

Murray Farm Public School

Annual Report



2018

Murray Farm
PUBLIC SCHOOL
A Great Place to Be

4401

Introduction

The Annual Report for **2018** 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

2018 has been a highly successful year with our students, staff and community working together to achieve a respectful, collaborative and positive school culture. We 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 a sense of community, character and ethical reasoning.

In a world that is more than ever struggling with peace, harmony and equality we at Murray Farm Public School are continually strengthening the worth of every student and celebrate the success of all individuals as they reach their personal best.

Our students have continued to succeed in all aspects of school including academics, sport, the arts and interpersonal and general capabilities. We have participated in a range of co-curricular endeavours including Soccer, AFL, Netball and Newcombe Ball teams. Our Jnr A Netball team and our Jnr Newcombe Ball team were runners-up. Our creative and practical arts program is vast, with students participating in band, strings, dance, ukulele, drumming, recorder and choir. Our String Ensembles have performed brilliantly this year, receiving gold medals at the Australian School Orchestral Festival and Ryde Eisteddfod.

Our students' art has been showcased as part of the Operation Art exhibition and some of their art has been exhibited overseas. We have seen great success this year with our very first team in the Premier's Debate Challenge reach the finals and two of our students represented as Regional Finalists at the Multicultural Public Speaking Competition.

Our re-entry into the First Lego League robotics competition saw one of our teams take out first place in the Mechanics division.

Further areas of student achievement, participation and engagement for 2018 include:

School leaders;

Student Representative Council;

Sporting House Captains;

Play Leaders;

Library Monitors;

Public Speakers;

The students who excelled in the UNSW ICAS tests;

Students who have represented us at district, region and state in sport and the Creative Arts;

Band, Dance, Choir group members;

Maths Olympiad;

Premier's Reading and Premier's Spelling Bee Challenges;

Those students who always have a go and make the most of everyday at school.

On Open Day this year, we proudly introduced Seesaw to Murray Farm. This is a way to share your child's learning with you and we hope that you are as delighted as we are in seeing a progression of your child's learning and students achieving their personal best. This year we also introduced Learning Intentions and Success Criteria as a way for students to be reflective learners and deep thinkers.

Our highly unique Bilingual program, our extensive EAL/D program, our coding and music programs see student learning content and skills through another language whether that be an additional language, the language of music or the language of code. This ability to traverse and learn through different languages sees the students of Murray Farm develop deep metacognitive skills which means they are 'thinking about thinking'.

This year we have seen our students embrace the opportunities to be convicts or early settlers, we have seen our students become travel agents, historians and scientists. They have cared deeply about the environment and have created work that supports a cause, found solutions to problems and created works of beauty.

In every way our students exemplify our core values of respect, responsibility and personal best.

I would like to thank all staff, from our cleaners, GA, office, support, classroom teachers and my fellow executive on all that they have done to support rich and diverse learning opportunities for our students. I am constantly amazed and humbled by being a part of this outstanding team.

Every single endeavour, success and project is a team effort. Through collegiality, humour, hard work and determination we have achieved all that we set out to do.

I would like to thank the many parent volunteers who help with reading, gross motor, canteen, strings, uniform shop, bookclub, school banking and our major fundraising event, the Cracker Carnival. These contributions directly support all students to participate in opportunities that enrich their lives and build confidence and self-esteem. They also provide an avenue for parents and the community to engage with the school and build a sense of community and contribution. 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.

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 staff who have once again provided our children with an enjoyable, stimulating and rewarding learning environment this year.

2018 has been another big and successful year for the Murray Farm P&C Association. One of the biggest highlights was the Cracker Carnival. As this year's convenor I would like to thank everyone – all of the parents, the students, the staff and volunteers – for helping to make this year's Cracker Carnival the most successful on record. The Cracker Carnival committee set out to equal last year's record of \$45,000. Not only did we break that, we smashed it and raised \$52,700 for the school. I would especially like to thank the parents and staff who were part of the committee. Without your help, dedication and support, I would have never been able to make it as successful as it was.

Another highlight of the year has been the very successful String Ensemble. The string ensemble, headed up by Jennie Chow, is run by a small group of dedicated parents who volunteer their time to teach these children. Throughout the year these children have competed in competitions and performed at events, including the City of Ryde Eisteddfod where two of the ensembles won first place, The Australian School Orchestra Festival where three ensembles received gold awards and The Hills Performing Arts Festival. In July this year, the String Ensemble were invited to perform at the Jeans for Genes 25th Anniversary Gala Fundraiser. As guests arrived at the event they were greeted by classical tunes being

played by our students. 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. Unfortunately 2018 is Jennie's last year at Murray Farm Public School. On behalf of the P&C committee I would like to thank you for all of your hard work and dedication in making the string ensemble what it is today.

Another successful initiative this year for the P&C committee has been school banking. This year the banking team have raised more than \$3,000 for the school, with 465 students currently enrolled in the scheme. We hope to continue this success next year.

The P&C committee have also had another successful year with the Canteen, Uniform Shop, Book Club and Class Parent Scheme.

I would like to acknowledge and thank all of the parents who have volunteered in one way or another to keep these schemes running. Whether it is 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.

With the money that we have raised, the P&C have purchased some of the flexible furniture that can be found around the school, have helped to furnish the new green room in the hall and purchased the new banners on the music stands being used for the bands and string ensembles. The P&C also paid for the production of a story book which was given to the 2019 kindergarten students on orientation day to introduce them to schooling life.

There are a few of parents whose children are leaving the school this year, which the P&C would like to especially acknowledge. Each of these parents have contributed to the school in a myriad of ways.

Narelle Barnsley

Ann Mahoney

Emma Cooper

Farzeen Boomla

Caroline Lowry

Marnee McKay

Jennie Chow

Please join me in thanking these generous parents and wishing them all the very best for the future.

We look forward to working with all parents once again in 2019.

Deb Sherwood

P&C President (2018)

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. We prepare individuals to connect with others, succeed in their endeavours and thrive as positive contributors in 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 978 has a NESB population of 90.1%. 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.

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. All staff and parents hold high expectations for student learning. Our Whole-School focus on the Instructional Core specifically and explicitly focuses on improved student outcomes. High expectations for student learning are 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. 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. 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: Teachers work in collaboration to design effective, explicit, evidence-based teaching and learning cycles to enhance numeracy and literacy outcomes. In 2018, we designed our conceptual scope and sequence document. In conceptual learning, students engage in quality learning experiences based on key concepts and central ideas. Students learn through authentic tasks that are connected to real world contexts enabling them to draw upon their knowledge skills and values to think critically and creatively. Supporting Scope and Sequence documents for all Key Learning Areas were also designed and actioned through 2018. The implementation of our Visible Learning initiative to support differentiated instruction clearly identifies learning intentions, success criteria and provides student opportunities for teacher, self and peer feedback will be incorporated in future school plans. Further work on new syllabus requirements will continue next year.

Assessment: 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. In 2018, we begun to work with the new Department of Education Literacy and Numeracy progressions. Future directions will include a deeper whole school approach on formative assessment and student reflection. We introduced Seesaw 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.

Reporting: Delivering: Individual student reports meet the Department of Education requirements.

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. Collaborative practices have continued to build teacher capacity that results in the growth of student outcomes. This has involved teachers collaborating on the development of conceptual units in stage groups.

To build upon effective classroom practices teachers have been engaging in the research conducted by Dylan Wiliam 'Formative Assessment', in ensuring learning is visible and that feedback is explicit and regular.

At Murray Farm Public School there has been explicit systems for collaboration and feedback to sustain quality teaching practices. The implementation of Instructional Rounds, Peer Observations and Learning Walks, Professional Development Plans has provided a platform for effective collaboration, encouraging the sharing of successful and innovative teaching practices and a system of teacher appraisal and feedback.

Data Skills and Use: Delivering: Data is used to drive student learning and to track school based initiatives. PBL, LST, EAL/D, 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.

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 school has identified expertise in Literacy, Numeracy. The Targeting Early Numeracy (TENs) program has been implemented with enormous success across K-2. Our school culture focus on the Instructional Core supports and complements the introduction of Visible Learning Strategies to differentiate instruction.

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.

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

Educational 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. Overall significant progress was made with student, teacher and parent engagement, we warmly shared our practice and initiatives through MasterClasses, parent feedback from MasterClasses indicated the success of the events and the increased understanding from our parent community. We further supported parent engagement and student metacognition with the whole school introduction of Seesaw as a learning tool.

School Planning Implementation and Reporting: Sustaining and Growing: 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 Student Learning Support Officer (SLSO) time and students identified as Aboriginal with Personalised Learning Plans (PLPs). All have Individual Education Plans. Our NAP and EAL/D programs are extensive and cater for around 296 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 Information Communication Technology (ICT) Capabilities and Digital Technologies, literacy and numeracy skills; visible learning, collaborative practice and the familiarisation with new Literacy and Numeracy Progressions. Further work on the progressions and new syllabus requirements will be needed through 2019.

Management Practices and Processes: Sustaining and Growing: 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.

Strategic Direction 1

Student wellbeing and engaged learning.

Purpose

To provide a nurturing environment that supports the wellbeing and engagement of all students, through deep learning that challenges, engages and empowers students to develop resilience and perseverance. Developing confident, creative, resilient and caring individuals.

THEORY OF ACTION

If students are challenged, engaged, and empowered through deeper instruction, then they can fulfil their highest aspirations as confident, creative, resilient and caring individuals.

. *Mastery of knowledge and skills

* Character (PBL)/ dispositions

* High quality work

Overall summary of progress

Our work in Strategic Direction 1 has seen our students challenged, engaged, and empowered through deeper instruction, then they can fulfil their highest aspirations as confident, creative, resilient and caring individuals.

The design and widespread collaboration of our Conceptual Scope and Sequence has seen a trial implementation throughout 2018. Key Learning Area scope and sequences; Maths, PDHPE, HSIE (History, Geography) and Science are completed and complimentary to the conceptual units. Collaborative programming and evaluations are showing that there is greater consistency in classrooms. Teachers have noted that change in learning design has enabled students to collaborate and develop agency in their learning through common summative tasks. The use of digital technologies has amplified learning. However, teachers have commented that there needs time to evaluate and improve the quality of programs after initial implementation.

The effective and consistent implementation of Targeted Early Numeracy (TENS) through Stage Early Stage 1 and Stage 1, supported by the resourcing of time and coaches resulted in all students achieving grade benchmarks. Teachers have a greater capacity to collect, analyse and use data to personalise learning.

As evidenced by the Instructional Rounds data, Visible learning is occurring across the KLAs, not just in the implementation KLA of mathematics

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 PBL surveys by students, staff and parents. Increased percentage of students in the <i>Tell Them From Me</i> ; Skills Challenge in the desirable quadrant of high skills and high challenge.	2018 Strategic Direction 1 funds expended across all measures: \$17,418.02 2018 Literacy & Numeracy funds expended: \$21,922.20	Students, staff and parents have knowledge and understanding of behavioural expectations of all members of the school community both in and outside of the classroom. This is confirmed through a variety of data sources –merits, tracking, raffle draws – system milestones, Principal Morning Tea 2018 saw teachers, students and the school community to continue to work together to foster a school culture that is focussed on learning, one in which staff and students have high educational aspirations and strive for continual improvement. Murray Farm PS teachers have strived to deepen effective partnerships with parents by running a series of MasterClasses on topics such as wellbeing, learning design and technology. The implementation of Seesaw, has communicated to parents the purpose of student learning through

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>10% increase in the number of responses in top 2 bands in PBL surveys by students, staff and parents.</p> <p>Increased percentage of students in the <i>Tell Them From Me</i>; Skills Challenge in the desirable quadrant of high skills and high challenge.</p>		<p><i>'learning intentions'</i>, and how students can improve through <i>'success criteria'</i>. Thus empowering parents and students to engage in learning conversations at home creating a learning community of teachers, students and parents in which each stakeholder's contribution is valued, encouraged and supported.</p>
<p>90% of students achieve their expected skills and growth at key points in their literacy and numeracy learning.</p>		<p>The highly successful implementation of the TENS initiate has ensured systemic data collection is embedded in to mathematics programs in K–2, enabling teachers to collect, analyse and use data to inform individual student needs.</p>
<p>100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.</p> <p>Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.</p>		<p>At Murray Farm Public School, we are committed to implementing core curriculum founded on evidenced based effective classroom practice. This year's main focus was the construction of a conceptual scope and sequence. The design, consultation and trial process has resulted in the completion of MFPS K–6 Conceptual Scope and Sequence that connects the teaching of NSW mandated syllabus content, skills and values across Key Learning Areas. The authentic connection of knowledge across curriculum areas has enabled students to see the relevance of learning within their classrooms and its connection to the real world. Similarly, the completion of the K–6 Mathematics scope and sequence and collaborative planning of programs has impacted positively on student learning.</p> <p>The implementation of visible learning strategies through <i>'learning intentions and success criteria'</i> in all classrooms is supported by data collected during Instructional Rounds, that found that all classrooms were using visible learning strategies. As part of the collaborative planning in Mathematics, all topics contain learning intentions and success criteria and is evidenced in other key learning in some teachers programs.</p>

Next Steps

Building teacher capacity in both new syllabus documents and designing learning that enables students to develop skills such as collaboration, creativity, critical thinking, character and citizenship continues to be a focus for 2019. This will compliment the 'Data for Learning' focus of Strategic Direction 3 and 'putting faces on the data'. Who is this student? What learning do we need to design to ensure this student continually improves?

Building our individual and collective capacity to understand the cognitive, social and emotional needs of our students will be implemented through the professional learning framework.

Strategic Direction 2

Quality teaching and learning.

Purpose

To build staff capacity through professional learning and a shared vision to collaboratively plan and deliver future-focused, visible teaching and learning programs that are flexible, relevant and reflective. Enabling students to succeed and thrive as 21st century learners.

THEORY OF ACTION

If teachers collaboratively engage in content, pedagogy, assessment-focused, sustained learning with time for them to apply and reflect, then they will be more responsive to the needs of their students.

Overall summary of progress

Our work in Strategic Direction 2 has seen our teachers collaboratively engage in content, pedagogy, assessment-focused, sustained learning with time for them to apply and reflect, then they will be more responsive to the needs of their students. This is actioned with a consistent and whole-school culture of excellence through collaborative practice, shared understanding and a continuum of learning.

The professional learning is designed to ensure every student is known, valued and cared for. The aim is to differentiate instruction to meet the needs of all learners; to move from differentiated learning to a more personalised learning approach. All staff contribute to the School Plan and are actively involved in the schools' strategic directions. Staff are expected to put professional learning theories into action and demonstrate the early impact of tested professional learning methods and approaches. Relationships between colleagues are based on shared efficacy and two-way trust, which is evidenced by teachers opening their classrooms for Peer Observations, Learning Walks and videos of practice. Learning walks allow staff to look for evidence of professional learning, student articulation of learning, and the rigour and challenge of the task the students are asked to learn. Instructional Rounds and Community of Schools sharing opportunities has allowed staff to learn from colleagues within and beyond the school..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PDPs show a greater understanding of the Australian Teaching Standards through teacher reflection and evaluation of goals.	2018 Strategic Direction 2 funds expended across all measures, including Professional Learning: \$58,654.22	100% of staff developed Professional Learning Goals, including an individual, stage and school goal. Many staff used their participation and professional learning in TENS, Formative Assessment and Instructional Rounds as evidence of meeting their professional goals. 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.
Formal mentoring opportunities are implemented for beginning teacher and aspiring leaders.		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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Formal mentoring opportunities are implemented for beginning teacher and aspiring leaders.</p>		<p>leaders.</p> <p>Leadership opportunities are widely distributed with many staff leading through Learning Pods, Instructional Rounds, TENs, Digital Culture and Scope and Sequence development teams. Through targeted budgeting, staff at Murray Farm have embraced the opportunities to work more closely with each other and with teachers from other schools.</p>
<p>100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.</p> <p>Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.</p>		<p>Professional learning is embedded across stage planning and staff development days, allowing staff to collaborate on understanding changes to syllabuses and how these changes impact student progress and achievement.</p> <p>Professional learning is embedded into school routine. For example, 'Learning Pods' have been established as a collaboration and learning mechanism throughout school terms. These Learning Pods focus on vertical collaboration that combines members from all stage teams. Learning Pods incorporates a book study on formative assessment strategies. Twice a term, mixed stage teams meet to read, discuss, plan, reflect, share successes and failures, and collectively address problems. This creates a constant loop of knowledge sharing and collegiality. Peer Observations support the implementation of formative assessment as do Learning Walks and Instructional Rounds. The implementation of visible learning strategies through '<i>learning intentions and success criteria</i>' in all classrooms is supported by data collected during Instructional Rounds, that found that all classrooms were using visible learning strategies. As part of the collaborative planning in Mathematics, all topics contain learning intentions and success criteria and is evidenced in other key learning areas in some teachers programs.</p>

Next Steps

Further enhancement of relationships between colleagues based on shared efficacy and two-way trust, which is evidenced by teachers opening their classrooms for Peer Observations, Learning Walks and videos of practice. Learning walks will further allow staff to look for evidence of professional learning, student articulation of learning, and the rigour and challenge of the task the students are asked to learn. Instructional Rounds will continue to allow staff to learn from a community of schools. A continued increase of students and staff use technology applications such as Seesaw and iTunesU. These applications will provide teachers and students the opportunity to upload and share student work samples and video recordings of classroom practice, highlighting learning intentions, success criteria and effective feedback practices as part of visible learning and our school learning framework.

The new executive and wider leadership structure is a hub and spoke model, that requires considerable cultural and executive buy in, as well as dedicated staff. The model will try and intersect Executive, Strategic Direction and Stage Teams. At its best it will facilitate a cross pollination of all of our work. The aim is to create teams that build the capacity of other teams.

Strategic Direction 3

Leading a culture of collaboration, high expectations and innovative systems.

Purpose

Strengthen our learning community (students, staff, parents, community, colleagues) through a shared commitment to high expectations and collaboration to produce resilient, innovative, creative and resourceful global citizens. Preparing global citizens for the future.

THEORY OF ACTION

If we develop a school based climate and culture that fosters a sense of community amongst teachers, students and families, then our understanding of students' needs will deepen, leading to improved levels of support and learning.

Overall summary of progress

Our work in Strategic Direction 3 has seen us design a school based climate and culture that fosters a sense of community among students, teachers and families, our understanding of our students needs has deepened and has led to improved levels of support and learning.

Overall significant progress was made with student, teacher and parent engagement, we warmly shared our practice and initiatives through MasterClasses, parent feedback from MasterClasses indicated the success of the events and the increased understanding from our parent community. We further supported parent engagement and student metacognition with the whole school introduction of Seesaw as a learning tool.

Students interest and engagement increased by the introduction of the flexible use of learning spaces. With significant funds being expended to support evidence based practice on explicit teaching with the purchase of huddle tables for all K–2 classrooms and support teachers. We also supported the collaborative and flexible nature of our pedagogy and inquiry based learning with the purchase of flexible furniture for all stages K–6.

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 or completing information sessions, surveys, forums.	2018 Strategic Direction 3 funds expended across all measures: \$63,003.32	In 2018 we introduced MasterClasses in week 8 of Terms 1–3. The Term 1 MasterClass focused on student wellbeing, the Term 2 focus was learning design and curriculum and Term 3 was on technology as a tool for learning. As a whole school we launched Seesaw to allow student to develop cognitive thinking about their work in relation to <i>learning intentions</i> and <i>success criteria</i> . It also allowed a window into our classrooms and the learning of our student and parents were actively encouraged to discuss the learning with their students.
Learning spaces are thoughtfully designed to facilitate collaboration, creation and quiet. Spaces are intentionally created to protect student and teacher wellbeing and to amplify learning.		We heavily invested in new furniture that supported evidence based practice on explicit teaching with the purchase of huddle tables for all K–2 classrooms and support teachers. We also supported the collaborative and flexible nature of our pedagogy and inquiry based learning with the purchase of flexible furniture for stages 1, 2 and 3. Our investment in rich learning environments supports collaborative learning and teaching and engages through meaningful and authentic use of space.
100% of programs are reflective of the Scope and Sequence and reflect embedded formative		The implementation of visible learning strategies through <i>'learning intentions and success criteria'</i> in all classrooms is supported by data collected during

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>assessment practices.</p> <p>Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.</p> <p>Data is used to build teacher capacity to identify and address individual student needs according to the expected skills and growth in student learning at key progress points.</p>		<p>Instructional Rounds, that found that all classrooms were using visible learning strategies. As part of the collaborative planning in Mathematics, all topics contain learning intentions and success criteria and is evidenced in other key learning in some teachers programs.</p>

Next Steps

Work will continue to develop a climate and culture that fosters a sense of community among students, teachers and families. In the next 12 months, the school direction is to embed Learning Communities, using data walls and learning progressions to create a laser-like focus on improving student learning. Learning Communities will be stage based, and will cross pollinate learning from Learning Pods and Learning Design Teams. The use of data walls and Learning Communities will support our vision for collaboration, high expectations and innovative systems.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background \$1,862.35	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 procedures 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.
English language proficiency	English Language Proficiency \$531,785.32 (including salaries)	<p>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 4 fulltime EAL/D teachers and 2 EAL/D part-time teachers. The EAL/D team works with 296 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. 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.</p> <p>The EAL/D staff supported our Grandparents English development by introducing functional English languages lessons once a week over several terms. We used a community language teacher to support this initiative. This program had an enormous positive influence on our community.</p>
Low level adjustment for disability	Low Level Adjustment for Disability \$98,504.16 (including salaries)	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 adjustments for individual learning needs in

<p>Low level adjustment for disability</p>	<p>Low Level Adjustment for Disability</p> <p>\$98,504.16 (including salaries)</p>	<p>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. Both Minilit and TENs were introduced and supported to differentiate instruction and support students at their learning level.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Quality Teaching Successful Students</p> <p>\$168,038.00 (including salaries)</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"> • mentor and coach other teachers • observe teachers in their classrooms and demonstrate effective teaching strategies • monitor student performance data across the school and ensure teachers are focused on areas of need • help schools become thriving learning communities. <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, and Learning Walks 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>Socio-economic background</p>	<p>• Socio-economic background (\$9 697.00)</p>	<p>All students despite socio-economic background have equal access to curriculum at MFPS. Student assistance is offered on a case-by-case basis.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teachers</p> <p>\$55,678.47 (funding supporting 5 beginning teachers)</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>Targeted student support for refugees and new arrivals</p>	<p>Targeted support for Refugees and New Arrivals</p>	<p>We had 13 New Arrivals in 2018, however this number is constantly monitored as</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>\$516.50</p>	<p>LBOTE students arrive at Murray Farm throughout the 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>Digital Culture</p>	<p>Technology \$138,488.26</p>	<p>Our Digital Culture Team supported the capacity of students, and staff to gain an increased level of access to resources and digital tools to allow them to develop confidence as digitally responsible users. Through targeted learning opportunities in computational thinking (coding), STEM, robotics and the use of collaborative tools such as Seesaw, G-suite and Apple Classroom whole school expectations on the use of technology were established. Continued sustained growth with advances in technology, pedagogy and collaborative practice will be the focus of the Digital Culture team through 2019.</p>
<p>Bilingual</p>	<p>Bilingual \$10,176.50</p>	<p>In 2010, the Japanese Language program, initiated by the Department of Education, started at Murray Farm Public School. In 2018 there are 4 full time teachers and 1 part time teacher (3 days a week) allocated to this program. This year, there are approximately 325 students participating in the bilingual program including three Kindergarten, four Stage One, three 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 multicultural 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			
	2015	2016	2017	2018
Boys	437	459	479	511
Girls	472	471	479	467

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	96.2	96.9	97
1	97.1	96.2	96.2	96.7
2	97.6	97	95.8	97.5
3	97.8	95.8	96.1	97.2
4	97.1	97	96.1	97.8
5	97.4	96.6	96.6	97
6	95.5	96.1	95.6	95.5
All Years	97.2	96.4	96.2	97
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The overall student attendance rate of 97.0% continued to be above the state average of 93.40%. This was a slight improvement in overall attendance rate than the previous two years. Students identified as being from ATSI background had an attendance rate of 98.5%, well above the state average of 83.7%. Year 4 had the highest attendance rate (97.8%) compared to other grades in the school. Term 2 (97.2%) was the term with the highest rate of attendance and Term 3 (94.2%) was the lowest.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.89
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher ESL	5.2
School Counsellor	1
School Administration and 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	32

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. Professional Learning is embedded into school routine. Learning Pods, TENs, Learning Design, Learning Walks and Peer Observations have been established as a collaboration and learning mechanism throughout the year. These professional development opportunities focus on vertical collaboration that combines members from all stage teams. Learning Pods incorporates a book study on formative assessment strategies. Twice a term, mixed stage

teams meet to read, discuss, plan, reflect, share successes and failures, and collectively address problems. This creates a constant loop of knowledge sharing and collegiality. Peer Observations support the implementation of formative assessment as do Learning Walks and Instructional Rounds. A total of \$58, 813.00 was allocated for teacher professional learning throughout 2018. In 2018, teaching staff also participated in a number of Professional Development activities identified through the PDP goals which included, wellbeing, PBL classroom systems, technology, classroom design, curriculum and future focused pedagogy. 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	999,442
Revenue	8,483,909
Appropriation	7,850,496
Sale of Goods and Services	85,312
Grants and Contributions	538,525
Gain and Loss	0
Other Revenue	100
Investment Income	9,475
Expenses	-7,976,936
Recurrent Expenses	-7,976,936
Employee Related	-6,808,998
Operating Expenses	-1,167,938
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	506,973
Balance Carried Forward	1,506,415

The financial information above summarises the school's sources of funding as well as expenses incurred for 2018.

Appropriation is composed primarily of funding received from the Department of Education. A breakdown of this funding is provided in the next table under Financial

Summary Equity Funding. These funds primarily comprised of Base funding; and funding tied to specific targets and initiatives (Equity, Targeted, Other).

Grants and Contributions consisted of payments of school fees by parents to offset expenditure on all excursions, incursions, and sporting activities.

Operating Expenses are incurred in line with our school's commitment to expend money based on the priorities of our School Plan (refer to details on pages 8 to 16 of this report).

Financial Summary Equity Funding (refer table below)

Base funding includes \$6,090,723.00 of staff wages for 58 teaching and administration staff through the Department of Education staffing entitlement formula.

Through Equity funding, we proudly support student learning, with 85.5% of Equity funding dedicated to wages of our EAL/D and LaST staffing. The remaining funding pays for our additional Learning and Support officers.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,159,719
Base Per Capita	185,248
Base Location	0
Other Base	5,974,471
Equity Total	708,234
Equity Aboriginal	1,948
Equity Socio economic	9,697
Equity Language	582,537
Equity Disability	114,052
Targeted Total	30,328
Other Total	736,220
Grand Total	7,634,500

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy

Murray Farm PS students in Years 3 and Year 5 continue to demonstrate outstanding achievement in NAPLAN assessment in Literacy. Our students performed extremely well in 2018, showing a continued strong performance in the top 2 bands in Reading, Writing, Spelling, and Grammar & Punctuation.

Year 3

In Grammar & Punctuation, 87.8% of students achieved in the top two bands. This compared well to 44.1% for the State and 64.4% for statistically similar schools.

In Reading, 80.6% of students achieved in the top two bands. This compared well to 48.6% for the State and 70% for statistically similar schools.

In Spelling, 91.3% of students achieved in the top two bands. This compared well to 48.1% for the State and 67.8% for statistically similar schools.

In Writing, 79.9% of students achieved in the top two bands. This compared well to 43.3% for the State and 63.1% for statistically similar schools.

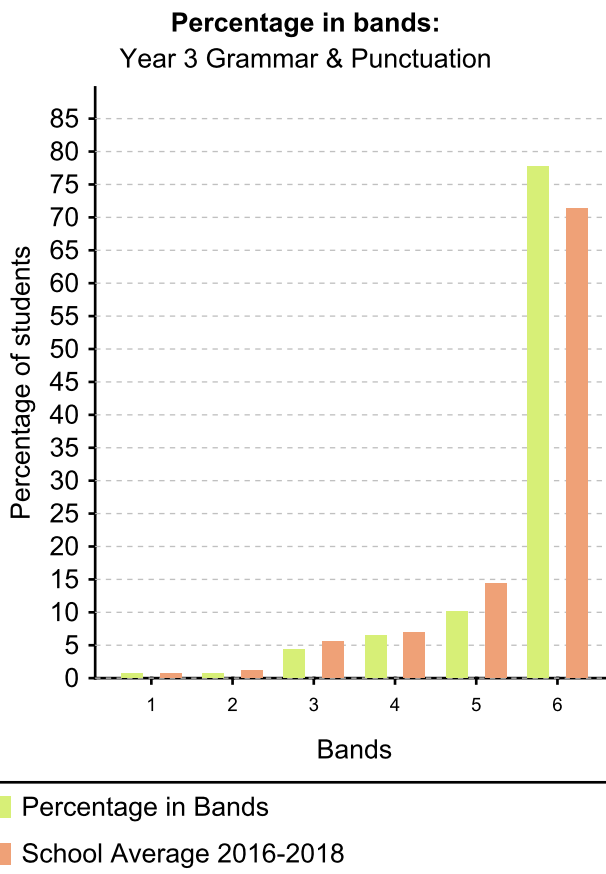
Year 5

In Grammar & Punctuation, 70.3% of students achieved in the top two bands. This compared well to 12.9% for the State and 55.3% for statistically similar schools.

In Reading, 69.2% of students achieved in the top two bands. This compared well to 14.8% for the State and 61.6% for statistically similar schools.

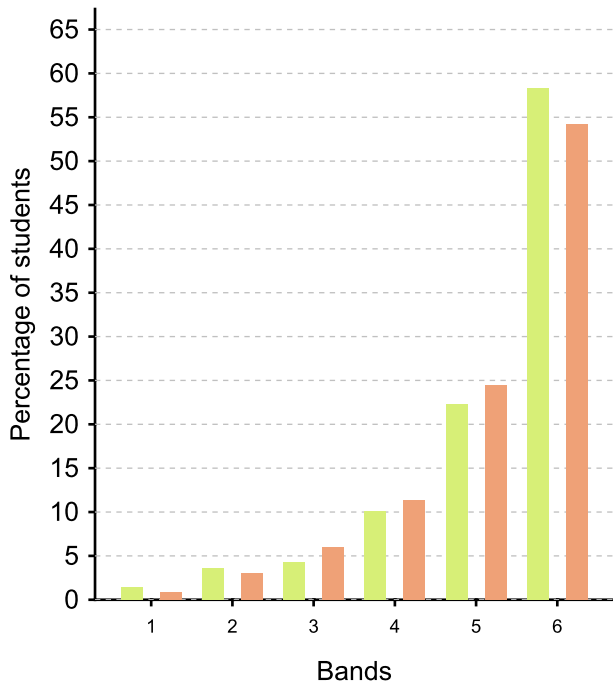
In Spelling, 72.3% of students achieved in the top two bands. This compared well to 25.2% for the State and 57% for statistically similar schools.

In Writing, 45.3% of students achieved in the top two bands. This compared well to 4.5% for the State and 27% for statistically similar schools.



Band	1	2	3	4	5	6
Percentage of students	0.7	0.7	4.3	6.5	10.1	77.7
School avg 2016-2018	0.7	1.2	5.6	6.9	14.4	71.3

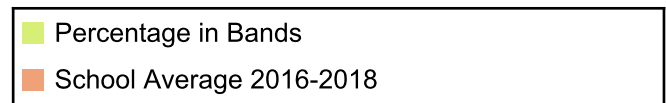
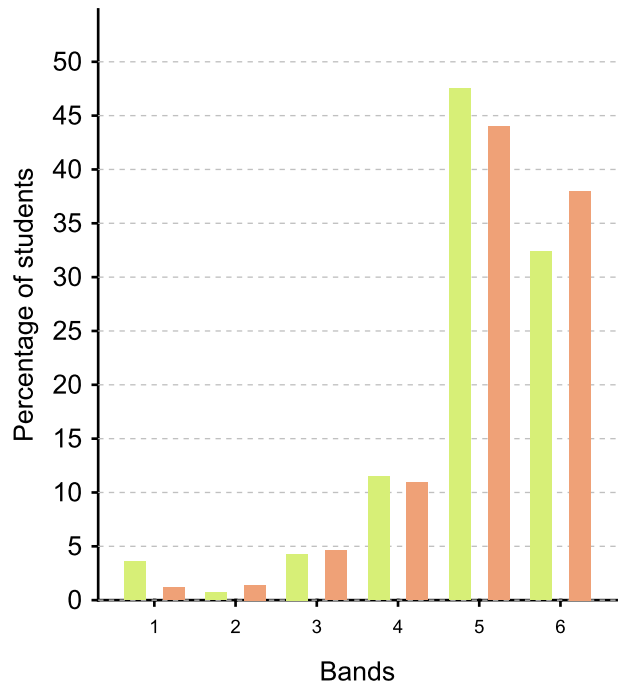
**Percentage in bands:
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	1.4	3.6	4.3	10.1	22.3	58.3
School avg 2016-2018	0.9	3	6	11.3	24.5	54.2

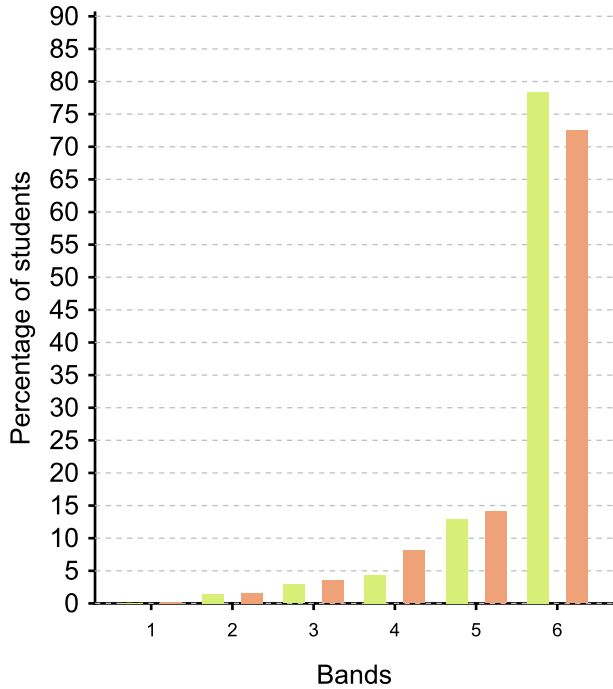
Band	1	2	3	4	5	6
Percentage of students	0.0	1.4	2.9	4.3	12.9	78.4
School avg 2016-2018	0.2	1.6	3.5	8.1	14.1	72.5

**Percentage in bands:
Year 3 Writing**

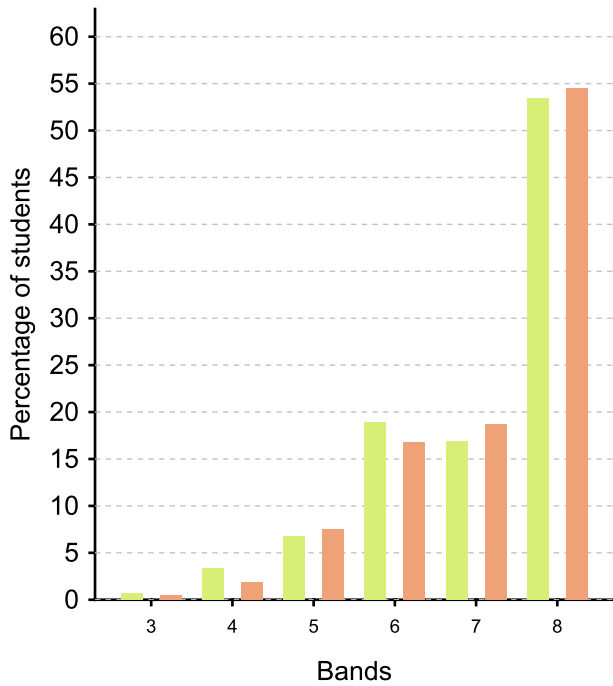


Band	1	2	3	4	5	6
Percentage of students	3.6	0.7	4.3	11.5	47.5	32.4
School avg 2016-2018	1.2	1.4	4.6	10.9	44	38

**Percentage in bands:
Year 3 Spelling**



Percentage in bands:
Year 5 Grammar & Punctuation

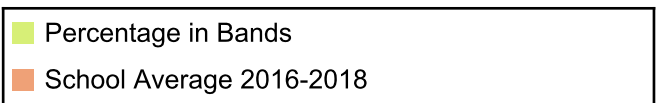
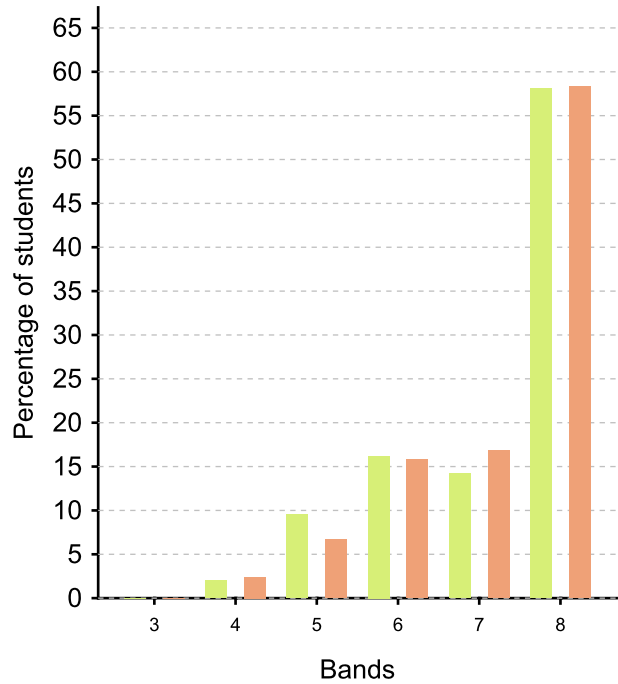


Band	3	4	5	6	7	8
Percentage of students	0.7	3.4	8.9	17.8	28.8	40.4
School avg 2016-2018	0.3	2.1	8	20.9	30.6	38.1



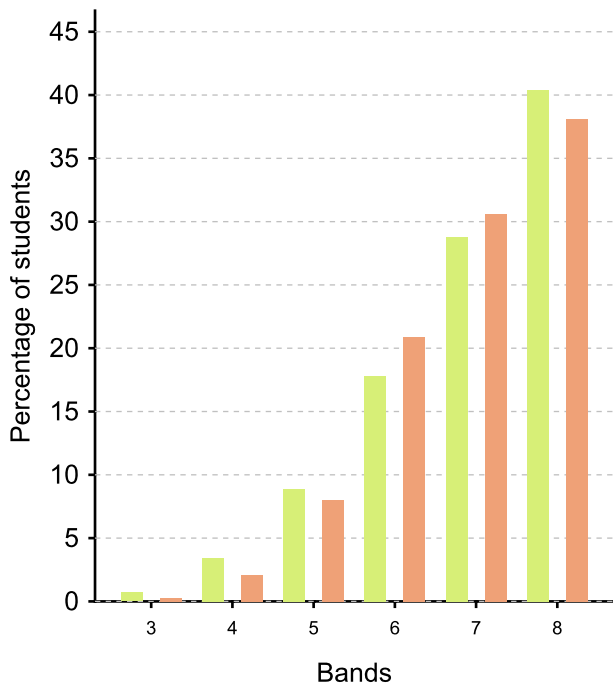
Band	3	4	5	6	7	8
Percentage of students	0.7	3.4	6.8	18.9	16.9	53.4
School avg 2016-2018	0.5	1.9	7.5	16.8	18.7	54.5

Percentage in bands:
Year 5 Spelling

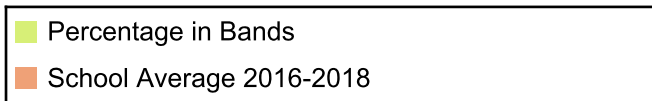
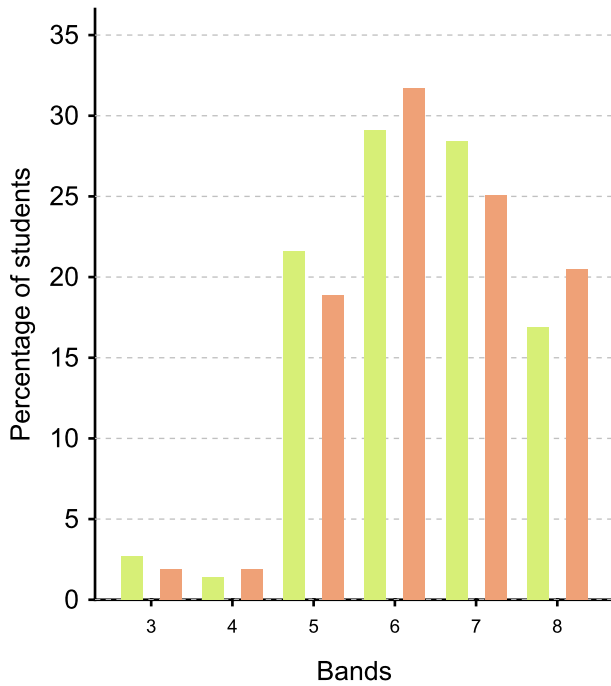


Band	3	4	5	6	7	8
Percentage of students	0.0	2.0	9.5	16.2	14.2	58.1
School avg 2016-2018	0	2.4	6.7	15.8	16.8	58.3

Percentage in bands:
Year 5 Reading

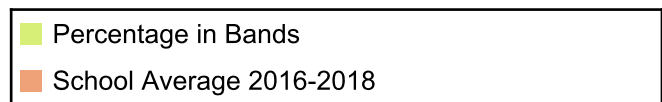
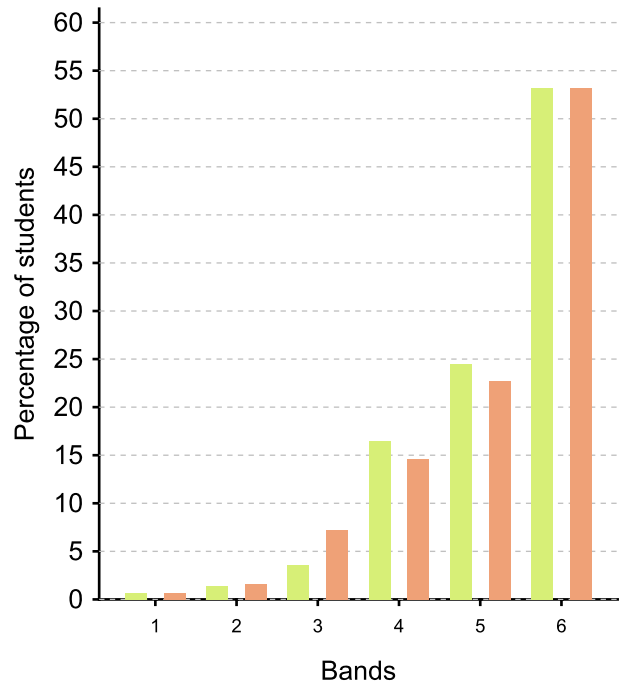


Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.7	1.4	21.6	29.1	28.4	16.9
School avg 2016-2018	1.9	1.9	18.9	31.7	25.1	20.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.7	1.4	3.6	16.5	24.5	53.2
School avg 2016-2018	0.7	1.6	7.2	14.6	22.7	53.2

NAPLAN Numeracy

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.

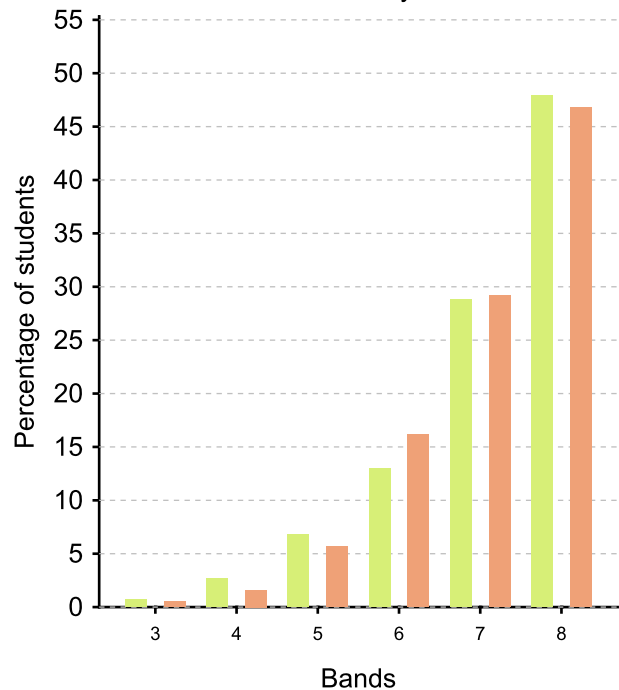
Year 3

In overall numeracy, 77.7% of students achieved in the top two bands. This compared well to 29.6% for the State and 65.8% for statistically similar schools.

Year 5

In overall numeracy, 76.7% of students achieved in the top two bands. This compared well to 9.3% for the State and 57.1% for statistically similar schools.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.7	2.7	6.8	13.0	28.8	47.9
School avg 2016-2018	0.5	1.6	5.7	16.2	29.2	46.8

Further Information

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.

Premier's Priorities Reporting Requirements

In accordance with the Premier's Priorities, schools are required to report on their student's performance in the top two NAPLAN bands in Reading and Numeracy.

Year 3

In reading, 80.69% of students achieved in the top two bands.

In overall numeracy, 77.7% of students achieved in the top two bands.

Year 5

In reading, 69.2% of students achieved in the top two bands.

In overall numeracy, 76.7% of students achieved in the top two bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Students

Students were surveyed through the online Tell Them From Me (TTFM) regarding social and emotional wellbeing at school. A score of 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

Social-Emotional Outcomes for Students

77% of students felt a high sense of belonging.

90% of students demonstrated positive behaviour.

79% of students were interested and motivated in their learning

Drivers of Student Outcomes

Effective learning time – 8.3 (above state norm)

Advocacy at school – 7.8 (above state norm)

Expectations for success – 9.0 (above state norm)

Staff

Staff were surveyed through online Tell Them From Me (TTFM) survey. The focus on Learning Survey is a self-evaluation tool for teachers and school support staff 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, with 5 as neutral (neither agree nor disagree). The staff identified an overall score out of 10 in each of these *Drivers of Student Learning*, the findings are below:

1. Leadership – 7.5
2. Collaboration – 7.9
3. Learning Culture – 7.9
4. Data Informs Practice – 7.5
5. Teaching Strategies – 8.0
6. Technology – 6.9
7. Inclusive School – 7.9
8. Parent Involvement – 6.9

Parents

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; as well as promotes a safe and inclusive environment. A score of 0 indicates strong disagreement; 10 indicates strong agreement; with 5 as neutral (neither agree nor disagree).

1. Parents feel welcome – 6.9
2. Parents are informed – 6.0
3. Parents at MFPS support learning at home – 5.7
4. Support for learning at MFPS – 7.2
5. Support for positive behaviour at MFPS – 7.6
6. Safety at MFPS – 7.2

7. Inclusion at MFPS – 6.4

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.

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. 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.

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. 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 978 students comprising diverse cultural, religious and socio-economic backgrounds. 887 (90.5%) of students come from a language background other than English, of which 296(30%) students are identified as requiring EAL/D support. The major language groups represented in the school are Mandarin, Cantonese, Korean, Hindi, Tamil, Urdu, Sinhalese, Chinese (other), Japanese and Indonesian.

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'