading, our Year 5 students were 12.4% behind the state for the percentage of students in the top two bands whilst in 2014 that margin was reduced to just 0.5%.
Likewise, in 2013 in NAPLAN Writing, our Year 5 students were 2.2% behind the state for the percentage of students in the top two bands whilst in 2014 that margin was reduced to just 0.2%.

- An increased percentage of Year 5 students achieving expected growth in NAPLAN Writing. In 2013, 54.1% of students achieved at or above the expected level of growth in Writing. This percentage was increased to 67.4% in 2014.

**Strategies to achieve these outcomes in 2014**

- Implementation of core, exemplar classroom teaching and learning programming strategies and practices in Literacy instruction.
- Targeted professional learning in literacy instruction.
- Practices to enhance planned, valid and rich assessment of student learning outcomes to drive the teaching and learning cycle.
- 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.

**School Priority 2 - Numeracy**

**Outcome for 2012–2014**

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

**Evidence of progress towards outcomes in 2014:**

- 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.
- 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.
- A marked increased in the percentage of students in Year 3 and Year 5 Numeracy who achieved scores in the top two bands in the NAPLAN assessment. (Year 3: 26.4% in 2013 and 40.7% in 2014. Year 5: 31.6% in 2013 and 45.3% in 2014)
- Surpassing statewide performance for students achieving in the top 2 bands of NAPLAN for Year 5 Numeracy. (45.3% of our Year 5 students achieved scores in the top 2 bands compared to 28.5% of the state). While our Year 3 students didn’t surpass statewide performance in Numeracy, it must be noted they significantly reduced the gap between the performance of Metella Road Public School and the State in terms of percentages of proficient students. In 2013 in NAPLAN Numeracy, our Year 3 students were 12.4% behind the state for the percentage of students in the top two bands whilst in 2014 that margin was reduced to just 1.7%.
- An increased percentage of Year 5 students achieving expected growth in NAPLAN Numeracy. In 2013, 60.3% of students achieved at or above the expected level of growth in Numeracy. This percentage was increased to 62.1% in 2014.

**Strategies to achieve these outcomes in 2014:**

- Implementation of core, exemplar classroom teaching and learning programming strategies and practices in Numeracy instruction.
- Targeted professional learning in numeracy instruction.
- Practices to enhance planned, valid and rich assessment of student learning outcomes to drive the teaching and learning cycle.
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.

8% of parents believed the school did not offer challenging programs for our students.

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

99% of students want to get good results at school.

98% of students are proud to be a student of this school.

98% of students agreed that their teachers’ have high expectations in terms of the standard of student work.

95% of students feel safe at school.

95% of students believed their teachers treated them fairly.

93% of students believed they could learn more in class if students would behave better.

21% of students indicated that they are not always treated with respect by other students.

28% of students indicated they do not get excited about their school work.

However, 93% of students agreed that the things they are taught are worth learning.

26% of students feel worried a lot about school.

92% of students indicated that overall they felt happy at school most of the time.

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. The school will continue to develop, implement and evaluate programs, processes and practices to ensure the quality of school life is maintained in the future.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Following a thorough process of consultation with all stakeholders of the school community, a new school plan was devised in line with the School Excellence Framework. The plan is organised under three broad headings with strategies to promote excellence in learning, excellence in teaching and excellence in leading.

A revised school vision has been established based on a shared community understanding of our core values and purpose as a school. The school vision for 2015-2017 is:

Metella Road Public School strives to become a centre of excellence, challenging children of all abilities to attain their highest level of achievement in academic, cultural and sporting pursuits.

Three clear strategic directions have been devised to enhance our reputation as a centre of excellence. The strategic directions for 2015-2017 are as follows:

- **Strategic Direction 1:** Engage all students in inclusive high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits.
- **Strategic Direction 2:** Building teacher capacity to implement innovative teaching practices and high quality learning programs for all students.
- **Strategic Direction 3:** All stakeholders engaged as partners in education, developing the school as a centre of excellence.

The new school plan also contains information on the purpose of each strategic direction, the people and processes involved, the products and practices we are setting out to achieve and the improvement measures that will be used to gauge our level of success.

For further information and to see the 2015-2017 School Plan in its entirety, please see the published version on our school’s website.

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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Sonya Larobina – Assistant Principal
Nicole Parker – Assistant Principal
Amanda Saad – Assistant Principal
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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: