

Murray Farm Public School

2019 Annual Report



Murray Farm
PUBLIC SCHOOL
A Great Place to Be

4401

Introduction

The Annual Report for 2019 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.

School contact details

Murray Farm Public School

Tracey Ave

Carlingford, 2118

www.murrayfarm-p.schools.nsw.edu.au

murrayfarm-p.school@det.nsw.edu.au

9871 5952

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 50 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 988 has a Non English Speaking background (NESB) population of 87.1%. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--------------------------------------------------------|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

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

Improvement Measures

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 *Tell Them From Me*; Skills Challenge in the desirable quadrant of high skills and high challenge.

90% of students achieve their expected skills and growth at key points in their literacy and numeracy learning.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

Overall summary of progress

In 2019, learning design and innovation, as well as student wellbeing continued to be a priority through this school plan. Murray Farm Public School has continued to create innovative, authentic learning programs, evidenced through the design of real-world summative tasks. Depth and complexity have been added to English units through the selection of quality texts and integration of the English Textual Concepts. Wellbeing continued to be a focus of Strategic Direction 1, supported by the Department's release of its initiative 'All students are Known, Valued and Cared For'. Murray Farm Public School continues to be committed to and prioritise student wellbeing as playing a vital part in schooling success. The PBL program is thoroughly embedded into school culture and taught explicitly throughout the year to Years K–6. Students strive to achieve their personal best and their level of engagement is evidenced in the Tell them From Me survey results.

Progress towards achieving improvement measures

Process 1: Creative, Confident, Resilient and Caring Students

Continued focus on Positive Behaviour Learning with high consistency across the school, prioritising; safety, resilience, emotional intelligence and growth mindset education.

| Evaluation | Funds Expended (Resources) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Students, staff and parents continued to work collaboratively towards improved student outcomes to create confident, creative, resilient and caring individuals who are actively engaged in their learning. Students at Murray Farm Public School have higher than state average indicators for being socially engaged and positive behaviours at school which we believe is a result of our strong focus on Positive Behaviour for Learning (PBL) to teach | 2019 Strategic Direction 1 funds expended across all Processes: \$32,850 plus Literacy and Numeracy funds expended: \$39,378 |

Progress towards achieving improvement measures

our school's core values of Respect, Responsibility and Personal Best. The shared language, understanding of consistent procedures (in the classroom and playground) by both teachers and students continues to ensure the successful implementation of PBL. The inclusion of an additional PBL award at assembly allowed for further celebration of students displaying the school values, reinforcing their value and importance within the school. The comprehensive and inclusive PBL strategy creates an environment with clearly defined behavioural expectations.

Process 2: Future Focused Pedagogy

Ensure learning is built on the strongest literacy, numeracy foundations and pedagogies. Transform curriculum and pedagogy with newly designed K–6 scope and sequences founded on syllabus requirements. Infuse ICTs and social, emotional and cognitively engaged student learning characterised by the 6Cs, clearly developing general capabilities. Implement problem inquiry/project based models. Introduce 'visible' (Hattie et al) student centred, self – regulated learning.

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>The Mathematics Scope and Sequence continued to be implemented with differentiated learning remained a focus. Building on the 2018 success, the Targeting Early Numeracy (TEN) program continued to be implemented to build solid foundations in student number sense and early arithmetic strategies. As part of the evaluative rhythm, student data was tracked in 5 weekly intervals and analysed to create differentiated learning programs. To build teacher capacity of teachers new to the stage, additional professional learning, support and mentoring was implemented.</p> <p>Collaboration with a literacy consultant and stage Assistant Principal's (AP's) designed the draft English Syllabus for the odd year of the cycle aligned to the Conceptual Unit Scope and Sequence completed in 2018. This has been a major focus in literacy for 2019 and will continue to be in 2020. As part of the evaluative rhythm, K–2 student reading benchmark data is collected and analysed in 5 weekly intervals, to identify low and no growth students, possible explanations for lack of growth and ways to improve individual student reading over the coming 5 weeks.</p> | |

Process 3: Personalised Learning, Student Engaged Assessment and Effective Feedback

Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access personalised support, extension, or enrichment to maximise outcomes. IEPs, PLPs, will exist for identified students and be readily accessible electronically.

| Evaluation | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>The school culture at Murray Farm Public School is one of high expectations and continuous improvement. Learning Intentions and Success Criteria (LISC) have been embedded in Mathematics programs and in English writing programs consistently across the school with some stages expanding LISC further into other Key Learning areas and strands. Learning Intentions are drawn from the NSW Syllabus Outcomes and Learning Intentions are created based on the Literacy and Numeracy Progressions.</p> <p>The trial of the Extension Mathematics Group was successful in enabling students who demonstrated outstanding skills in Mathematics to work on a mathematical investigation using creative and critical thinking and developing skills of reasoning and communication. Data collected at the completion of the program provided evidence through student responses of a highly successful program.</p> <p>The conceptual unit scope and sequence (History, Geography, Science & Technology) has completed its two year cycle and an evaluative review</p> | |

Progress towards achieving improvement measures

occurred. As a result, minor amendments were made. A celebration of 2019 is that the whole school undertook connected summative tasks. All students have created products that incorporated their knowledge, skills and cross curricular understandings. It also allowed students to see how their learning is connected across content knowledge domains, and to the real world.

Next Steps

Positive Behaviour for learning will continue in 2020 with lessons being revamped to increase student engagement. This process will involve the SRC to give student voice and ownership. PBL rewards will continue to be evaluated and adjusted as student interest's change. Higher level teacher training in PBL will be undertaken as training becomes available for staff new to the PBL team. The Positive Behaviour for Learning Committee will continue to monitor implementation on a regular basis to ensure all areas are covered in the calendar year and the high expectations are consistent and taught in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

The Green Room will continue to provide a refuge for students that find the playground environment challenging for social or emotional reasons. Green Room data will be tracked and analysed each term to allow student needs to be catered for in an ongoing and responsive manner. The development of short term, targeted programs addressing student need ensures all students are known, valued and cared for and are encouraged, supported and empowered.

Work with the literacy consultant will continue to construct the even year scope and sequence with the assistance of the stage Assistant Principals and classroom teachers. This work will culminate in a completed two year English Scope and sequence at the end of 2020. Work will continue around collecting students samples of writing exemplars and developing rubrics related to the Literacy Progressions sub– element of Creating Texts. These will be saved on the shared drive for equity of access for staff to share with their students.

The continuation of the Targeted Early Numeracy (TEN) program and professional learning for new staff is vital to maintaining and sustaining our improvement in teachers understanding and implementation of Early Arithmetic Strategies. Handover of TEN and reading benchmark data from one calendar year to another and the continuation of the monitoring of student progress into primary until program exit levels will be instigated. To cater for the range of learners in our school, in 2020, the Extension Mathematics Program will continue with a look at processes of identification and feedback. Parents will be notified and feedback given for teacher and reporting purposes. K–2 reading benchmarking and TEN data collection will continue in 5 weekly intervals and will be analysed for individual student progress and goal setting, with targeted teacher and/ or student support as necessary.

Through the effective and purposeful use of formative assessment, teachers can ensure they know their students, program effectively at the students' entry point and deliver learning that is engaging, authentic and drives the learner to strive for their personal best.

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.

Improvement Measures

PDPs show a greater understanding of the Australian Teaching Standards through teacher reflection and evaluation of goals.

Formal mentoring opportunities are implemented for beginning teacher and aspiring leaders.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

Overall summary of progress

Murray Farm Public School has created a consistent and whole school culture of excellence through collaborative practice, shared understanding and a continuum of learning. Further enhancement of relationships between colleagues based on collective efficacy and two-way trust, was evidenced by teachers opening their classrooms for peer observations, learning walks and instructional rounds. Evidence suggests that instruction is cognitively engaging students. The continued implementation of learning pods and instructional rounds have built teacher capacity in visible learning and formative assessment practices. Visible learning strategies of learning intentions combined with success criteria supported differentiated instruction for all learners.

Progress towards achieving improvement measures

Process 1: Highly professional, collaborative, innovative workforce

Implement effective mentoring induction, and coaching practices for all staff. Embed a culture of innovation and collaborative learning and sustain a commitment to our Community of Schools.

| Evaluation | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Beginning teachers receive formal mentoring through professional discussions to improve teaching and learning in their classes. Beginning teachers reported increased feelings of support and confidence. Formal mentoring opportunities are provided based on shared areas of need. | 2019 Strategic Direction 2 funds expended across all Processes: \$91894 |
| Aspiring leaders receive formal mentoring, coaching and leadership opportunities. Aspiring leaders report they have developed a greater understanding of leadership. This was reflected in their Performance and Development Plan. | |

Process 2: Continual improvement through best practices in professional learning.

Enhance a high performance culture through clearly articulating explicit standards and expectations, valued and shared by all. Engage all staff with quality, planned multimodal professional learning pedagogy, clearly aligned to school and system priorities. Stage based collaborative planning and development will be strengthened.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| All staff developed a greater understanding of the Australian Professional Teaching Standards through collaboration with their supervisors to plan, monitor, reflect and evaluate their differentiated, individual 2019 goals. Performance and Development Plan evidence supports that teachers have become more responsive to the needs of their students and learning is differentiated to meet the needs of all learners. | |

Process 3: Personalised Learning, Student Engaged Assessment and Effective Feedback

Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension, or enrichment to maximise outcomes. IEPs and PLPs, will exist for identified students and be readily accessible electronically. Reporting to parents and stakeholders will be redesigned to increase effectiveness.

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| The successful implementation of Learning Pods has increased the use of formative assessment strategies. All teachers programs show evidence of visible learning through learning intentions and differentiated success criteria. Seesaw student accounts allow students to share visible learning strategies with their families. Consistent feedback structures are utilised in K-2 and 3-6 and timely feedback is provided by teachers. Data from instructional rounds with our community of schools, showed evidence of visible learning in classrooms and teachers refer to the success criteria to deliver timely feedback. | |

Next Steps

Instructional Leaders (Assistant Principals) and Principal and Deputy Principal 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. Learning pods will build upon prior knowledge of formative assessment strategies and feedback by teacher, self and peers. New staff and beginning teachers are supported in understanding our school learning framework through induction and beginning teacher mentoring. Aspiring leaders are developed through the hub and spoke model of distributive leadership within the school and professional learning opportunities.

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.

Improvement Measures

35% increase in number of parents attending or completing information sessions, surveys, forums.

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.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

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.

Overall summary of progress

Progress over the past year led to increased parent engagement through the continuation of parent Masterclasses based on previous feedback from parents. Additional flexibility within the physical learning environments, including furniture has catered for a variety of learning styles. These improvements resulted in greater student choice and voice in how they engage with their learning. The inception of Learning Communities in Term 2 was successful in identifying where students were located on the numeracy progressions and teachers collaboratively designed and implemented strategies for student growth. Learning Communities extended into Term 3 with a focus on writing using the literacy progressions.

Progress towards achieving improvement measures

Process 1: Engaged, empowered community

Enhance community and parent engagement with the school and its endeavours, increasing representation and inclusion of all groups, through increased participatory communication including Masterclasses, forums, surveys and planning.

| Evaluation | Funds Expended (Resources) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>2019 workshop presentations have had a positive impact on the ability of attendees to more actively engage in and with their child's learning. The topics of these Masterclass have been:</p> <ol style="list-style-type: none">1. Learning to read & learning to count in K-22. Seesaw workshop led by students3. Mathematics in primary <p>Evaluations of 2019 workshops are used to reflect on practice and guide the development of parent engagement initiatives for 2020.</p> | <p>2019 strategic Direction 3 funds expended across all Processes: \$186,402</p> |

Process 2: Rich learning environments

Ensure attractive and functional facilities that contribute to environmental sustainability, high levels of

Progress towards achieving improvement measures

Process 2: physical activity and creative play. Increase the existence of multimodal indoor/outdoor learning spaces that amplify learning and the development of general capabilities and character.

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>Additional investment in the purchase of flexible furniture across the school included renovating areas previously used as bag rooms into breakout learning spaces for individual, small and whole class groups. Locker installation for students outside these classrooms allowed the transformation of this space. Students are able to relate to the options presented to them through flexible classrooms and creative outside areas, by selecting learning and play spaces that allow them to engage with activities in ways that help them to meet their individual success criteria and to develop social skills. Teachers plan for the meaningful use of flexible school environments for groups and for individual students, to cater for individual needs in various developmental domains. A major playground renovation was undertaken by the school as part of the 50th anniversary celebrations. This was jointly funded by the school, P&C and the donation of an existing family. This playground area is known as the Passive Playground and incorporates natural elements of stone and wood into a creative and imaginative play area for all students to enjoy.</p> | |

Process 3: Personalised Learning, Student Engaged Assessment and Effective Feedback

Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension, or enrichment to maximise outcomes. IEPs and PLPs, will exist for identified students and be readily accessible electronically. Reporting to parents and stakeholders will be redesigned to increase effectiveness.

| Evaluation | Funds Expended (Resources) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discuss results with staff. All teachers contribute to gathering and analysing data with the evaluative rhythm cycle. There is a direct relationship between all strategic directions, with Strategic Direction 3 collecting data on Learning Design, Learning Pods, Instructional Rounds and Learning Communities to improve all three aspects of the Instructional Core. Data is used by teachers and executives to progress student learning addressing where students are now and where to next. Student outcomes are improved and teachers work in collaboration with each other to move student learning forward.</p> | |

Next Steps

In 2020, Strategic Direction 3 will continue to encourage an active partnership with our community, acknowledging the important role of family in student success. This will be strengthened through the continuation of Masterclasses for parents based on parent feedback and areas of interest such as supporting their child's development of literacy and numeracy at home. Seesaw remains an important part of the home– school connection, with students posting learning to the app, incorporating Learning Intentions and Success Criteria to ignite discussion at home. Learning Communities will expand in the coming year to be held once a term for all grades K–6, with a focus on low and no growth students in the area of writing. We will continue to expand on our integration of flexible furniture within classrooms to cater for a variety of learning styles. The next phase of our playground renovations will begin in the coming year and focus on the beautification of the Back Paddock and Mansfield Meadow areas.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 996.00) | <p>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.</p> |
| English language proficiency | <p>English Language Proficiency</p> <p>\$622,109 (including salaries)</p> | <p>At Murray Farm Public School, students who are learning English as an Additional Language or Dialect (EAL/D) are provided with support from our EAL/D teaching staff. We have 5 fulltime EAL/D teachers and 1 EAL/D part-time teacher. The EAL/D team works with 347 students. Our Language Background Other Than English (LBOTE) population consists of 845 students. At least 42 other languages are represented in the school with Mandarin, Cantonese, Korean, Hindi and Japanese being the main languages other than English. 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> |
| Low level adjustment for disability | <p>Low Level Adjustment for Disability</p> <p>\$123,841 (including salaries)</p> | <p>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 programs. Individual Education Plans (IEPs) are monitored, reviewed and updated when</p> |

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|------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Low level adjustment for disability</p> | <p>Low Level Adjustment for Disability</p> <p>\$123,841 (including salaries)</p> | <p>needed. All students identified at risk through Best Start, NAPLAN, Learning and Support Team, PLAN data are supported through program adjustments, Student Learning Support Officers (SLSOs) time and the Learning and Support Teacher (LaST). Both Minilit and the Targeted Early Numeracy (TEN) 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>\$172,026 (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 thorough 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</p> <p>\$11,293</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>Support for Beginning Teachers</p> <p>\$60,789</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> |
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|----------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Targeted student support for refugees and new arrivals</p> | <p>Targeted Student Support for Refugees and New Arrivals</p> <p>\$1,401</p> | <p>We had 17 New Arrivals in 2019, however this number is constantly monitored as Language background Other Than English (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. The New Arrivals Program (NAP) is an intensive program provided for new students arriving from overseas for the first time in Australia or who have been living overseas for the past two years. This program 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</p> <p>\$241,413</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. The Murray Farm PS Digital Scope and Sequence incorporating Digital Capabilities and Digital Technologies continued to be implemented and was visible in all class programs. A shared language of skills, grade based progression of skills and tracking of student growth were also developed. From 2018– 2019, we undertook the replacement of aging, less cost-effective technology in classrooms with new interactive panels across all learning spaces K–6. Student device access is equitable between classes and grades, and digital technology was incorporated into the Kindergarten and Year 6 Buddy program. Continued sustained growth with advances in technology, pedagogy and collaborative practice will be the focus of the Digital Culture team through 2020.</p> |
| <p>Bilingual</p> | <p>Bilingual</p> <p>\$7,557</p> | <p>In 2010, the Japanese Language program, initiated by the Department of Education, started at Murray Farm Public School. In 2019, 3 full time teachers and 2 part time teachers were allocated to this program. In 2019, there are approximately 347 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 40 minute Language other Than English (LOTE) lesson per week.</p> <p>The Bilingual Program at Murray Farm Public School has been implemented through immersion using the Content and Language</p> |

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| <p>Bilingual</p> | <p>Bilingual \$7,557</p> | <p>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. Bilingual classes receive 300 minutes of bilingual instruction per week.</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 | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 459 | 479 | 511 | 515 |
| Girls | 471 | 479 | 467 | 473 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.2 | 96.9 | 97 | 94.8 |
| 1 | 96.2 | 96.2 | 96.7 | 94.6 |
| 2 | 97 | 95.8 | 97.5 | 95 |
| 3 | 95.8 | 96.1 | 97.2 | 94.6 |
| 4 | 97 | 96.1 | 97.8 | 95 |
| 5 | 96.6 | 96.6 | 97 | 95.7 |
| 6 | 96.1 | 95.6 | 95.5 | 94.4 |
| All Years | 96.4 | 96.2 | 97 | 94.8 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|-----------------------------------------|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 37.89 |
| Teacher of Reading Recovery | 0.8 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.6 |
| Teacher ESL | 5.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.87 |
| Other Positions | 4.4 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,506,415 |
| Revenue | 8,877,895 |
| Appropriation | 8,184,651 |
| Sale of Goods and Services | 97,119 |
| Grants and contributions | 587,542 |
| Investment income | 8,184 |
| Other revenue | 400 |
| Expenses | -8,644,033 |
| Employee related | -7,215,832 |
| Operating expenses | -1,428,201 |
| Surplus / deficit for the year | 233,862 |

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.

Base Funding includes \$5,494,447 of staff wages for 51 teaching and administration staff through the Department of Education staffing entitlement formula. Other Funding includes \$833,665 of staffing costs for teachers dedicated to the Bilingual Program, Literacy and Numeracy Intervention as well as a School Counsellor.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 24,439 |
| Equity Total | 759,239 |
| Equity - Aboriginal | 1,996 |
| Equity - Socio-economic | 11,293 |
| Equity - Language | 622,109 |
| Equity - Disability | 123,841 |
| Base Total | 6,206,250 |
| Base - Per Capita | 229,476 |
| Base - Location | 0 |
| Base - Other | 5,976,774 |
| Other Total | 1,076,565 |
| Grand Total | 8,066,493 |

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and carers 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

80 % of students felt a high sense of belonging.

92 % of students demonstrated positive behaviour.

77 % of students were interested and motivated in their learning

Drivers of Student Outcomes

Effective learning time– School 8.4 (above state norm)

Advocacy at school– School 7.8 (above state norm)

Expectations for success– School 8.8 (above state norm)

Staff

Staff were surveyed through the online Tell Them From Me (TTFM). The Focus on Learning Survey is a self–evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second is based on the Eight Drivers of Student Learning and is related to classroom and school practices. 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).

1. Leadership– 7.2
2. Collaboration– 7.9
3. Learning Culture– 8.0
4. Data Informs Practice– 7.5
5. Teaching Strategies– 8.0
6. Technology– 6.9
7. Inclusive School– 8.0
8. Parent Involvement– 6.8

Parents

Parents were surveyed through the online Tell Them From Me (TTFM). 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 schoolwork, and enlist parents to volunteer at the 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, with 5 as neutral (neither agree nor disagree).

1. Parents feel welcome– 7.1
2. Parents are informed– 6.5
3. Parents at MFPS support learning at home– 5.4

4. Support for learning at MFPS– 7.2
5. Support for positive behaviour at MFPS– 7.7
6. Safety at MFPS– 7.1

The findings of these results are used 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.