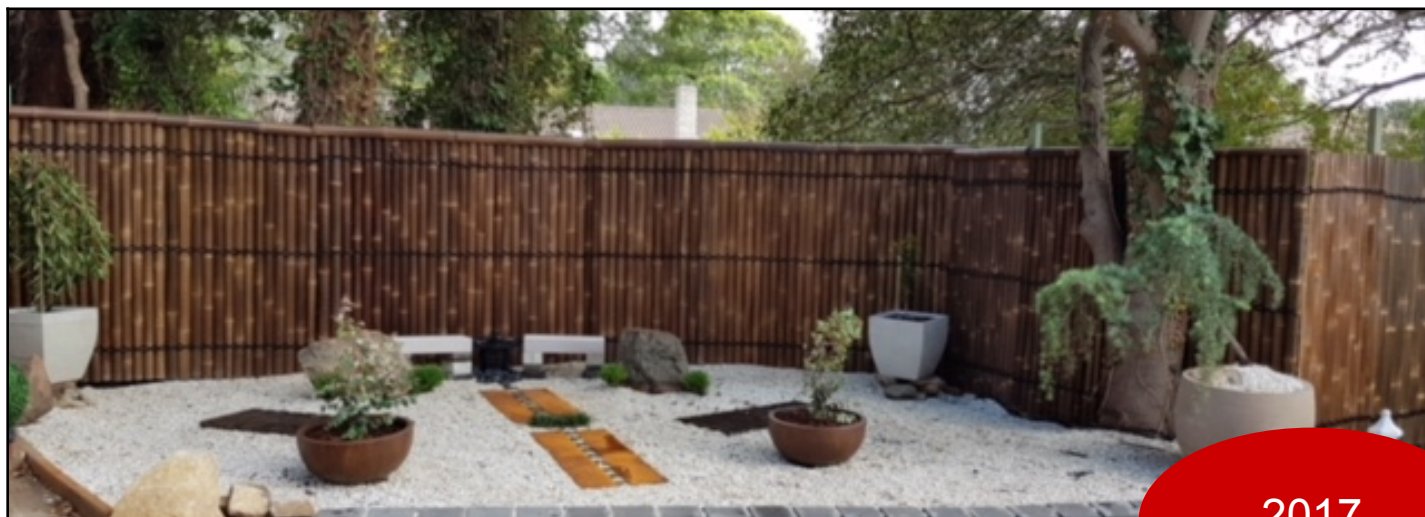


# Murray Farm Public School

## Annual Report



2017

**MurrayFarm**  
PUBLIC SCHOOL  
A Great Place to Be

4401

## Introduction

The Annual Report for **2017** 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.

Joanne Wilcher

Principal

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### Message from the Principal

In my short time as principal of Murray Farm Public School I have seen the strong sense of community that is woven into the pure essence of the school. Students, staff, parents and the wider community all contribute to the special and unique character that sets Murray Farm apart. We are well positioned and are committed to providing the best education and broad range of opportunities for our students. Murray Farm Public School's success is underpinned by three key elements that promote quality and innovative learning and teaching programs.

Firstly our students have continued to succeed in all aspects of school including academics, sport, the arts and interpersonal and general capabilities. Students have demonstrated continued effort, practice and resilience to solve, learn, create and gain not only amazing knowledge but vital skills of communication, collaboration, and critical and creative thinking. I believe that respect, responsibility and personal best are the keys to success and these core beliefs are part of the fabric of our school.

Areas of student achievement, participation and engagement for 2017 include:

School leaders;

Student Representative Council;

Sporting House Captains;

Play Leaders

Peer Mediators

Library Monitors

Public Speakers and Debaters;

The students who excelled in the UNSW ICAS tests;

Students who have represented us at zone, area and state in Sport and the Creative Arts;

Band, String, Dance and Choir group members;

Maths Olympiad;

Premier's Reading and Spelling Bees;

Those students who always have a go and make the most of every day at school;

Secondly our teachers are highly skilled and their commitment to continually improving their craft of teaching cannot be faulted. Every day and every event at our school is a team effort and this year, I joined a fantastic team. I have asked a lot of the staff of Murray Farm and they always delivered above my expectations with grace, humour and professionalism.

Thirdly our school values the productive and purposeful relationships that are well established with our families and the community. Many parent volunteers help with reading, grossmotor, canteen, Strings, uniform shop, school banking and fundraising and these contributions directly support all students to participate in opportunities that enrich their lives and build confidence and self-esteem. The support of our parents as individuals and through the P&C has significantly added to the quality of the learning experience that our students enjoy.

The P&C has supported the school and shares the school wide commitment to create an environment with purposeful, successful learning for all students. Without the P&C and our many parent volunteers we would not enjoy the same high quality environment, teaching and learning and extra curricular activities.

We certainly have so much to be proud of at Murray Farm, we believe education is more than good test scores and far more about deeper learning, beautiful work, and developing good human beings who willingly embrace opportunities to contribute to our school and the broader community.

**Joanne Wilcher**

Principal

### Message from the school community

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

2017 has been another big but successful year for the Murray Farm P&C Association. One of the biggest highlights of the year was the Cracker Carnival. As the Cracker Carnival Convenor I would like to thank everyone – all of the parents, the students, the staff (especially the teachers who braved the cold so our kids could dunk you) and all of the volunteers – for helping to make this year's Cracker Carnival one of the most successful on record. In the end we raised \$45,000 – the most we have ever raised. I would especially like to thank the parents and staff who were part of the Cracker Carnival Committee. Without your help, dedication and support towards this event, I would never be able to make it as successful as it is.

Another highlight of the year has been a very successful string ensemble. The string ensemble is run by a small group of very dedicated parents, headed up by Jennie Chow, who volunteer their time to teach these children. Throughout the year these children have competed in a number of competitions and performed at a number of events, including the City of Ryde Eisteddfod, where each of the ensembles won first place, and The Hills Performing Arts Festival. Just recently they visited the Royal Institute for Deaf and Blind Children and a video was made of the visit. When I watched this video, seeing the joy and smiles that this music brought these kids was beautiful and it brought a tear to my eye. Thank you to Jennie and her team for going above and beyond, not only giving these children an opportunity to perform in an ensemble but for spreading the joy of music throughout our community.

Along with the Cracker Carnival and String Ensemble, the P&C association has also had another successful year with the Canteen, Uniform Shop, Book Club and Class Parent Scheme. The P&C committee has also successfully introduced school banking this year, which seems to be a big hit for our students.

I would like to acknowledge and thank all of the parents who have volunteered in one way or another to help keep these schemes running this year. Whether it be as a member of the P&C committee, or a volunteer in the canteen or uniform shop, or a class parent, or as a volunteer at one of the many events the P&C run throughout the year – thank you. The P&C would not be as successful as it is without you.

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

Karen Andrews

Claire Gingel

Sue Oliver

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 2018.

Deborah Sherwood

Murray Farm Public School P&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 965 has a NESB population of 81%. 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 are 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of LEARNING:

**Learning Culture:** Sustaining and Growing: There is a demonstrated commitment from students, staff and community to strengthen and deliver on student learning. Positive, respectful relationships are built through our PBL program, Kindergarten Orientation, high school transition, our student leadership and school recognition systems. Student learning is enhanced through learning programs and processes that identify and address the needs of individuals through our New Arrivals Program and EAL/D program, LST structures and Aboriginal Education policy. Our staff are active and collaborative learners with a shared understanding of research based practice. The parent community is actively engaged broadly across the school with well supported community events and extracurricular opportunities to enhance student learning experiences and the pursuit of passions. The Bilingual program presents an outstanding opportunity to improve intercultural understanding of students, staff and the wider community by acquiring knowledge and developing a deeper understanding of Japanese histories, cultures and experiences and to develop greater fluency in Asian languages.

**Wellbeing:** Sustaining and Growing: There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The PBL data supports that our school values of RESPECT, RESPONSIBILITY and PERSONAL BEST are explicitly taught and that students, staff and parents are using the language and exhibiting the values in a consistent and appropriate manner. The weekly LST meetings ensure that students identified at risk are supported through learning adjustments and /or Individual Learning Plans. Student learning and wellbeing progress is reviewed on a consistent and regular basis. The Buddies, Play Leaders and Student Leadership programs are opportunities where students can care for others and contribute to the wider community. Student diversity is celebrated and supported through our Harmony and Multicultural Days. Personalised Learning Plans are developed for our Aboriginal students with the active involvement of the students, parents and caregivers.

**Curriculum and Learning:** Sustaining and Growing: Quality teaching is evident throughout MFPS with extensive work in STEM, which provides students with extra-curricular elements to the teaching and learning cycle. Students develop their understanding of the world around them, designing solutions for real world problems. Students also develop computational thinking skills. Student learning is personalised through Individual Learning Plans designed for students identified at risk and Personalised Learning Plans for students identified as Aboriginal. Flexible Learning spaces are utilised to support project-based, collaborative work and individual student learning styles. Teachers work in

collaboration to design effective, explicit, evidence-based teaching and learning cycles to enhance reading, spelling and writing outcomes. Data is used to assess and move student learning forward, however further work is needed to develop assessment that promotes learning excellence and responsiveness in meeting the needs of all students. Visible Learning that clearly identifies learning intentions, success criteria and provides student opportunities for teacher, self and peer feedback will be incorporated in future school plans.

**Assessment and Reporting:** Sustaining and Growing: MFPS has a school wide culture that clearly uses data to report to parents on student learning. Best Start and PLAN data is used to track and monitor student progression of learning. EAL/D students (81.2%) English language learning is monitored on the EAL/D progressions.. The STEM program incorporates student reflective thinking as part of the design and prototype process. Through reflection students are engaging in meta-cognitive thinking and being empowered and activated learners. Future directions will include a deeper whole school approach on formative assessment and student reflection. We hope to engage parents more in the what, why and how of their children's learning. It is important to articulate the need to develop the balance between pedagogy that has proven to work, and new ways of both engaging and effectively teaching new generations of students now and in the future.

**Student Performance Measures:** Excelling: The value-added report for Kindergarten to Year 3 shows the growth that students would be expected to achieve has the confidence level parameter almost above the average student growth in NSW Government schools. The value-added report for Year 3 to Year 5 shows the growth that students would be expected to achieve has the confidence level parameter above the average student growth in NSW Government schools. The value-added report for Year 5 to Year 7 shows the growth that students would be expected to achieve has the confidence level parameter above the average student growth in NSW Government schools.

The results of this process indicated that in the School Excellence Framework domain of **TEACHING:**

**Effective Classroom Practice:** Sustaining and Growing: Teachers are committed to identifying, understanding and implementing effective teaching methods. All classrooms are well managed, with well-planned teaching and learning taking place. Through the flexible classroom learning environment students learning styles and personalities are taken into account, students are then expected to take a higher degree of personal responsibility over their learning. Teachers have clear guidelines and expectations of how to utilise learning spaces to support innovative curriculum and pedagogies. As part of the PDP process at MFPS, teachers regularly reflect and revise their teaching programs. The Bilingual teachers work collaboratively to program according to the learning needs of their students in relation to syllabus content and with relevance to Japanese language and cultural significance.

**Data Skills and Use:** Sustaining and Growing: Data is used extensively to drive student learning and to track school based initiatives. PBL, LST, EAL/D, Aboriginal Education and our Bilingual program use data to measure student growth and track progress on student engagement and wellbeing. Stages have clearly defined assessment schedules that enhance teacher collaboration and teacher judgement to ensure consistency and to support students in reaching their personal potential. The school needs to work further on engaging the school community in reflecting on student performance data both on academic/cognitive outcomes and cross-curriculum capabilities, skills and learning dispositions.

**Collaborative Practice:** Sustaining and Growing: MFPS has explicit systems for collaboration both within and beyond the school. Beginning teachers are effectively supported with mentors and additional professional learning is provided when needed. All staff participate in classroom observations as part of the PDP process and staff are provided with clear, effective and specific feedback. Stage teams meet weekly and have whole planning days at the end of every term. EAL/D, Bilingual and LST staff are all highly valued and work cooperatively with classroom teachers and the executive. The school has identified expertise in Literacy, Numeracy, technology, art, Aboriginal education and learning support. MFPS has a burgeoning community of schools with the 4 NSW Bilingual schools. Initial talks have been held to develop a Community of Schools with North Rocks and Baulkham Hills North through the Instructional Rounds process that will engage in whole school data collection allowing us to build a picture of learning and have data driven recommendations for school improvement.

**Learning and Development:** Sustaining and Growing: Professional Learning of staff is directly linked to the school's strategic directions and to the Australian Professional Standards. Beginning teachers are supported through the accreditation process from provisional to proficient. Staff have personal responsibility for actively working on their accreditation. An Assistant Principal provides support by monitoring the completion of professional development (PD) requirements and confirming ongoing achievements of the Standards through verifying maintenance reports. Future directions will involve the development of a leadership network within the school to encourage staff to build on their professional capability.

**Professional Standards:** Sustaining and Growing: All teachers are required and participate in maintaining and developing their professional standards. MFPS has extensive extra-curricular opportunities for students and teachers and most staff work beyond their classrooms to contribute to broader school programs. Staff are supported to seek learning opportunities that are specific to the learning needs of their students and themselves. Teachers at MFPS maintain a strong focus on improving instruction because of its direct impact upon student achievement.

The results of this process indicated that in the School Excellence Framework domain of **LEADING**:

**Leadership: Sustaining and Growing:** MFPS recognises that leadership is central to capacity building. Parent and community members are well informed and the school plan consultation process included information dissemination and data gathering in various meetings and forums (SRC, P&C, focus groups, staff, PBL, school executive, learning support, curriculum teams), via the school and the P&C newsletters, through on-line and written-response surveys, and in the analysis of both in-school data (stage test results, student participation rates, PBL) and external school performance data (NAPLAN, Best Start, entry to OC and Selective HS). Parent, carers and external agencies have worked closely with students identified at risk and have supported staff to improve learning and wellbeing outcomes for those students. Our students are also part of our leadership strategies and support each other through our SRC and Play Leaders program. Our cultural events are highly valued and supported with significant parental involvement. Cracker Carnival is an iconic event that saw 5 000 visitors to our school. Our students benefit from our connection to high schools and our effective transition programs for students entering kindergarten and students moving onto high school. All teaching staff were involved in the External Validation process and have a greater understanding of school excellence and the need for consistent improvement of student outcomes. Beginning teachers are well supported and have access to mentors and additional professional learning twice a term.

**School Planning Implementation and Reporting: Delivering:** MFPS is committed to equity and high expectations for learning for each student and is responsive to changing needs. The school plan 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. This reflects the broad understanding of and support for, school expectations and aspirations for improving student learning across the school community. Executive have led the monitoring, evaluation and review processes and are keen to build further engagement across the whole staff to develop a shared responsibility and capacity.

**School Resources: Sustaining and Growing:** Resources are strategically used to support student and staff learning and extra-curricular activities. The RAM supports MFPS to have increased operational flexibility and allows us to focus on the priority of teaching and learning. We have used the RAM to support Individual Students with high needs, we have supported students identified at risk through additional SLSO time and students identified as Aboriginal. All have Individual Education Plans. Our NAP and EAL/D programs are extensive and cater for around 327 students. Beginning Teachers are effectively supported through additional release time, mentors, as well as and targeted and effective professional learning. Play Leaders, STEM, Flexible Learning Spaces and Bilingual Resources are all funded in partnership with the P&C. Professional Learning funds have focused on the development of literacy and numeracy skills; 6 staff have recently been trained as TEN facilitators. Staff have also spent time building an educational community and interconnections with local schools.

**Management Practices and Processes: Delivering:** Systems and processes within the school support school improvement and professional effectiveness of the staff. School staff are supported by administrative systems and organisational structures that are directed to improve school priorities and practices. Further work developing opportunities for the community to participate in school committees and teams, provide feedback and become more engaged with the school decision making processes will be part of future planning cycles.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

At Murray Farm Public School, we have programs and frameworks in place to support the cognitive, emotional, social and physical wellbeing of all students. The school has high behavioural and academic expectations for all students and a shared belief in the right of all students to fully access the curriculum in a supportive, non-discriminatory, inclusive learning environment. The school-wide expectations of respect, responsibility and personal best underpin all teaching and learning planning and practice to foster a positive teaching and learning environment.

The focus on developing the 'whole child' is pivotal in maintaining the success and happiness of all students at Murray Farm Public School. Active partnerships are established with parents, carers, external agencies and the wider community to develop positive connections, ensuring there is a school-wide, collective responsibility for student learning and success.

Teachers collaboratively develop and share programs that incorporate the curriculum, continuums and relevant policies, while being aligned with the school's vision, values and priorities. Curriculum planning is shared and discussed to ensure the best and most suitable programs are created and implemented for our students. Teachers utilise the Quality Teaching Framework in their programming and identify elements of the framework in their programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Tell Them from Me 2017 student survey indicates that 95% of students at MFPS indicate that they do not get in trouble for disruptive or inappropriate behaviour. This is an increase of 4% from the 2016 TTFM results. Students are aware of the behaviour expected of them meaning there are positive, respectful relationships among students and staff.
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.		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.

#### Next Steps

The PBL SAS survey results indicate that expectations of behaviour are explicitly taught to students that relate to all non-classroom settings at Murray Farm Public School. The next steps to a comprehensive and inclusive framework for teaching appropriate behaviour at the school is the Classroom Systems implementation. This process has already begun with the PBL team attending a 2-day training session in Term 2, 2017. The timeline for implementation runs into the 2018-2020 School Plan. There is also a need to replace the weekly prize box with alternate rewards. The prize box is a costly system and the team agrees there are other ways that children could be acknowledged for meeting the expectations for behaviour. Some suggestions are use of the playground equipment, attendance at a games session once a term in the school hall and possibly canteen vouchers.

The stage based scope and sequence for English, Science, Geography and History will continue to be implemented,



trialled and adjusted in 2018. Teachers will continue to collaboratively write/adapt stage based integrated units to include English, Science, Geography and History outcomes, incorporating CCT, ICT and assessment for, as, and of learning. Teachers will continue to embed authentic assessment within the conceptual units and ensure that is directly linked to student learning with evidence of growth and development.

## 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

As part of their Professional Learning Plan (PLP) staff developed Professional Learning Goals to focus their growth as professionals.

The opportunity for teachers to observe peers proved successful among staff as a way to enhance teaching strategies and fulfil professional learning goals. Feedback from supervisors after classroom observations was deemed useful and informative by classroom teachers.

There are systems in place for collaboration and feedback to sustain quality teaching practice. The collaboration that occurs at Murray Farm Public School can be placed into two broad categories. First, collaboration occurs within the school. Collaboration within the school, occurs between staff at the whole-school level, stage levels. The systems that facilitate this collaboration include whole-school staff professional learning, stage meetings and also in collaboration between Beginning Teachers and their mentors. Second, collaboration occurs between the school and other entities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff achieving the professional goals on their PDP		All staff developed Professional Learning Goals, including an individual, stage and school goal.  Teaching programs were reviewed by stage supervisors, and feedback given.  Ongoing and regular meetings between teachers and stage supervisor were organised to support the process of achieving goals through discussion and evidence collection.  Teachers were also given opportunities to undertake peer observations, linked to Professional Learning Goals.
5% increase in number of students achieving in top 2 skill bands in external measures of literacy and numeracy	Literacy / Numeracy \$31 281.00	Students achieved pleasing value-added results in literacy and numeracy. Teacher professional learning has been around the purpose and benefit of evaluative thinking and the use of data to determine effective practice in student wellbeing, curriculum and pedagogy initiatives.

#### Next Steps

A whole school focus is needed to develop a culture of excellence. For this to be achieved effective collaboration is the key to sharing successful and innovative teaching practices across the teaching profession. All schools need to develop a framework on a school and inter-school level, where there are explicit systems for collaboration, observations, feedback, professional areas of development, collaborating with others to improve teacher practice and student

outcomes.

Learning pods will be the professional development focus for 2018. Groups of teachers will come together twice a term to discuss Dylan Williams, Embedding Formative Assessment, Practical techniques for K–12 classrooms.

Personalised Professional Learning will continue to support teacher professional learning goals.

There will be opportunities for peer observations (teachers visiting fellow teachers' classrooms to see different teaching practices) which link to Learning Pods. Effective and informative feedback will be shared to strengthen practice.

The staff can engage with external agencies and other schools to develop school systems to enhance learning outcomes. Connecting to Communities of Schools, liaising with other institutions, participating in Instructional Rounds, attending professional development all provide mentoring and coaching support to ensure the ongoing development of all staff.

### 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

Best Start and the Literacy and Numeracy Continuums are utilised to track and monitor student learning progress. Best Start assessments and reports are used effectively to assess and plan for the start of each student's primary school education. School systems and practices ensure that from the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for learning so as to engage them in rich learning experiences.

Learning at Murray Farm PS maintains a focus on students. As well as classroom programs catering for the requirements of syllabus documents, learning plans cater for individual student needs. Developing education plans in consultation with all stakeholders in a child's development allows us to have confidence that each individual child is known and understood, and their individual potential developed. Establishing meaningful IEP's means that, as students progress, they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

The creation of learning environments that allow for flexibility in program delivery, a range of learning styles and increased student engagement has been a successful plan which has had significant impact on teaching and learning in a variety of ways. The impact of the flexible furniture has meant that teachers can more effectively plan for the use of the learning environment for a range of tasks. Students are able to engage in activities in a way that is more significant to them, by removing the barrier of being confined to a desk and writing on paper to complete a task.

The whole Murray Farm Community share a commitment to provide the very best opportunities for their children as students. Positive relationships have been built between the school and community in a variety of ways, and programs have been established which enable students to contribute to their community, and the community to support and thereby contribute to the school. The importance of engaging the community is evident by the programs implemented at Murray Farm, and each program's success is measured by the enhanced opportunities and outcomes that result. Staff aim to include community members in all aspects of the teaching/ learning cycle. Parents are made aware of what their children are learning through information days and Parent/ Teacher interviews, and by supporting students through their volunteer work in classrooms. Parents are included in decision-making for students with additional needs, and receive regular news and feedback through our range of communication tools. Through assessment and reporting opportunities, parents receive feedback of student achievement.

By engaging the community to support the school in promoting a culture of high expectation, our special events and extra-curricular programs at Murray Farm provide an opportunity for students, teachers and the community to showcase their talents, always working together to achieve our shared vision of excellence and opportunity for each and every student in our care.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
35% increase in number of parents attending meetings and information sessions.		Community forums were held to enhance parent understanding of the school strategic planning process and to seek parental input into the 2018–2020 school plan. There was an increase in attendance from 5 in the previous planning cycle to around 50 in this current planning cycle.
Successful implementation of new state-wide student administration and financial		Realigned staff efforts and school budgets to the Strategic Plan and Milestone monitoring processes. All key personnel met and discussed KLA budgets,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
planning and control systems		EAL/D, LST, Technology and Bilingual programs and re-phrased these with the DoE reform agenda documents.
Increase in number of staff in leadership roles		<p>MFPS has an effective and supportive beginning teacher culture. Each beginning teacher is assigned a mentor and supported through their first few years as an educator. A culture of leadership development has been implemented to identify future school leaders and ensure they get the information, professional learning and leadership development support they need to become effective leaders.</p> <p>Whole school collaboration opportunities were designed to support teachers to work beyond the school in professional networks. An emerging whole school focus on professional learning with staff participating in the Learning Progressions trial, and Targeted Early Numeracy (TEN) exposing teachers to leadership opportunities to lead best practice in the use of data to improve student outcomes.</p>

## Next Steps

The evidence clearly shows that the use of data needs to be built into processes and school systems for curriculum planning and evaluation, assessment and student reflection, and analysing and reporting student and school performance. We recognise that some programs and systems target some of these aspects and need to look at ways to address more as part of our future directions. We should continue to build on the learning frameworks that underpin future focused learning in the classroom. To ensure students are actively involved in their learning, there is a need for both a whole-school approach to SMART goal setting and the introduction of Learning Conversations. Future directions will include individualised goal setting for students that will see them set goals, in consultation with their teacher, following Assessments for Learning, to ensure there is a collective responsibility for student learning and success. These SMART goals will become part of the student progress reports. SMART goals will be discussed and reviewed with Learning Conversations between students and teachers, to ensure there is a collective responsibility for the improvement of student outcomes. This will support the cognitive wellbeing of students. Assessment practices currently guide some curriculum planning and delivery. A school-wide, integrated approach to quality teaching, curriculum planning and delivery and assessment should include a broader range of planned assessment for, as and of learning across all KLA's to meet the learning needs of all students. Effective classroom practice will be a high priority, where all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. To develop a school culture and climate with a consistent language around pedagogy and student learning.

As the school culture evolves, the community will be encouraged to participate in decision-making to match the needs of the student body. The school needs to encourage higher levels of participation by community members at individual, class and whole school levels. Such programs as MultiLit, MiniLit, Ethics classes can be supported by parent volunteers following appropriate training. Parents want to be engaged in their children's learning and it is the school's responsibility to ensure parents are informed and effective supporters.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2 680.00  • English language proficiency (\$0.00)	At Murray Farm Public School we employ a whole school approach to inclusive Aboriginal Education which successfully creates a partnership between community, school, staff, parents, and students. Our policies and practices ensure that Aboriginal perspectives are regularly immersed in our teaching content and discussions, with a prominent priority placed upon “relating through culture”. Students at Murray Farm Public School are provided with multiple learning experiences through incursions and excursions that support knowledge of Aboriginal culture across all aspects of the curriculum. Students are given many opportunities to become immersed in the rich culture of Aboriginal Education.
<b>English language proficiency</b>	Flexible Funding  \$18 532.00	At Murray Farm Public School, students who are learning English as an additional language or dialect are provided with support from our EAL/D teaching staff. We have 3 fulltime EAL/D teachers and 2 EAL/D teachers 4 days a week. The EAL/D team works with 327 students. MFPS ensures that inclusive teaching practices recognise and value the backgrounds and cultures of all students and actively promote an open and tolerant attitude toward different cultures and religions. At MFPS processes are in place to support collaborative programming, EAL/D teachers are part of Stage Teams and meet with Stages during Curriculum Design days. EAL/D teachers have knowledge about additional language acquisition, effective EAL/D pedagogy and have knowledge about the subject curriculum. EAL/D teachers prioritise support for EAL/D students throughout the school according to identified needs and modes of delivery. Translation services are organised to support EAL/D parents through the enrolment process. Further information is obtained through the initial language proficiency assessments conducted by our EAL/D staff when students are identified through student data collected at enrolment.
<b>Low level adjustment for disability</b>	Flexible Funding  \$48 354.00  • Low level adjustment for disability (\$0.00)	Our school is a diverse community with a shared belief that all students can learn and grow together in harmony. The school has high expectations for all students and a shared belief in the right of all students to fully access the curriculum in a supportive, non-discriminatory, inclusive learning environment. The school acknowledges its responsibility to ensure all students have their learning and support needs met through facilitation of collaborative planning between teachers, support staff, parents and students. A prime function of the Learning and Support Team is to maximise the learning potential of all students using a three-tiered model of support addressing universal, targeted and intensive learning needs. There is evidence of

<p><b>Low level adjustment for disability</b></p>	<p>Flexible Funding</p> <p>\$48 354.00</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	<p>adjustments for individual learning needs in programs. IEPs are monitored, reviewed and updated when needed. All students identified at risk through Best Start, NAPLAN, LST, PLAN data are supported through program adjustments, SLSO time and LaST support.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>FTE 0.698</p>	<p>The Quality Teaching, Successful Students (QTSS) initiative – as part of Local Schools, Local Decisions – ensures all primary students benefit from high quality teaching and learning practices that best meet their needs. QTSS provides time to:</p> <ul style="list-style-type: none"> <li>• mentor and coach other teachers</li> <li>• observe teachers in their classrooms and demonstrate effective teaching strategies</li> <li>• monitor student performance data across the school and ensure teachers are focused on areas of need</li> <li>• help schools become thriving learning communities.</li> </ul> <p>At MFPS the additional allocation of teaching entitlement has provided release time for school executive to establish collaborative practices within the school , and across neighbouring schools, to build collective capacity through enhancing professional practice of all staff with an evidence–based focus to improve the quality of classroom teaching. Initiatives have included supporting the PDP process for individual staff growth, providing opportunities for teachers to engage in learning communities with the initial introduction to Instructional Rounds, as well as enhancing teacher capacity by undertaking administrative tasks that would normally impact on a classroom teacher's ability to provide quality learning opportunities for their students.</p>
<p><b>Socio–economic background</b></p>	<p>\$10 667.00</p>	<p>The school achieves value–added results for all students.</p> <p>All students have equal access to the curriculum.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$45 814.00</p>	<p>All new and beginning teachers at MFPS have had ongoing support through an experienced mentor to assist in increasing their understanding of DoE policies, school procedures, curriculum and pedagogy. Beginning Teachers are consistently working towards the Australian Professional Standards for Teachers (NESA, 2017). Teachers collect relevant and explicit evidence linked to the standards, and have an opportunity to reflect on their professional practice against their Personal Learning and Development Plans. Funding in this initiative provided release time to beginning teachers to undertake the above responsibilities and also to mentors to work with beginning teachers in and out of the classroom to reflect on and improve practice.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>		<p>We have 12 New Arrivals however this number is constantly monitored as LBOTE students arrive at Murray Farm throughout the</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>		<p>year. At MFPS we have small group withdrawal and classroom teaching. The withdrawal focuses in individual or small groups of newly arrived students, so that they are given the appropriate support to develop their English language skills. NAP is reduced to two days a week once students are assessed as emergent. Assessment is continual and ongoing and at the end of every term students are assessed according to the progression.</p>
<p><b>Japanese Bilingual Program</b></p>	<p>FTE 4.4</p>	<p>In 2010, the Japanese Language program, initiated by the Department of Education, started at Murray Farm Public School. In 2017 there are 4 full time teachers and 1 part time teacher (2 days a week) allocated to this program. This year, there are approximately 300 students participating in the bilingual program including three kindergarten, four Stage One, two Stage Two and two Stage 3 classes. The remaining 27 classes receive one LOTE lesson per week.</p> <p>The Bilingual Program at Murray Farm Public School has been implemented through immersion using the Content and Language Integrated Learning (CLIL) approach. Japanese has been spoken and integrated with the teaching of other curriculum areas, such as Visual Arts, Music, Science and Technology, History, Personal Development, Health and Physical Education (PDHPE) since 2010.</p> <p>Australia is a multi-cultural country. Research shows that being exposed to another language and culture at a young age is extremely beneficial to learning. The Bilingual program at Murray Farm builds a solid foundation in the Japanese language, leading the participants to a greater awareness and tolerance of others' cultures and a demonstrated increase in English literacy skills.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	407	437	459	479
Girls	449	472	471	479

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.1	97.2	96.2	96.9
1	97	97.1	96.2	96.2
2	97.6	97.6	97	95.8
3	96.5	97.8	95.8	96.1
4	97.2	97.1	97	96.1
5	96.6	97.4	96.6	96.6
6	96.1	95.5	96.1	95.6
All Years	97	97.2	96.4	96.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The overall student attendance rate of 96.2% continued to be above the state average of 93.9%. The attendance rate of male students (96.0%) was slightly lower than female students (96.4%) and students identified as being from ATSI background had an attendance rate of 98%, well above the state average of 84.9%. Kindergarten had the highest attendance rate (96.9%) compared to other grades in the school. Term 1 (97.1%) was the term with the highest rate of attendance and Term 3 (94.3%) was the lowest.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	35.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	4.6
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	4.4

\*Full Time Equivalent

Staff at Murray Farm work as a collaborative team to challenge students and inspire innovative learning. Specialist teachers support student learning through our Learning Support, Bilingual and our EAL/D programs. Two Student Learning Support Officers (SLSO) were employed to assist with the integration of students with special or additional needs. Staff retention rates remain relatively stable.

### 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	22

### Professional learning and teacher accreditation

Each year funding is provided to enable school staff (teaching and non teaching) to participate in professional learning activities within and beyond the school. A total of \$51 716.00 was allocated for teacher professional learning throughout 2017. In 2017, 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. All teaching staff and support staff underwent training in the National Disability standards, and evaluative thinking as part of the school External validation

process. Teaching staff also engaged in professional learning for Instructional Rounds and collaborative practice. 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 fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	565,870
<b>Revenue</b>	7,914,380
Appropriation	7,277,736
Sale of Goods and Services	67,996
Grants and Contributions	560,653
Gain and Loss	0
Other Revenue	0
Investment Income	7,994
<b>Expenses</b>	-7,480,807
Recurrent Expenses	-7,480,807
Employee Related	-6,439,746
Operating Expenses	-1,041,061
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	433,572
<b>Balance Carried Forward</b>	999,442

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	5,792,876
Base Per Capita	142,128
Base Location	0
Other Base	5,650,747
<b>Equity Total</b>	608,418
Equity Aboriginal	2,680
Equity Socio economic	10,667
Equity Language	485,772
Equity Disability	109,298
<b>Targeted Total</b>	0
<b>Other Total</b>	625,364
<b>Grand Total</b>	7,026,657

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Students in Years 3 and Year 5 continue to demonstrate outstanding achievement in NAPLAN assessment in Literacy.

Overall students at Murray Farm PS performed extremely well showing a continued positive trend of student performing in the top 2 bands in reading, writing, spelling, and grammar and punctuation.

### Year 3

In reading, 78.9% of students achieved in the top two bands. This compared well to 51% for the State and 72.6% for statistically similar schools.

In writing, 83.2% of students achieved in the top two bands. This compared well to 53.2% for the State and 71.3% for statistically similar schools.

In spelling, 88.3% of students achieved in the top two bands. This compared well to 52.7% for the State and 72.9% for statistically similar schools.

In grammar and punctuation, 86.8% of students achieved in the top two bands. This compared well to 62% for the State and 82.4% for statistically similar schools.

### Year 5

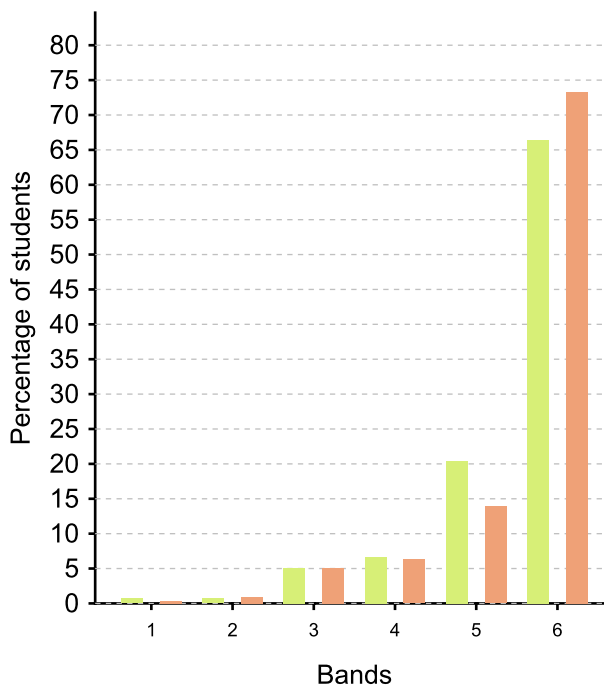
In reading, 69.7% of students achieved in the top two bands. This compared well to 39.7% for the State and 65.5% for statistically similar schools.

In writing, 53.8% of students achieved in the top two bands. This compared well to 18.1% for the State and 33.8% for statistically similar schools.

In spelling, 80.7% of students achieved in the top two bands. This compared well to 38.2% for the State and 59.1% for statistically similar schools.

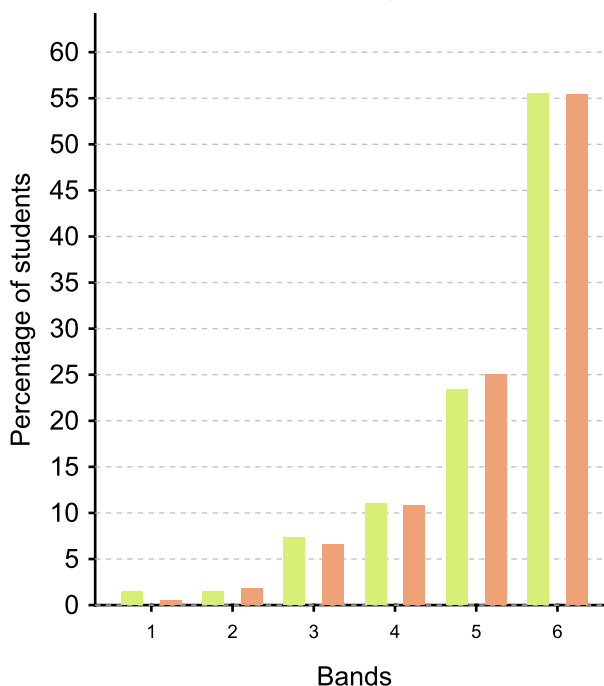
In grammar and punctuation, 75.6% of students achieved in the top two bands. This compared well to 36.2% for the State and 61.7% for statistically similar schools.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



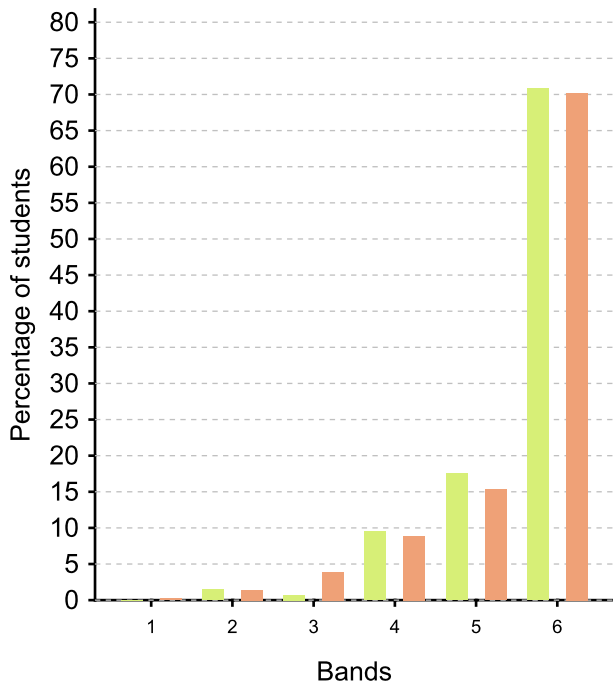
Band	1	2	3	4	5	6
Percentage of students	0.7	0.7	5.1	6.6	20.4	66.4
School avg 2015-2017	0.4	0.9	5.1	6.3	13.9	73.3

**Percentage in bands:**  
Year 3 Reading



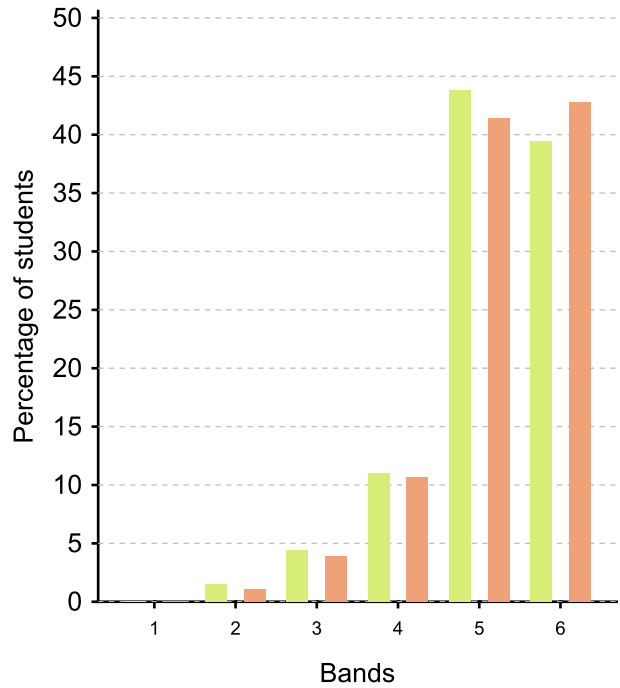
Band	1	2	3	4	5	6
Percentage of students	1.5	1.5	7.3	11.0	23.4	55.5
School avg 2015-2017	0.5	1.8	6.6	10.8	25.0	55.4

**Percentage in bands:**  
Year 3 Spelling



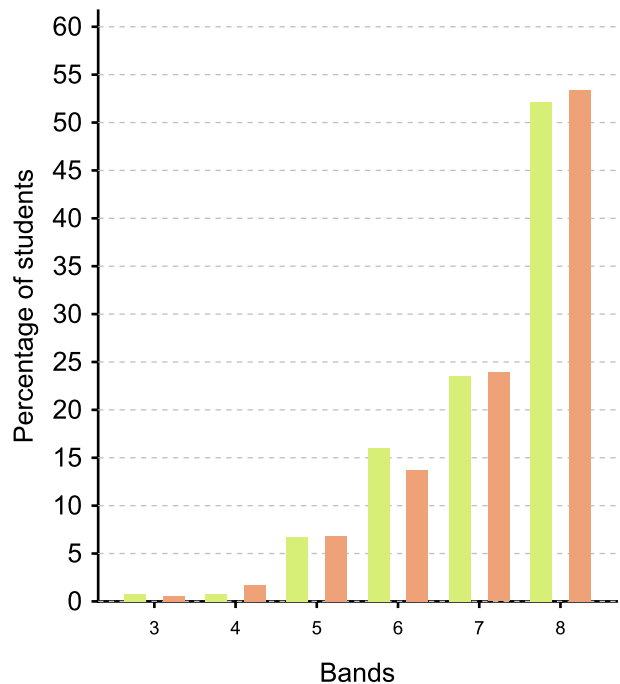
Band	1	2	3	4	5	6
Percentage of students	0.0	1.5	0.7	9.5	17.5	70.8
School avg 2015-2017	0.2	1.4	3.9	8.9	15.3	70.2

**Percentage in bands:**  
Year 3 Writing



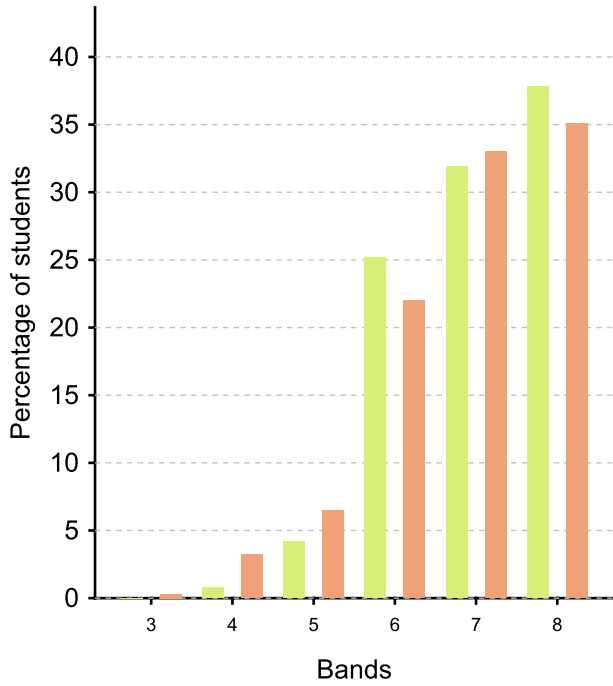
Band	1	2	3	4	5	6
Percentage of students	0.0	1.5	4.4	11.0	43.8	39.4
School avg 2015-2017	0.0	1.1	3.9	10.7	41.4	42.8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.8	0.8	6.7	16.0	23.5	52.1
School avg 2015-2017	0.6	1.7	6.8	13.7	23.9	53.4

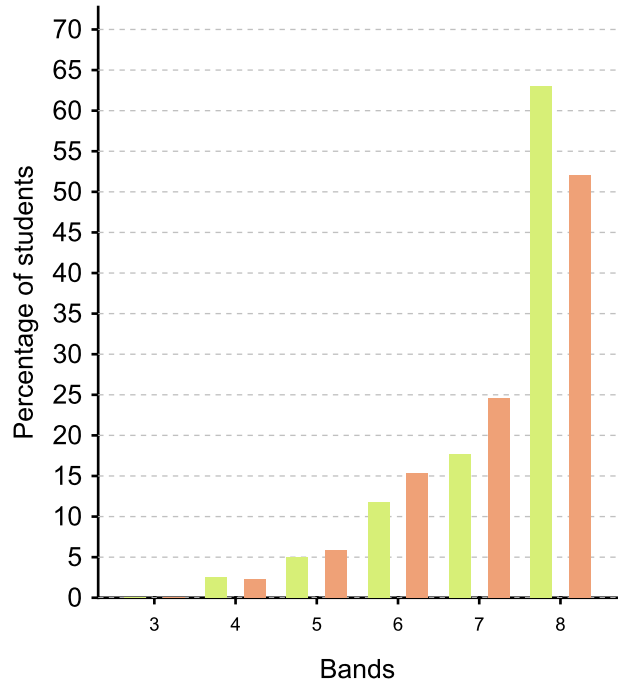
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	0.8	4.2	25.2	31.9	37.8
School avg 2015-2017	0.3	3.2	6.5	22.0	33.0	35.1

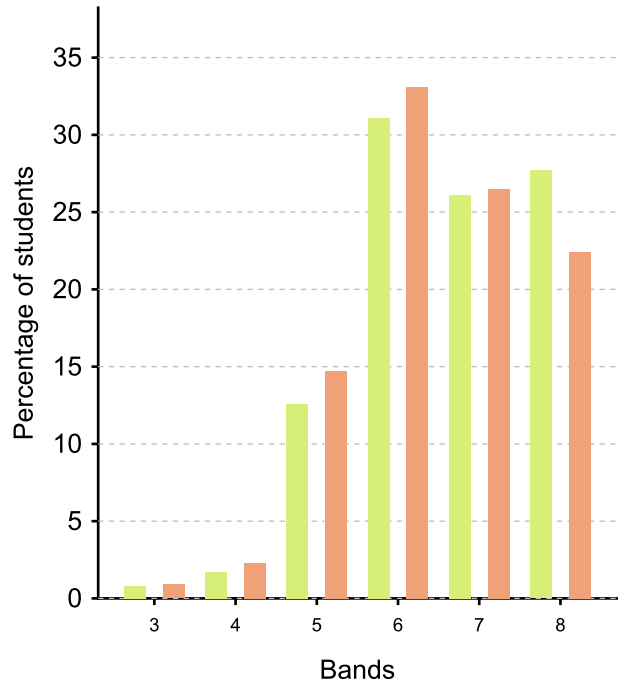
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	2.5	5.0	11.8	17.7	63.0
School avg 2015-2017	0.0	2.3	5.8	15.3	24.6	52.0

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands
School Average 2015-2017

<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Percentage of students	0.8	1.7	12.6	31.1	26.1	27.7
School avg 2015-2017	0.9	2.3	14.7	33.1	26.5	22.4

Students in Years 3 and 5 have demonstrated continued strong achievement in Numeracy.

Students achieving in the top two bands remains consistent with positive trend growth in Year 3 numeracy and numbers, patterns and algebra and in Year 5 in numeracy, data, measurement, space and geometry and numbers, patterns and algebra.

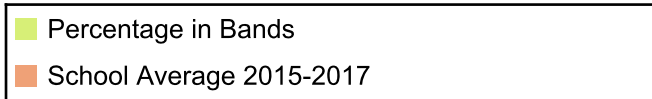
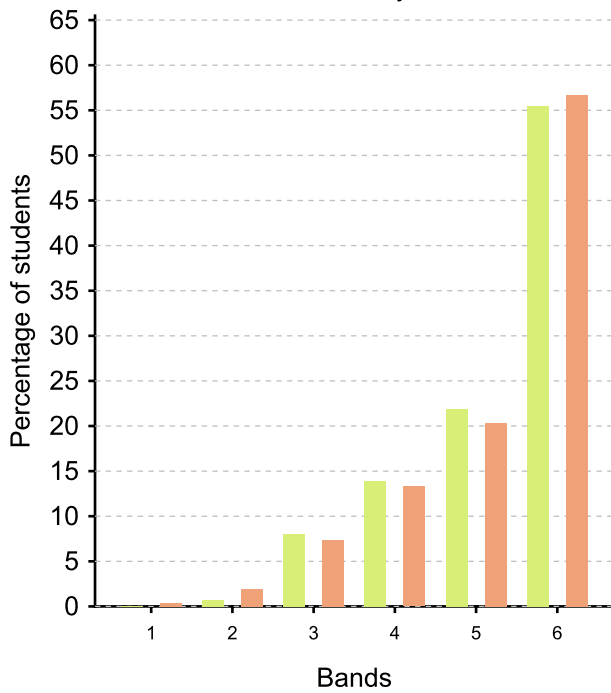
### **Year 3**

In overall numeracy, 77.4% of students achieved in the top two bands. This compared well to 43.3% for the State and 68.3% for statistically similar schools.

### **Year 5**

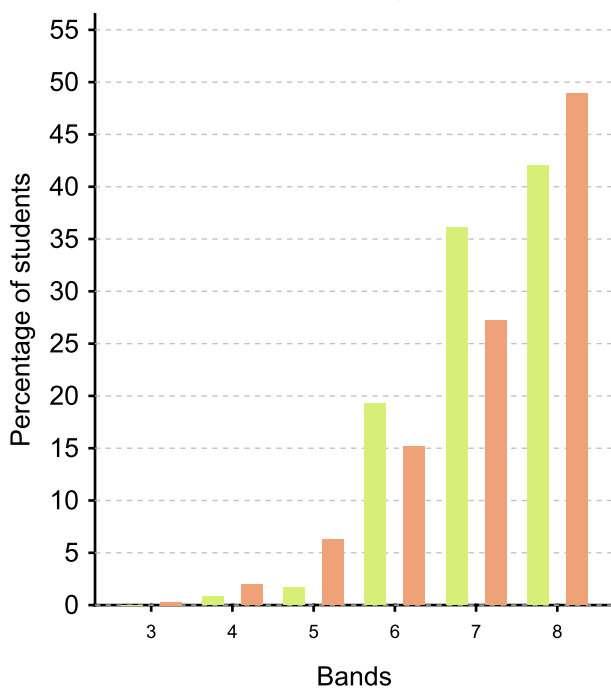
In overall numeracy, 78.1% of students achieved in the top two bands. This compared well to 32.5% for the State and 60.1% for statistically similar schools.

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.7	8.0	13.9	21.9	55.5
School avg 2015-2017	0.4	1.9	7.4	13.3	20.3	56.7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.8	1.7	19.3	36.1	42.0
School avg 2015-2017	0.3	2.0	6.3	15.2	27.2	48.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Students were surveyed through the online Tell Them From Me (TTFM) regarding social and emotional wellbeing at school.

78% of students had a high sense of belonging.

93% of students valued schooling outcomes.

94% of students demonstrated positive behaviour.

79% of students were interested and motivated in their learning

90% of students felt they try hard to succeed in their learning

Staff were surveyed through online Tell Them From Me (TTFM) survey. The focus on Learning Survey is a self-evaluation tool for teachers and schools based on two complimentary paradigms. One is effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree or disagree). The staff identified an overall score out of 10 in each of these *Drivers of Student Learning*, the findings are below.

1. Leadership – 6.4
2. Collaboration – 7.5
3. Learning Culture – 7.9
4. Data Informs Practice – 7.6
5. Teaching Strategies – 7.8
6. Technology – 6.4
7. Inclusive School – 8.0
8. Parent Involvement – 7.0

Parents were surveyed through the online Tell Them From Me (TTFM) survey. The partners in learning parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree).

1. Parents feel welcome – 7.0
2. Parents are informed – 6.3
3. Parents at MFPS support learning at home – 6.0
4. Support for learning at MFPS – 7.2
5. Support for positive behaviour at MFPS – 7.7
6. Safety at MFPS – 7.4
7. Inclusion at MFPS – 6.5

Overall, there has been a measured increase in student and parent engagement and wellbeing. The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.

## 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, Chris Tobin, 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. This year, we installed additional signage at the school entrance points acknowledging the Traditional Owners of the land on which Murray Farm Public Schools sits.

This welcomes any Indigenous people visiting our school, shows respect to our local Indigenous community and reminds us of the importance of country. Our four Aboriginal students were supported by the Personalised Learning Plans (PLPs) throughout the year in response to recommendations of the 2004 Aboriginal Education Review.

### Multicultural and anti-racism education

Murray Farm PS has an enrolment of over nine hundred students comprising diverse cultural, religious and socio-economic backgrounds. 781 (81.6%) of students come from a language background other than English, of which 327 (41.9%) students are identified as requiring EAL/D support. The major language groups represented in the school are Mandarin, Cantonese, Korean, Hindi, Tamil, Sinhalese, Indonesian and Urdu.

EAL/D teachers write and implement programs in collaboration with classroom teachers using the English Syllabus, ESL Scales and EAL/D Learning Progression. Programs include EAL/D pedagogy and evidence-based research. Assessments are based on continuous classroom observation of targeted students throughout the year. Each semester, a grade sample is collected and the data from the assessment is analysed to determine the EAL/D Learning Progression phases and future directions to improve student learning. Assessments guide EAL/D teachers to report to classroom teachers and parents/carers. EAL/D teachers work closely with students to achieve their goals.

EAL/D teachers worked in collaboration with classroom teachers to constantly identify students in need of EAL/D 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. The school promoted cultural understanding, acceptance and inclusion in all programs.

Rich learning experiences underpin an inclusive and productive working environment and support students' development of strong identities as learners. Harmony Day is celebrated annually at MFPS. It communicates the importance of cultural diversity and inclusivity in our school. Multicultural Day is also an annual event and its celebration is immensely enjoyed by both EAL/D and non-LBOTE students. Students proudly dress in cultural costumes, participate in parades, learning activities and interactive performances. There is a high level of engagement in all school activities by the EAL/D students, parents and grandparents. This demonstrates the positive and inclusive relationship within the school community.