

Murray Farm Public School

Annual Report



2016

Murray Farm
PUBLIC SCHOOL
A Great Place to Be

4401

Introduction

The Annual Report for 2016 is provided to the community of Murray Farm Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sharon Williams

Relieving Principal

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Message from the Principal

It is a privilege to work in a school where, every day, I am inspired by those around me. Murray Farm Public School is a place where everyone feels welcomed and empowered to make a positive difference for themselves and for others. When people visit our school, they invariably comment on the wonderful atmosphere of learning and student engagement that is evident in our classrooms. It is always noticed how respectful our students are and how positive the interactions are between children and adults. Our focus on student well-being is clear.

Murray Farm Public School has earned its reputation as a school of excellence as a result of the hard work and commitment of all parts of our school community.

In 2016, the support of our parents, carers and the wider community has been outstanding and the wonderful leadership of the P&C President, Mrs Fran Koltai, is acknowledged. Our administration staff, under the excellent guidance of our School Administration Manager, Mrs Helen Hatter, has played an important role in the success of the school. The teaching staff, a talented group of professionals who truly care about the students they guide, have displayed ongoing commitment to providing learning environments that foster creativity and self-confidence. Murray Farm Public School students are always striving to achieve their personal best and their successes this year, across all areas of endeavour, have been outstanding. They are a truly special group of young people.

Appreciation is extended to everyone in our community this year for being the reason Murray Farm Public School is, 'A really great place to be'. It has been a pleasure to lead a school where students, parents and teachers work together towards learning success, social well-being and a sense of community responsibility.

Sharon Williams

Relieving Principal

Message from the school community

On behalf of the parents of Murray Farm students, I would like to extend a sincere thank you to Mrs Williams and all of the teaching staff who have once again provided our children with an enjoyable, stimulating and rewarding learning environment this year.

2016 has been a very busy and successful year for the Murray Farm P&C Association. We again collected Voluntary Contributions as part of the school's Semester 2 invoices. Thanks to the generosity of our school community, we raised over \$47,000. This money, in addition to the \$27,000 in profit raised at Cracker Carnival, has been used to benefit of all our children at Murray Farm.

As the peak parent body of the school, the P&C has responsibility for determining how money raised on its behalf is spent. This year we will be contributing \$67,000 to the school for the following:

- Our \$50,000 annual contribution to the school's Key Learning Area budget which issued to provide teaching resources and learning support teachers; and
- \$17,000 will be used to upgrade external light fixtures around the school to increase after hour's safety as well as for use during evening school events.

2016 has again been a great year for each of our sub-committees:

- The Cracker Carnival had another successful (but wet) year;
- The Canteen, Uniform Shop and Book Club continued to provide valuable services to the school community, albeit with volunteer shortages;
- The Band and String Ensemble programmes are going from strength to strength with some remarkable achievements and successes throughout the year. However due to lack of volunteers to run the program, from 2017 our band will be coordinated by the company Teaching Services Australia.
- The Class Parent Scheme and Parent Information Sessions (once known as the Coffee with the Principal), while seeing a drop in participation this year, were still integral parts of our school community;
- And we had another successful Movie Night in November making a profit of almost \$1,200.

The work of the P&C could not happen without the support of many people. The current P&C has had the pleasure of working very closely with Mrs Williams & we appreciate her unwavering support and encouragement. We also wish to acknowledge the invaluable assistance of Mrs Kaylene Waddell, Mrs June Jeffries and all of the office staff, particularly: Helen Hatter who was successfully promoted to the position of School Administration Manager, Margaret Poulos, Lily Pannucci, Katrina Porter and Sook San Ang. We'd also like to welcome our new office member, Therese O'Hara and farewell Mrs Sue Hackett who we wish all the very best on her retirement.

This year, the P&C Committee consisted of: Fran Koltai, Deborah Sherwood, Nelson Gallash, Sarah Worsley, Manjula Senerviratne, Cathy Dew, Fiona Jones and Farzeen Boomla. Our sub-committees were headed by: Deborah Sherwood with Emma Cooper; Jennie Chow with Yufu Muramatsu; Shannon Patel with Levana Kerr; Cheryl Worthy with Camille Ho; and Annika Tilt with Shannon Kavanagh & Camille Ho. I would also like to acknowledge the great work of our canteen supervisors, Kerri O'Shanassey, Ann Armstrong and Gaye Gallagher and our newly appointed relief canteen supervisor Sandra Yo; and our uniform shop manager, Sandy Luxton and relief uniform shop manager Karen Fothergill. It is a true honour to work with a group of such dedicated and selfless people.

I would also like to thank all the parents and members of the community who have supported our school in so many ways throughout the year. The time and effort you give to the school is invaluable and greatly appreciated.

The P&C would like to especially acknowledge the following year 6 parents for taking on positions of responsibility in various P&C committees and sub-committees:

Sneha Ahmed

Sonja Croucher

Gaye Gallaher

Niluki Gunaratne

Camille Ho

Shannon Kavanagh

Meena Kumar

Olivia Lam

Ajay Sharma

Sindu Sharma

Angela Tung

Cheryl White

Rod White

Lina Wilkie

Cheryl Worthy

We would like to thank these generous parents for their time and commitment to our school and wish them all the very best for the future.

On behalf of the Murray Farm Public School P&C committee, I would like to wish everyone a safe and relaxing New Year. To those families who are leaving us this year we wish you all the very best. To those families who will remain part of our Murray Farm community, we are looking forward to working with you in 2017. If you would like to attend the P&C Annual General Meeting (AGM) it will be held on Tuesday 21st February 2017 at 7.30pm in the staffroom. P&C meetings are held on the third Tuesday of every month at 7.30pm in the staffroom. We would love to see you there.

Kind regards,

Fran Koltai (MFPSP&C President)

School background

School vision statement

Every student is provided with the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment that promotes excellence and which prepares individuals to successfully meet the challenges of our ever changing society.

School context

Murray Farm Public School was established in 1969 and over its 45 year history has earned a reputation for academic, sporting and cultural excellence. The school draws students from established areas in Carlingford, North Rocks and the West Pennant Hills area. The current enrolment of 902 has a NESB population of 79%. The school delivers quality learning programs addressing the needs of all learners, including four 'Challenge' classes in grades 3–6, and consistently performs at levels of excellence in external performance measures. Currently, 38% of students take part in the Japanese bilingual program. A wide range of extra-curricular activities is available to the students. The involved parent body contributes to the inclusive culture that supports all students and ensures that everyone achieves to his or her potential. It is a place where students, teachers and parents are proud to belong.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016 the executive team in consultation with key personnel conducted self-assessment. The data and information gathered was used to modify the School Plan to ensure continued growth aligned to high level expectations.

Learning

Murray Farm Public School has an excellent learning culture across the school community. There is a shared, high value of learning between staff, students and parents. Respectful relationships are evident among and across all groups, promoting student wellbeing and improving student learning outcomes. The Positive Behaviour for Learning (PBL) Program has enhanced consistent processes and behaviour expectations across the school, with the specific focus planned for classroom settings in 2017. Throughout the school there is a commitment to providing an environment where students are able to connect, succeed and thrive. Classroom teachers are supported by a highly effective Learning Support Team (LST) and English as an Additional Language/Dialect (EAL/D) Team. Attention to individual learning needs are being identified early and parents are increasingly involved in planning and supporting the learning directions for students. Systems and procedures are in place for the National Consistent Collection of Data (NCCD). Fortnightly Teaching and Learning stage-based meetings facilitate regular discussion and curriculum planning, teaching and learning experiences, and assessment and reporting. Internal and external assessment and student performance data is used as the basis for school planning and priorities. There is school wide pride in the cultural diversity of the community which is demonstrated in whole school events such as Harmony Day. The Student Representative Council (SRC) has been instrumental in raising money for charity and in implementing leadership initiatives for students, such as play-leaders. Parents and students receive regular feedback on progress through semester based reports and parent teacher interviews. Student results, both internal and external, are outstanding. There is an excellent level of achievement and value-added results in NAPLAN and students excel in all external performance measures.

Teaching

Teachers are continuing to align teaching and learning programs with the NSW Syllabus documents for the Australian Curriculum, the Quality Teaching Framework and the Australian Teaching Standards. Stage and Year based Teaching and Learning meetings and mentoring programs allow teachers to critically evaluate their teaching programs. Teachers effectively use student performance data to inform their teaching and all staff are involved in discussions and analysis of data which then inform the school plan and management plans. The fortnightly Teaching and Learning meetings ensure that teachers are able to effectively collaborate to improve teaching practice and enhance learning outcomes for all students. Professional development is aligned with school priorities and targets. Processes are in place to support teachers' Performance and Development Plans and beginning and early career teachers are provided with guidance and

additional support. Teachers regularly share their professional knowledge with other staff. Teachers at Murray Farm Public School are active, professional members within the school community who are supported in achieving and maintaining the professional standards and who support a culture of ongoing improvement. Working beyond the classroom is evident in the range of extra-curricular activities provided to students, in the involvement of teachers in school community events such as the annual Cracker Carnival, and in regular attendance at a range of professional learning networks.

Leading

The school is recognised as excellent and responsive by the community which is evidenced in positive community surveys, steadily increasing enrolments, and the positive and productive learning culture that is embedded across the school community. There is a shared understanding of the strategic directions as outlined in the School Plan, with clear timelines and performance measures in place for school improvement and input from all members of the community. School resources are used effectively to improve student outcome. Learning spaces are increasingly flexible and enhanced by the continued investment in mobile technologies. All staff are members of the curriculum and management teams which drive the implementation of key projects linked to each of the school's strategic directions. Strategies are in place to support, mentor and guide teachers with varying levels of teaching experience as outlined in Great Teachers, Inspiring Learning (GTIL) to ensure continuous improvement and professional accreditation in accordance with the Australian Standards for Teachers. Professional aspirations are further supported by providing opportunities for teachers to access Professional Development in the five domains of leadership. Processes are in place for regular student input through the Student Representative Council (SRC), for parents through the Parents and Citizens Association (P&C), and for all in the school community through the Tell Them From Me (TTFM) surveys. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality education to our students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of quality education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student wellbeing

Purpose

Provide a nurturing learning environment that supports the cognitive, emotional, social, physical and spiritual development of students enabling them to become successful learners, resilient and confident individuals, and productive, informed citizens.

Overall summary of progress

Learning Support Team

The Learning Support Team received referrals from class teachers in line with procedures outlined in the Learning Support Policy.

The Learning Support Team provided professional development opportunities for staff. Twelve staff members completed the 20 hour online Dyslexia training course.

All staff attended professional development sessions to enhance their understanding of adjustments and differentiation when planning, teaching and assessing students with identified additional needs.

Positive Behaviour for Learning

The PBL team continued to implement the PBL Universal Systems framework to enhance student engagement across the school.

Ongoing communication with the school community has been provided through the school newsletter about PBL focus lessons.

The school trialled and successfully implemented the use of music to assist the smooth transition of students to morning assemblies, as well as to lines at the end of both recess and lunch.

Permanent PBL signage was designed, purchased and mounted around the school to display our school expectations. Three sets of coloured pencils were also purchased as a visual reminder of the PBL expectations, and are now on display in the school grounds.

Combined K–6 playground was trialled and, after feedback from students, staff and parents, the combined K–6 playground became permanent at the end of Term 3. A whole school competition was then held to rename our playground areas to reflect the new playground structure.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the number of responses in top 2 bands in <i>Quality of School Life</i> and PBL surveys by students, staff and parents. Decrease in the number of referrals to Anti-bullying/Anti-racism executive and decrease in the number of significant behaviour issues reported to Deputy Principals.	There is a process in place to communicate to students, parents and community representatives on all learning and support issues. The school expectations for the positive behaviour of all members of the school community are reflected in the positive learning culture of the school. Students, staff and parents have knowledge and understanding of behavioural expectations of all the members of the school community. Permanent signage was purchased and mounted around the school to display school expectations.	\$20 000LST – equipment for K–6 students (Play Leaders equipment) \$15 000 – Flexible Classrooms furnishings \$10 000 for ongoing PBL expenses

Next Steps

Learning Support Team

The Learning Support Team will support teachers to develop programs using data and collected evidence to improve learning outcomes for identified students.

The team will continue to develop opportunities for staff to extend their understanding of the needs of students through professional development opportunities.

Utilise LMBR as a tracking system for students with learning and support needs.

Positive Behaviour for Learning

The PBL team will complete the two-day Classroom Systems Training in Term 2 and implement the next level of the PBL framework at the school.

The PBL team will continue to communicate all PBL news with the school community through the newsletter.

Permanent signage to indicate playground areas will be purchased in 2017.

Strategic Direction 2

Quality teaching and learning practices

Purpose

Deliver quality, differentiated learning programs, based on best professional practice, which actively engage students in meaningful, challenging and future-focused learning enabling them to succeed and thrive as 21st century learners.

Overall summary of progress

English

The English Committee supported Year 3 with professional development on the K–10 Literacy Continuum including the use of PLAN software for tracking students and informing planning and programming.

Data for all K–3 students was entered on PLAN and individual reports were generated for K–3 classes.

Quality literature sets were purchased for classes K–6 in consultation with the school librarian.

Professional development courses were funded for individual staff.

Mathematics

The Maths Committee updated resources needed for teaching the NSW Mathematics K–10 syllabus.

Maths resources were purchased for additional classes on some grades.

The school funded student team entries into the APSMO Mathematics Problem Solving Competitions. Professional learning courses were funded for individual teachers K–6.

Staff on Year 3 and new staff K–2 were trained in plotting data on the numeracy continuum using PLAN. Staff were also provided with resources to assess the aspects of the continuum.

The Maths Committee held a professional development afternoon for all staff to share ideas and resources for teaching the Mathematics curriculum on each stage.

HSIE

There was whole school representation at professional development in readiness for the implementation of the Geography syllabus.

Stage meetings were conducted to develop a K–6 HSIE scope and sequence in readiness for the 2017 implementation of the Geography syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff achieving the professional goals on their PDP	The English Committee supported Year 3 teachers with Professional Development on the K–10 Literacy Continuum including the use of PLAN software for tracking students and informing planning and programming.	\$2 400 – Professional development days
5% increase in number of students achieving in top 2 skill bands in external measures of literacy and numeracy	Data for all K–3 students was entered on PLAN. Lessons were generated for K–4 classes.	\$23 000 – Teacher professional learning
	Picture books were purchased for K–6 classes to supplement classroom libraries.	\$17 003 – English resources
	The Maths Committee updated resources needed for teaching the NSW Mathematics Syllabus K–6	\$10 297 – Maths resources
		\$761 – APSMO

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% staff achieving the professional goals on their PDP</p> <p>5% increase in number of students achieving in top 2 skill bands in external measures of literacy and numeracy</p>	<p>for the Australian Curriculum.</p> <p>Maths resources were purchased for additional classes on some grades.</p> <p>Student team entries into APSMO Mathematics Problem Solving Competitions were funded. Professional learning courses for individual teachers K–6 was also funded.</p> <p>Staff on Year 3 and new staff K–2 were trained in plotting data on the numeracy continuum using PLAN, and providing resources to assess the Aspects of the Continuum.</p> <p>Facilitated a Professional Learning afternoon for all staff to share ideas and resources for teaching the mathematics curriculum on each stage.</p>	

Next Steps

English and Mathematics

Effective leadership supporting PLAN professional development enabling K–4 teachers to generate learning plans.

Introduce Year 4 teachers to the Literacy and Numeracy Continuums as well as PLAN software.

Year 4 teachers will begin to monitor and assess students using the continuums in readiness to plot student achievement in PLAN.

Year 4 teachers will update data into both the Literacy and Numeracy Continuums.

Data for all K–4 students will be entered on PLAN and will be reviewed by stage supervisors. Learning Plans will be generated for all K–4 classes.

Professional development will be provided for Stage 3 teachers in readiness for the use of PLAN to plot Year 5 students on the Literacy and Numeracy continuums in 2018.

Professional Development will be provided in the area of Working Mathematically.

Further resources will be purchased to supplement the Maths resources purchased in 2016.

The school will fund student team entries into APSMO Maths Problem Solving Competitions.

HSIE

Provide a 'live' catalogue of geography and history resources on the school server.

Collaborative planning and writing of units by grades to address the new history and geography outcomes.

Strategic Direction 3

Culture of collaboration and high expectations

Purpose

Work together as a learning community where a shared commitment to improvement and high expectation builds the capacity of all students to become creative, innovative and resourceful individuals who are able to make sense of their world.

Overall summary of progress

An awareness of translation and interpreter services was made available to the school community through links to the DoE website on the school website and these links were also published in the school newsletter.

LMBR finance and student management policies effectively implemented. 'Engaging the school community document' completed. Staff have a working knowledge of LMBR.

Parent information sessions were held throughout the year. An evening session with a focus on 'cyber safety' presented by a local police officer proved to be extremely successful. Many parents attended this session, as well as the parent information session presented by Magda Pollak from the High Performing Students Unit.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
35% increase in number of parents attending meetings and information sessions. Successful implementation of new state-wide student administration and financial planning and control systems Increase in number of staff in leadership roles	<p>An awareness of translation and interpreter services was made available to the school community through links to the DoE website on the school website and these links were also published in the school newsletter.</p> <p>There was an increase in attendance at parent information sessions especially at the cyber safety talk.</p> <p>The administration staff, Principal and key personnel were all trained in LMBR (standardised finance system) in readiness for LMBR going 'live' in June. All staff gained a working knowledge of LMBR.</p> <p>There were a significant number of staff who undertook leadership roles in 2016. Six out of the seven members of the executive were engaged in a relieving position at a higher level than their substantive position at MFPS. Classroom teachers led KLA teams with executive as their support. Assistant Principals were supported by a class teacher on their stage to assist with the supervision of the alternative grade.</p>	\$2 400 – LMBR training

Next Steps

Links remain on the website and will again be published in the newsletter for the information of new school families.

The school will continue to implement LMBR finance and student management policies.

The Executive will continue to provide parent information sessions to engage and inform the parent community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a Personalised Learning Plan (PLP) and are making progress towards their goals. Parents were involved in the development and monitoring of the PLP's.	\$5 843.19
English language proficiency	<p>Additional EAL/D lesson time was provided for students involved in the New Arrivals Program to cater for their needs. Student learning outcomes have improved as the amount of explicit teaching time has increased. Additional resources were purchased to enhance learning strategies.</p> <p>Parents were informed of their child's progress through interviews with class teachers and EAL/D teachers.</p>	\$19 220.51
Low level adjustment for disability	Funding provided for additional SLSO support time to work with students who required additional support in both the classroom and playground. Additional resources were purchased to enhance learning strategies.	\$36 574
Socio-economic background	Funding provided for additional SLSO and teacher support time to work with students who required additional support in both the classroom and playground. Additional resources were purchased to enhance learning strategies..	\$24 114.04
Support for beginning teachers	<p>Three beginning teachers (first year permanent teachers) were released from class for the equivalent of two hours per week to participate in a range of activities to support their ongoing professional development. Two second year teachers were released for their classes for the equivalent of one hour per week.</p> <p>Professional development activities included mentoring, lesson observations, team teaching, professional learning and new syllabus implementation.</p>	\$49 840
Targeted student support for refugees and new arrivals	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	391	407	437	459
Girls	421	449	472	471

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	98.1	97.2	96.2
1	96.8	97	97.1	96.2
2	96.1	97.6	97.6	97
3	96.9	96.5	97.8	95.8
4	96.4	97.2	97.1	97
5	96.9	96.6	97.4	96.6
6	95.3	96.1	95.5	96.1
All Years	96.5	97	97.2	96.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	39.64
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	4.2
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

Murray Farm Public School has two teachers who identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

In 2016, teaching staff at Murray Farm Public School participated in a number of Professional Development activities designed to build the capability of staff to achieve key priorities as articulated in the School Plan. Staff members have also been involved in Professional Development programs that have built the capabilities of beginning teachers, experienced teachers and aspiring school leaders.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	529 271.77
Global funds	273 927.71
Tied funds	108 520.16
School & community sources	266 134.16
Interest	6 303.04
Trust receipts	64 519.20
Canteen	0.00
Total income	1 248 676.04
Expenditure	
Teaching & learning	
Key learning areas	100 478.62
Excursions	38 080.95
Extracurricular dissections	178 401.56
Library	475.00
Training & development	0.00
Tied funds	96 086.75
Short term relief	84 741.32
Administration & office	75 276.74
School-operated canteen	0.00
Utilities	41 532.43
Maintenance	25 221.08
Trust accounts	60 355.10
Capital programs	0.00
Total expenditure	700 649.55
Balance carried forward	548 026.49

The information provided in the financial summary includes reporting from 14 June to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 226 231.56
(2a) Appropriation	998 249.85
(2b) Sale of Goods and Services	12 175.55
(2c) Grants and Contributions	212 316.52
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 489.64
Expenses	-660 361.68
Recurrent Expenses	-660 361.68
(3a) Employee Related	-234 088.53
(3b) Operating Expenses	-426 273.15
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	565 869.88
Balance Carried Forward	565 869.88

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 660 475.57
Base Per Capita	49 253.74
Base Location	0.00
Other Base	5 611 221.84
Equity Total	553 828.78
Equity Aboriginal	3 148.38
Equity Socio economic	12 323.16
Equity Language	441 314.71
Equity Disability	97 042.53
Targeted Total	12 240.86
Other Total	556 257.75
Grand Total	6 782 802.96

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Murray Farm Public School is a friendly, accepting school that caters for the individual needs of each student.

According to results from the Tell Them From Me survey, 92% of students felt they tried hard and succeeded in their learning. 81–85% of students identified that they had a positive sense of belonging at Murray Farm Public School. 98% of students have also indicated that they understand the school expectations of Respect, Responsibility and Personal Best.

73% of teachers identified that they worked collaboratively in developing cross-curricular or common learning opportunities that increased student engagement. 83% of teachers stated that they discuss learning goals with students and had high expectations for learning. 96% of teachers indicated that school-wide expectations of student behaviour are consistently applied to all non-classroom settings.

Annual PBL parent surveys indicate that 84% of parents were aware that school-wide expected behaviour also applied to non-classroom settings. 83% then said that there was regular and clear communication in place to inform the parent community about the PBL program.

Policy requirements

Aboriginal education

Aboriginal Education continues to have a prominent place in all aspects of the curriculum. From language to geography, Murray Farm is implementing knowledge of the Aboriginal culture in many aspects of our student's learning.

Our policies and practices are current and aligned to the new curriculum and Aboriginal perspectives are regularly immersed in our teaching content and discussions, relating through culture.

This year, we were visited by a well known Indigenous performer, Fred Reid, who exposed the students to a variety of music, dance and storytelling. The students were enthusiastic to learn about his family and share in the cultural richness of his stories about country.

Murray Farm, once again, participated in the Book Swap program which raises money to support the literacy richness of many rural indigenous communities by supplying suitable books for the children. The school raised \$1,350.

This year, we installed a third flagpole to proudly fly the Aboriginal flag, beside the Australian and New South Wales flags. This welcomes any Indigenous people visiting our school, shows respect to our local Indigenous community and reminds us of the importance of country.

Our three Aboriginal students were supported by the Personalised Learning Plans (PLPs) throughout the year in response to recommendations of the 2004 Aboriginal Education Review.

Our school's Aboriginal Education Committee leader was nominated by the Principal for the *Met North Regional Aboriginal Education Consultative Group (AECG) Achievement Awards* for her contribution to Aboriginal Education.

Multicultural and anti-racism education

EAL/D teachers worked in collaboration with classroom teachers to constantly identify students in need of EALD support. EAL/D teachers focused on supporting teachers to understand students cultural and linguistic diversity and developing their English language skills needed to access the general curriculum.

Funding was used to purchase laptops for the EAL/D team. Teachers were able to effectively use them with their students. The new arrivals found this tool extremely helpful because they were put onto bi-lingual programs and this enabled them to have a better understanding of English. Funding was also used to enhance the proficiency levels of EAL/D teachers.

The school promoted cultural understanding, acceptance and inclusion in all programs.