

# 2020 Annual Report

## Murray Farm Public School



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# Introduction

The Annual Report for 2020 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

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## School vision

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 51 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 959 has a Non English Speaking background (NESB) population of 88.9%. 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, 36% 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
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

Building on the successes of 2019, the Murray Farm community continued to work together to ensure that our students were actively engaged in their learning, had high expectations of themselves and were supported to achieve their personal best. Refining and strengthening collaborative learning design has empowered all staff to contribute to planning by sharing syllabus knowledge, evidence-based, effective instructional strategies and innovative ideas to plan learning that is rigorous, authentic and challenging. Systematic evaluative rhythm in five weekly cycles ensures the monitoring of student learning and continuous growth. Collecting and analysing data to inform the next steps in student learning is a collective and whole school responsibility. Developing strong foundations in literacy and numeracy continues to be an important goal at Murray Farm Public School.

The wellbeing of students is an integral part of student success at school. Ensuring the social, emotional, physical and cognitive wellbeing of our students continued to be a focus of Strategic Direction 1. 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 establishing a positive school climate.

### 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)
The continuation of the explicit teaching of Positive Behaviour of Learning program (PBL) values impacted directly on the cooperative and inclusive	2020 Strategic Direction 1 funds expended across all

## Progress towards achieving improvement measures

culture within our school. 2020 saw the introduction of Year Advisors for each grade 3-6. This supports students with an opportunity to connect with an additional support person.

To ensure students and teachers work in partnership to build positive relationships, teachers have worked hard to maintain the integrity of our SRC program working within the COVID guidelines. The SRC major event was the Fun Run, giving these students voice and agency in the organisation and procedures that positively impacted all students social and physical wellbeing at school..

The Green Room continues to support student wellbeing for students from Years K-6. As part of the 5 weekly evaluative rhythm, the tracking of attendance in the Green Room has enabled the executive team to monitor individual students and provide additional support as needed such as the Kindy Social Skills Program run by our Learning and Support Teachers.

Processes:\$54,982

Additional Literacy and Numeracy funds expended: \$15,183

### 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>A highlight in 2020 has been the employment of an Instructional Leader Technology to support the design and use of technology as a tool in programs, in particular summative tasks. This resulted in students learning a range of digital skills and capabilities to enhance and demonstrate their learning.</p> <p>The Literacy and Numeracy Support Leaders supported the continued implementation of the Targeting Early Numeracy (TEN) program via professional learning, support and mentoring. By participating in this program, all students establish solid foundations in number sense and early arithmetic strategies. Student data is tracked in 5 weekly intervals and analysed to create differentiated learning programs. K-2 Reading data is collected and analysed in 5 weekly intervals by classroom teachers, Literacy Support Leaders and the DP Curriculum to ensure that all students are improving.</p> <p>In 2020, staff worked in collaboration with a literacy consultant to design and finalise the English scope and sequence aligned to the Conceptual Unit scope and sequence. The mandatory implementation of the 2020 PDHPE syllabus began with the introduction of the new MFPS K-6 scope and sequence. All stages have designed teaching and learning programs to align with the new curriculum.</p> <p>Seesaw was used as a platform for the continuation of learning during the 'Learning from home' period in 2020. Zoom meetings during COVID-19 maintained connections between students and teachers. This eased the transition to Learning From Home and facilitated a continuation of learning. Teachers were incredibly flexible in adapting classroom learning into an online environment ensured that core literacy and numeracy curriculum was maintained during this period.</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.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Formative assessment, Learning Intention and Success Criteria are embedded in English and Mathematics programs. Effective feedback to students is vital for student growth. Programs reflect learning opportunities for students to receive feedback based on the success criteria from teachers and their peers.</p> <p>The Mathematics Enrichment Program 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.</p> <p>Identified students continue to be supported through the IEP and PLP process with ongoing reviews each term and handover to staff from year to year.</p>	

## Next Steps

Positive Behaviour for Learning (PBL) will continue in 2021, providing staff and students with a consistent, whole school framework of expectations in all settings. The success of the Year Advisor role for Years 3-6 in 2020, will see this program remain an important initiative to improve student's sense of belonging and advocacy. Year Advisors and Executive staff monitor student trends to ensure individual student wellbeing needs are catered for.

With the mandatory implementation of the High Potential Gifted Education (HPGE) Policy in 2021, staff will undertake professional learning that builds teacher capacity to differentiate learning within their classroom and design learning that develops problem solving skills through authentic tasks. As a result, the Extension Mathematics Group will not continue, as it is expected that student's abilities will be met within the classroom context. HPGE will have a strong focus within the 2021-2024 Strategic Improvement Plan for the school.

The Targeted Early Numeracy (TEN) program remains a focus for numeracy in the early years and will be reviewed upon publication of the K-2 Mathematics Curriculum released in 2021. Adjustments or adaptations to this program at MFPS will be made as necessary for 2022. Plans will be made to collaborate with the literacy consultant to evaluate the current teaching of grammar and design professional learning that aligns with the conceptual unit scope and sequence and the new K-2 English Curriculum.

Work will continue around developing a shared understanding of the literacy progressions from K-6 by the ongoing collection of student writing exemplars and developing rubrics related to the Literacy Progressions sub-element of Creating Texts, crafting ideas and vocabulary.

Student data to inform teaching practice will be a sustained focus over the coming years and will broaden to include systematic tracking of data throughout K-6 in Reading and Numeracy.

A sustained, whole school focus on Learning Intentions, Success Criteria and Feedback will strengthen and develop student engagement in the next school plan.

## 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

In 2020, Murray Farm Public School continued to cultivate a culture of collaborative practice, high expectations and continuous improvement through evidence-based practice. Further enhancement of relationships between colleagues, based on shared efficacy and two-way trust, were evident throughout the PDP process and Learning Leader initiative. Our systematic processes have enabled all staff to aspire and develop their leadership capacity. Learning Pods, Instructional Rounds and Learning Leaders utilise the community of practice model to enhance teacher clarity, build collective efficacy and impact positively on student outcomes.

### 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)
Support for Beginning Teachers had increased structure in 2020, with a formalised meeting schedule and a variety of opt-in sessions. Attendance at meetings was high with both Beginning Teachers and their mentors in attendance and all mentors contributing to meetings topics.	2020 Strategic Direction 2 funds expended across all Processes: \$123,114
Opportunities for Aspiring Leaders to take up leadership roles are evident through the implementation of interconnected initiatives such as Learning Pods, Instructional Rounds, Mentors for beginning Teachers and Year Advisors.	
Instructional Rounds were paused for the duration of 2020 due to COVID-19 safety guidelines.	

#### 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



## Progress towards achieving improvement measures

**Process 2:** pedagogy, clearly aligned to school and system priorities. Stage based collaborative planning and development will be strengthened.

Evaluation	Funds Expended (Resources)
<p>All staff developed a greater understanding of the Australian Professional Teaching Standards and the CESE What Works Best: 2020 update through professional learning and collaboration with the stage Assistant Principal Instructional Leaders (Learning Leaders). Professional goals were identified within small, stage based communities of practice and targeted high impact teaching strategies for writing aligned to the Literacy Progressions (Creating Texts, Crafting Ideas).</p> <p>As part of our professional requirements, all staff planned, implemented and reviewed their Performance and Development Plan (PDP), supported by their supervisors, validated with evidence and resulting in professional growth and high quality teaching and learning.</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>Professional learning via Learning Pods continued throughout 2020. Due to the school's commitment to effective and specific feedback, teachers successfully implemented these strategies using the Seesaw App during 'Learning From Home' within COVID-19.</p> <p>The consistency of Learning Intentions and Success Criteria was reviewed and demonstrated that differentiated and co-constructed Success Criteria in English and Mathematics has empowered staff to meet the learning needs of all students.</p>	

## Next Steps

Due to the success in the community of practice model, Learning Pods will continue to be a valuable tool in our delivery of professional learning in 2021 and beyond.

Instructional Rounds will recommence in 2021 with our previous Community of Schools.

The collaboration of stage Assistant Principal's and staff through the Learning Leaders initiative has created cohesion at a stage and whole school level, strengthening staff understanding of effective evidence-based practice and consistency in the delivery of instruction.

The Beginning Teacher program will evolve and respond to the needs of our early career teachers or staff new to our school.

Ongoing opportunities shall be provided for Aspiring Leaders through the hub and spoke model. Further opportunities will be investigated using the School Leadership Identification Framework.

### 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

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.

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

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

In 2020, significant improvements were made to the Back Paddock and Stage 3 classrooms, increasing both the functionality and aesthetics of these areas and benefitting our students, teachers and wider community. Thank you to the P&C for their generous contribution to the Back Paddock renovation.

Masterclasses were expected to continue once a term, but due to COVID-19, were only able to occur early in Term 1. This session was successful and assisted parents in supporting literacy and numeracy development at home.

Learning Communities is an integral tool in our professional practice that provided teachers with opportunities to share successful, visible learning strategies and collective responsibility for student growth. Learning Communities has now aligned with Learning Leaders to implement evidence-based teaching strategies with a particular focus in writing.

#### 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)
The school continued to further develop the culture of collaboration amongst students, staff and parents. The Term One Masterclass session, Learning to read, Learning to Count had 40 participants. The feedback showed that it was helpful with practical examples of what parents/ carers can do to support their children at home. Parents value the demonstrations of hands-on activities and in future are interested in building resilience and supporting children in dealing with difficult situations. For the remainder of 2020, Masterclasses were unable to continue due to COVID-19 guidelines.	2020 Strategic Direction 3 funds expended across all Processes: \$280,484

## Progress towards achieving improvement measures

The number of parents connected to Seesaw increased when 'Learning from Home' and the volume of viewing increased. As expected, this decreased when students returned to learning at school. However teachers are still using Seesaw to link home and school through the sharing of student work linked to Learning Intentions and Success Criteria.

### Process 2: Rich learning environments

Ensure attractive and functional facilities that contribute to environmental sustainability, high levels of 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>Teachers strategically plan to meaningfully use flexible learning spaces for class and small groups as well as for individual students, to cater for individual needs in a variety of developmental domains. In 2020, approximately a third of classes collaborated in a team teaching environment on a regular basis. A significant renovation of the Stage 3 building including bi-fold doors, glass doors and panels and a larger wet area space provided further open learning spaces.</p> <p>A major playground rejuvenation was undertaken with the replacement of the pine log retaining wall with a tiered sandstone retaining wall. This was jointly funded by the school and the P&amp;C and provides additional seating for large school events and students to enjoy during play time.</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>In 2020, Learning Communities shifted focus to students achieving low or no growth in the area of writing. Learning Communities facilitate professional dialogue between staff about the writing of individual students and how to ensure students demonstrate their full potential. By using the Literacy Progressions (Creating Texts, Crafting Ideas) and syllabus outcomes, teachers placed each child on a whole school data wall according to their work sample. Identified students are systematically tracked on the Learning Tracker App, unique to MFPS, so student progress can be monitored and further strategies can be implemented.</p>	

## Next Steps

Murray Farm Public School values the relationship between students, staff and parents and the role this plays in supporting student learning and wellbeing. Next year, consultation with the community will remain a priority at MFPS through parent forums, surveys etc to ensure that parent voice is evident in our decision making. Masterclasses will resume and be driven by parent interest and the sharing of school improvement measures. This format will need to be responsive to COVID-19 and department guidelines and may be face to face, online or an amalgamation of both. Seesaw will be re-launched to parents with a renewed focus on sharing of visible learning between school and home.

It is expected that the completion of the Back Paddock playground (phase 2) will be undertaken with student voice included in the final plans and collaboration with our local Aboriginal community to acknowledge the traditional owners of the land on which we learn.

Learning Communities is an established process within our professional learning cycle. This is expected to continue in 2021, with the focus shifting to the role of vocabulary in successful writing and supporting low growth or no growth

students throughout the school. The monitoring of student growth will occur through the whole school data wall and Learning Leaders communities of practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 046.00)</li> </ul>	<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>
<b>English language proficiency</b>	Funding includes salary costs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$593 784.00)</li> </ul>	<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 653 students. Our Language Background Other Than English (LBOTE) population consists of 848 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>
<b>Low level adjustment for disability</b>	Funding includes salary costs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$124 087.00)</li> </ul>	<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>

<p><b>Low level adjustment for disability</b></p>	<p>Funding includes salary costs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$124 087.00)</li> </ul>	<p>needed. All students identified at risk through Best Start, NAPLAN, Learning and Support Team, PLAN2 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) support differentiated instruction for students at their learning level.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Funding includes salary costs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$177 749.00)</li> </ul>	<p>The Quality Teaching, Successful Students (QTSS) initiative - as part of Local Schools, Local Decisions - ensures all primary students benefit from high quality teaching and learning practices that best meet their needs. QTSS provides time to:</p> <ul style="list-style-type: none"> <li>• mentor and coach other teachers</li> <li>• observe teachers in their classrooms and demonstrate effective teaching strategies</li> <li>• monitor student performance data across the school and ensure teachers are focused on areas of need</li> <li>• help schools become thriving learning communities.</li> </ul> <p>At MFPS the additional allocation of teaching entitlement has provided release time for school executive to establish collaborative practices within the school , and across neighbouring schools, to build collective capacity 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 within our stage based groupings 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. Instructional Rounds with local schools, was also budgeted for under QTSS but did not occur in 2020 due to COVID-19 restrictions.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$14 670.00)</li> </ul>	<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><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$95 636.00)</li> </ul>	<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</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$95 636.00)</li> </ul>	on and improve practice.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$14 361.00)</li> </ul>	We had 9 New Arrivals in 2020. This number was significantly down from previous years, likely due to border closures from the impact of COVID-19. 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.
<b>Digital Culture</b>	School funded program, includes salary costs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$206 003.00)</li> </ul>	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 if 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. Replacement of aging, less cost-effective technology in classrooms is required as an ongoing process. Through 2020, ongoing and sustained growth with advances in technology, pedagogy and collaborative practice was the focus of the Digital Culture team. This was additionally supported by the engagement of a full time Instructional Leader Technology (staffing cost not additional). The Digital Culture team will continue the new school Strategic Improvement Plan in 2021 to continually build teacher capacity and support student's capabilities in Information and Communication Technology (ICT), through meaningful integration through the curriculum.
<b>Bilingual</b>	Funding includes salary costs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$481 290.00)</li> </ul>	In 2010, the Japanese Language program, initiated by the Department of Education, started at Murray Farm Public School. In 2020, we celebrated 10 years since the school became one of the State's Bilingual Schools Program. Three full time teachers

<p><b>Bilingual</b></p>	<p>Funding includes salary costs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$481 290.00)</li> </ul>	<p>and two part time teachers were allocated to this program. In 2020, there are approximately 356 students participating in the bilingual program including three Kindergarten, four Stage One, three Stage Two and two Stage 3 classes. The remaining 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 Integrated Learning (CLIL) approach as much as possible. Japanese is spoken and integrated with the teaching of other curriculum areas, such as Creative Arts, Science and Technology, as well as Japanese Literacy. 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>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	479	511	515	508
Girls	479	467	473	451

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	97	94.8	93.2
1	96.2	96.7	94.6	91.1
2	95.8	97.5	95	93.8
3	96.1	97.2	94.6	90.9
4	96.1	97.8	95	93.4
5	96.6	97	95.7	92.5
6	95.6	95.5	94.4	91.2
All Years	96.2	97	94.8	92.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	36.86
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	5
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,740,276
<b>Revenue</b>	8,705,012
Appropriation	8,248,793
Sale of Goods and Services	51,410
Grants and contributions	405,276
Investment income	1,847
Other revenue	-2,314
<b>Expenses</b>	-8,601,531
Employee related	-7,459,176
Operating expenses	-1,142,355
<b>Surplus / deficit for the year</b>	103,481
<b>Closing Balance</b>	1,843,758

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	27,221
<b>Equity Total</b>	734,588
Equity - Aboriginal	2,046
Equity - Socio-economic	14,670
Equity - Language	593,784
Equity - Disability	124,087
<b>Base Total</b>	6,267,417
Base - Per Capita	237,618
Base - Location	0
Base - Other	6,029,799
<b>Other Total</b>	1,039,800
<b>Grand Total</b>	8,069,025

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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*

79% of students felt a high sense of belonging.

96% of students demonstrated positive behaviour.

79% of students were interested and motivated in their learning

#### *Drivers of Student Outcomes*

8.6 Effective learning time- School (above state norm)

7.9 Advocacy at school- School (above state norm)

8.9 Expectations for success- School (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- 6.9
2. Collaboration- 7.8
3. Learning Culture- 7.9
4. Data Informs Practice- 7.6
5. Teaching Strategies- 7.9
6. Technology- 7.4
7. Inclusive School- 8.2
8. Parent Involvement- 6.6

### Parents

Parents are normally 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). Unfortunately, this survey was not administered in 2020 due to COVID-19.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.