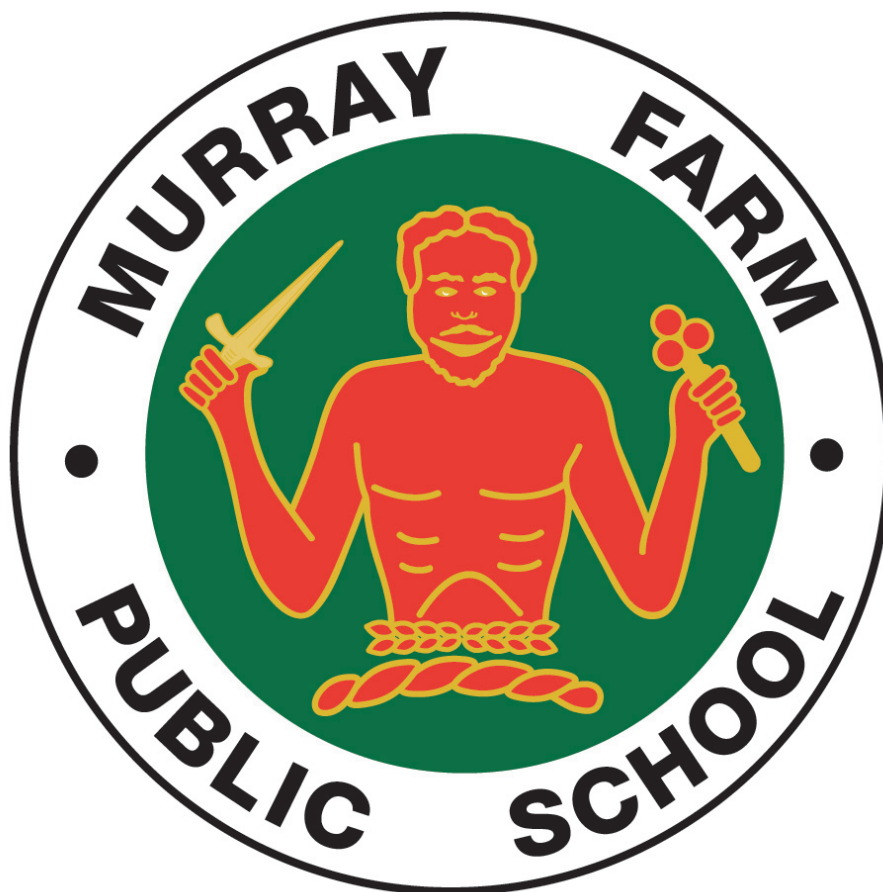


# 2021 Annual Report

## Murray Farm Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## Message from the principal

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2021 certainly added some challenges to learning for students at Murray Farm Public School. The first 6 months of the year it seemed that we were all over the pandemic, vaccination rates were increasing and all seemed well. Then the OMICRON variant of Covid hit, and the entire city of Sydney was locked down followed soon by the whole state.

Schools went into full remote learning mode. Staff still taught, and students still learned. It was just from home. We all felt disconnected, even though we had zoom and SeeSaw to help us with our lessons and our connections. It was into this very difficult of circumstances that I started my tenure as Principal of Murray Farm Public School in term 3 of 2021.

It soon became very apparent that lockdown was not going to be short and sharp, indeed we were offline for all of term 3. It was very clear to me during this time that Murray Farm Public School is a place of excellence, passion, kindness and determination. All staff rose to the challenge of learning online providing quality work and quality feedback. We finally came back onsite together in the middle part of term 4 and we rocketed back into our face to face learning.

I have met so many of our lovely students and met amazingly supportive parents and can't wait to see what the future holds for us all as we work to making Murray Farm Public School the best of the best. Thank you for the kindness and support you have shown to both the staff and myself as we navigated the most difficult of challenges to our learning journey to date. We all hope that we never see something like this ever again.

## School vision

Every student achieves their personal best through challenging, engaging and empowered learning in a safe, respectful and supportive environment. Excellence and high expectations are embedded across all developmental domains. We prepare individuals to connect with others, succeed in their endeavours, adapt and thrive as active citizens who make positive contributions to our ever changing world.

## School context

Murray Farm Public School was established in 1969 and over its 52 year history has earned a reputation for academic, sporting and cultural excellence. The school draws students from established areas in Carlingford, North Rocks and West Pennant Hills. The current enrolment of 945 has a Non-English Speaking Background (NESB) population of 88.6%. Less than 1% of students identify as Aboriginal or Torres Strait Islander.

The school delivers quality learning design, through conceptually planned curriculum, that is differentiated for the needs of all learners. This includes four 'Challenge' classes in grades 3-6, and consistently performs at levels of excellence in external performance measures. MFPS is one of only four NSW Department of Education bilingual schools. Currently, 37% of students take part in the Japanese bilingual program. A wide range of extra-curricular activities is available to students, including valued strings, band and choral programs. We celebrate student leadership opportunities through a large leadership team, including an active SRC.

Teachers engage in collaborative High Impact Professional Learning to deliver innovative, evidence-based teaching and learning. A focus on reflective practices by students, staff and community leads to an improvement in learning outcomes. The school values three-way partnerships between students, teachers and parents.

Through the situational analysis the school has identified the need to focus on personalised student reports with next steps identified through individualised student learning goals. The involved parent body, led by a dedicated P&C has high expectations and contributes to the inclusive culture that supports all students to achieve their 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

If students are challenged, engaged and empowered through deep understanding of individual learning outcomes, then they can be more reflective of their learning and fulfil their highest potential and aspirations as confident, collaborative and life-long learners.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum
- Assessment

### Resources allocated to this strategic direction

**English language proficiency:** \$3,731.00

**QTSS release:** \$45,751.00

**Professional learning:** \$33,312.00

**Beginning teacher support:** \$7,548.00

**Low level adjustment for disability:** \$2,665.00

**Literacy and numeracy intervention:** \$6,396.00

**Literacy and numeracy:** \$6,396.00

### Summary of progress

***Due to Covid19 lock down the majority of this plan was only partially implemented. Further work is to be evaluated during the 2022 year especially through the NSW Department of Education External Validation Process.***

During Semester One, the school designed the school plan and completed its planning at the end of Term 1. The school plan began to be implemented in term2

The majority of second semester was bound up in designing and supporting student learning through online modules, using SeeSaw and Zoom. Whilst some professional learning occurred in small groups, the focus of these sessions was more on the skills required to enhance online learning and monitoring of student wellbeing.

2022 will have a focus on seeking additional NSW Department of Education support, policy and practice development utilising a working party model and additional PL on EALD pedagogy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Top 2 NAPLAN Bands</b> Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Reading</b> of 80.1%  Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Numeracy</b> of 81.4%	2021 NAPLAN results indicated <ul style="list-style-type: none"><li>• 76% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target, indicating a 4% growth still to be achieved.</li><li>• 75% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target indicating a 6% growth still to be achieved.</li></ul>
<b>Expected Growth</b>	• The percentage of students achieving expected growth in <b>reading</b>

Improvement in the percentage of students achieving expected growth in NAPLAN **Reading** to be moving towards the school's lower bound system-negotiated target of 73.1%

Improvement in the percentage of students achieving expected growth in NAPLAN **Numeracy** to be moving towards the school's lower bound system-negotiated target of 82.2%

decreased by 2% to 76% from the 2019 NAPLAN test indicating progress yet to be seen toward the lower bound target.

- Percentage of students achieving expected growth in **numeracy** decreased by 2% to 75% from the 2019 NAPLAN test indicating progress yet to be seen toward the system-negotiated target.

## Strategic Direction 2: Innovative teaching and learning

### Purpose

Our purpose is to build to build staff capacity through whole-school, high-impact professional learning with a shared vision. Teachers collaboratively plan and deliver future-focused, visible teaching and learning design that is flexible, relevant and responsive. Improving students' progress and achievement, as teachers continuously strive towards their own professional learning goals. This results in students who are empowered in their learning.

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

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational Leadership
- Evidence-based Teaching

### Resources allocated to this strategic direction

**QTSS release:** \$100,906.00

**Professional learning:** \$28,494.00

### Summary of progress

Learning Leader Framework continued into the state wide lockdown with School Executive providing additional classroom support during Zoom sessions and providing professional support to teachers in their teams via Zoom. Executive were also responsible for checking in with the Deputy Principal Wellbeing any student learning or access to learning concerns.

### Second Semester Statement

The school was in lock down for the vast majority of semester two and teachers were actively engaged in providing online learning and wellbeing support to students through Zoom and SeeSaw and phone calls and check ins.

On the school's return to full time face to face teaching in Week 4, the focus was on assessing student's growth and areas of immediate support required and to reestablish classroom procedures and school routines.

In 2022 the school will be focussing on assessment knowledge and practice, assessment policy and process development utilising the working party model, seeking parent and student feedback on assessment and reporting.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Educational Reflection</b> Percentage of classroom teachers improving in their self-reflection of evidence-based practice through the survey of CESE's What Works Best themes is moving towards the school identified target of 100%.	<ul style="list-style-type: none"><li>• This target was not completed due to the change in learning environment due to the covid 19 pandemic.</li></ul>
<b>Educational Leadership</b> Percentage of teachers embedding evidence-based practice into teaching and learning programs is moving	<ul style="list-style-type: none"><li>• This target was not interrupted due to the change in learning environment due to the covid 19 pandemic.</li><li>• Some work was carried out in Updated 2021 Performance and Development, Curriculum and Assessment Timeline and developing differentiated report comments such as this example S3 Semester 1</li></ul>

towards the school identified target of 100%.

Differentiated Comments

- Teachers informed parents every term with an overview of learning for the term such as this example from Kindergarten. Term 1 Overviews Reported to Parents Kinder

Some anecdotal feedback exists around staff understanding of assessment and reporting processes in the school.

The reporting style guide from the previous year was not used in Semester 2 due to the changes in reporting guidelines due to the Pandemic

- . Further information will be required to be done in this sphere in 2022.



## Strategic Direction 3: Wellbeing and engagement

### Purpose

Our purpose is to maximise how students connect, succeed and thrive in the learning partnership (students, staff, parents/ carers and professional networks), through a shared commitment to high expectations and collaboration, for continued wellbeing and engagement.

If we develop a school-based climate and culture that fosters a sense of inclusivity and connection between teachers, students and families then students' success will be visible, in learning, and through improved student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practices for Reporting
- Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$4,264.00

**QTSS release:** \$1,599.00

**Year Advisors (6101):** \$44,533.00

**Low level adjustment for disability:** \$1,866.00

### Summary of progress

- The school continued to investigate ways of tracking student wellbeing during the lockdown including the use of SeeSaw, Zooms and tracking wellbeing calls during the lockdown.
- DP wellbeing skills during before and after the lock down were heavily relied on to support both students, families and teachers with a face to face return to learning during the pandemic.
- Further work continues to be needed in this area once the school returns to face to face learning in a full year.
- In 2022 the school will be focussing on building assessment knowledge, seeking parent and student feedback on reporting and using this knowledge to enhance reporting practices in the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Wellbeing</b> Tell Them From Me survey (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 89.8%.	<ul style="list-style-type: none"><li>• A week's end survey was posted by the principal over 6 weeks during term 3 lockdown. Third term of second semester the school measured student's experiences within the context of lockdown and home learning.</li><li>• Students were asked if they felt safe and happy at home in the first week of lockdown 46% of students reported they were. Teachers and DP wellbeing tracked this data over the lockdown and monitored student engagement of work using the online tracking tool. Due to the extended lockdown this figure did not change significantly, but the reasons students began to list was overwhelmingly related to rising friends and wanting to be back at school.</li><li>• The Wellbeing team monitored increased levels of disruptive behaviour in the playground which will need to be monitored closely into 2022.</li><li>• students were asked if they had learnt something new while in lockdown. 16 % of respondents stated no, this data tracked plus or minus 2% during the entire lockdown of term 3.</li><li>• 2021 Year Advisors released a survey to students asking for their concerns and ideas for support. S3 2021 - Getting to Know You _ (Responses).pdf 200 stage 3 students responded with answers and ideas.</li></ul>

<p><b>Wellbeing</b></p> <p>Tell Them From Me survey (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 89.8%.</p>	<p>2021 Student Wellbeing activities were developed Wellbeing Activities Framework wk 4-10.pdf</p> <p>Throughout the pandemic lock down 100% of student wellbeing was tracked utilising the online tracking sheet. MFPS Class Rolls Home Learning</p> <p>Additional professional learning for staff on the Wellbeing framework and how the Year Advisors can be used to support learning in the playground, especially around the PBL framework, lessons and implementation.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Evidence of Activity</p> <p>2021 Student Procedures First Day 2021</p> <p>2021 Term 4 Murray Comes back to School e-Book</p> <p>Student, staff and parent transition processes were increased during the pandemic, including the tracking of student engagement with online work, presence during Zoom sessions and the introduction of additional zoom sessions in the week to two times per week.</p> <p>Teacher feedback including videos and written feedback were presented to students throughout the lockdown using SeeSaw, phone calls to parents and Zoom sessions.</p> <p>An e-book was designed to introduce students, parents and teachers to the changes in Covid10 settings and procedures when returning face to face to school.</p>
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 97.2%</p>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has increased by 4.1% over 2020 figures.</li> </ul>
<p><b>Reporting</b></p> <p>Percentage of academic reports including student goal setting and future directions is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> <li>• Delayed initiatives in 2021 due to learning from home have required this work to be postponed to 2022.</li> <li>• Parent understanding and feedback will be sort in 2022.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,864.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• In class support from SLSO 1:1 with literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supported being provided to refugee students in a limited capacity due to the very small amount of funding. Uniform costs were covered and other forms of support were negotiated with the families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> developing check in processes with new families and developing new enrolment procedures that enable stronger community connections with the school.</p>
<p>New Arrivals Program</p> <p>\$18,315.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Murray Farm Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students receiving small group support to develop English skills and operational English levels. There were some complications with providing one to one support to students who arrived in term 3 during the lockdown. Students were given some support in the form of adjusted work, and wellbeing checks were completed with the support of telephone interpreters.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> additional work around tying in appropriate assessments for students and increased professional learning for all staff.</p>
<p>Integration funding support</p> <p>\$64,917.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murray Farm Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$64,917.00</p>	<p><b>The allocation of this funding has resulted in:</b>  Integration funding support provided intensive support for students in class and in the playground where required. During the pandemic the school learning support officers, worked in conjunction with teachers online during Zooms and called families of students to see what support could be provided within the confines of the online learning environment. Some students returned to a face to face learning environment, due to facing difficulties at home. In these instances those students recieved SLSO support at school in smaller cohort groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Support for targetted students continued in 2022 with integration funding. Processes of allocation and access to resources needs to be strategically planned and analysed.</p>
<p>Socio-economic background</p> <p>\$13,887.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murray Farm Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students despite socio-economic background have equal access to curriculum at Murray Farm Public School. Student assistance is offered on a case-by-case basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Processes should be reviewed in 2022 to ensure all students have equitable access to education.</p>
<p>Aboriginal background</p> <p>\$2,097.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murray Farm Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student Learning Plans were completed and support for teachers to design and implement these changes were funded.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Further work needs to be completed around the 8 Ways of learning, improved learning plans and possible further training in Aboriginal education including Stronger Smarter.</p>

<p>English language proficiency</p> <p>\$382,299.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murray Farm Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murray Farm Public School. School money was used to fund an additional EALD teacher for the year. funds have been utilised to pay for three full time staff who worked across the school identifying needs, targeted support fro NAP students and providing EALD support in 1:1, and small group settings. Work was also completed in conjunction with NSW Department of Education personnel from the EALD team around Executive and EALD team understanding of EALD pedagogy and practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to access additional NSW Department of Education support to plan further steps in training in Term 1 of 2022 with the vision of creating a more strategic assessment process that doesn't duplicate assessment and an up to date EALD policy and practice in the school.</p>
<p>Low level adjustment for disability</p> <p>\$128,910.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Murray Farm Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A Learning support teacher was employed four days per week. This support was allocated across the school against student identified need. Need was analysed with the learning support team and the school counsellors and the Deputy Principal wellbeing. During the lockdown period the LST provided</p>

<p>Low level adjustment for disability</p> <p>\$128,910.00</p>	<p>support to teachers around modifications to learning provisioned through SeeSaw and Zoom. Additional work was also done by the Learning Support Teacher in providing NCCD data collection and support to students who were targeted when face to face learning returned.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Reviewing Learning Support team processes and increase professional knowledge of staff to deal with not only students who require additional learning support , but the provision of appropriate learning for high performing students as well.</p>
<p>Professional learning</p> <p>\$66,070.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Murray Farm Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Collaborative Practices for Reporting</li> <li>• Assessment</li> <li>• Evidence-based Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff engaged in self identified reading professional learning from the NSW Department of Education resource hub. This professional learning occurred in Term 2 staff development day.</li> <li>• Professional learning around the establishment of Learning communities was presented to staff with a focus of building staff confidence and capacity in understanding, using and interpreting data and the correlation it has to Syllabus Outcomes, Learning Progressions Learning Communities and Data Walls.</li> <li>• Learning communities used to introduce new proforma on tracking student growth and areas of development.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Further work on dynamic assessment that is timely and online and useful to teachers and serves the purpose of multiple access points to be investigated ie Sentral assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Further discussion needed with Executive on the effectiveness of this form and the impact of Covid19 on the implementation of the process.</p>
<p>Beginning teacher support</p> <p>\$85,479.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Murray Farm Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Beginning teachers and non eligible beginning teacher staff work with a mentor who models the report writing process. and are provided with further support Beginning Teachers who are in their third year, as well as beginning teacher who are not entitled to funding in 2021 due to funding criteria not being met.</li> <li>• Self Identified PL</li> </ul> <p>Beginning teachers were allocated time off class plus funds to pay for PL</p>

<p>Beginning teacher support</p> <p>\$85,479.00</p>	<p>courses/material linked to PDP goals</p> <ul style="list-style-type: none"> <li>• Mentoring and Coaching</li> </ul> <p>Support Beginning Teachers in classroom with classroom set up, management and literacy &amp; numeracy.</p> <p><b>The allocation of this funding has resulted in:</b> Beginning teachers were provided with mentoring time and additional support during the lockdown with their mentors and Assistant Principals. Beginning teacher time was also provided on the return to face to face teaching time in middle of Term 4. Provision of support in classes to reestablish routines and do check ins on class behaviour and academic progress was also utilised by mentors to assist beginning teachers transition students back into school routines and check on academic progress during the lock down.</p> <p>Beginning teachers reported improved confidence with their mentor and during professional discussions with the principal. Mentoring time and activities increased beginning teacher confidence to engage in professional discussions during stage planning days.</p> <p>Teachers were able to reflect on what they've learnt from coach and compare against AITSL standards for proficient versus provisional and used pre and post student data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further development to be done on a transition program for new staff to Murray Farm Public School, including processes and practices. A one stop shop guide of information that relates to the school will be developed in 2022.</p>
<p>Literacy and numeracy</p> <p>\$25,026.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Murray Farm Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in [program name]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> appropriate decodable readers being purchased and deployed to Kindergarten. Targetted students were supported with additional time to support any decline in learning due to the previous lock down. There were some difficulties with staffing levels in term 3 during the lockdown.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further purchases required for appropriate reading resources and new syllabus content areas. Further discussion needs to be had in this area with the executive team and planning for the new APIL.</p>
<p>QTSS release</p> <p>\$177,370.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murray Farm Public School.</p>



<p>QTSS release</p> <p>\$177,370.68</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Educational Leadership</li> <li>• Collaborative Practices for Reporting</li> <li>• Assessment</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff engaged in self identified reading professional learning from the NSW Department of Education resource hub. This professional learning occurred in Term 2 staff development day. Professional learning around the establishment of Learning communities was presented to staff with a focus of building staff confidence and capacity in understanding, using and interpreting data and the correlation it has to Syllabus Outcomes, Learning Progressions Learning Communities and Data Walls. Learning communities used to introduce new proforma on tracking student growth and areas of development. Collaborative planning between staff was conducted in term 1 of 2021, including the development of differentiated Learning Intentions and Success Criteria.. 2021 School Development Day T2 included working on managing challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. Staff were given access to planning days to collaboratively plan and share the English Scope &amp; Sequence to develop a strong understanding of the learning requirements for each stage. A focus on differentiated comments for reports and linking to assessment practices was part of the focus. Digital capabilities were also discussed and included in planning for classroom programs.</p> <p>A focus on feedback, peer and self feedback was also a focus in stage planning days along with support posters for assessment capable learners and the embedding of the designs into classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Reading parent information session was postponed due to Covid 19. Needs to be reassessed in 2022. Further work on dynamic assessment that is timely and online and useful to teachers and serves the purpose of multiple access points to be investigated ie Sentral assessment. Further discussion needed with Executive on the effectiveness of this form and the impact of Covid19 on the implementation of the process.</p>
<p>Literacy and numeracy intervention</p> <p>\$55,694.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Murray Farm Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>



<p>Literacy and numeracy intervention</p> <p>\$55,694.40</p>	<p>Covid 19 and lockdown halted general rollout of numeracy changes in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Numeracy Focus needs to be addressed in 2022 actions.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> COVID intensive learning support program was funded in 2021 to support the delivery of intensive small group tuition for students who had been disadvantaged by the move to learning from home. Teachers identified students who required additional support with the assistance of the Learning Support Team. Individual support for students enabled weekly checkin ins, once the school returned to full time face to face teaching in term 4 in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue intensive small group tuition for students identified as most likely to benefit from additional support in 2022.</p>
<p>Bilingual Program</p> <p>\$493,319.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murray Farm Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in Japanese literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Evaluation . In 2021, there are approximately 360 students participating in the bilingual program across the school in bilingual classes. The remaining students receive one 40 minute Language other Than English (LOTE) lesson per week. 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.</p> <p>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>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, despite the school being unable to recruit full time permanent staff.</p>

<p>Bilingual Program</p> <p>\$493,319.00</p>	<p>The school has sought advise from Languages unit and will advertise one additional language position in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued efforts to recruit two permanent full time staff to the vacant Japanese positions in 2022.</p>
<p>6101 RAM Equity</p> <p>\$80,703.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murray Farm Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Fund an additional EALD teacher to support EALD students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> he additional English teacher provided expanded capacity to staff and student learning around EALD. School money was used to fund an additional EALD teacher for the year to supplement the NSW Department of Education EADL funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This position will continue to be funded in 2022, due to international borders opening and immigration returning. Murray Farm Public School expects to have an increase in student language needs from overseas in 2022.</p>
<p>Instructional Leaders (Tech) 6101</p> <p>\$58,301.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murray Farm Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Anthony Fennell Semester 2 IL full time to support teacher delivering cross curriculum priorities (tech).</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This activity did not occur as Anthony was seconded to the NSW Department of Education. The position was not filled.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The position will not be continued into 2022</p>
<p>Year Advisors (6101)</p> <p>\$44,533.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murray Farm Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Establish year advisors support student wellbeing on each grade to ensure all students have an identified member of staff who can provide advice, support and assistance to contribute towards an overall sense of belonging.</li> <li>• Evidence of Activity</li> </ul>

<p>Year Advisors (6101)</p> <p>\$44,533.00</p>	<p>2021 Updated 2021 Performance and Development, Curriculum and Assessment Timeline</p> <p>2021 S3 Semester 1 Differentiated Comments</p> <p>2021 Term 1 Overviews Reported to Parents Kinder Analysis</p> <p>Some anecdotal feedback exists around staff understanding of assessment and reporting processes in the school.</p> <p>2021 Reporting style guide in place.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff having report guidelines to enable accurate reporting of student achievement.</p> <p>Students have consistent staff who know them and are able to be a voice in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Further information will be need to be reviewed in this sphere in 2022.</p> <p>Anecdotal evidence suggests that the program needs to be expanded in the Stage 1.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	511	515	508	483
Girls	467	473	451	460

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97	94.8	93.2	97
1	96.7	94.6	91.1	95.8
2	97.5	95	93.8	97.6
3	97.2	94.6	90.9	96.9
4	97.8	95	93.4	96.8
5	97	95.7	92.5	96.3
6	95.5	94.4	91.2	95.1
All Years	97	94.8	92.4	96.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	35.68
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	3
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,843,758
<b>Revenue</b>	8,285,331
Appropriation	8,128,351
Sale of Goods and Services	36,319
Grants and contributions	119,560
Investment income	901
Other revenue	200
<b>Expenses</b>	-8,406,090
Employee related	-7,527,227
Operating expenses	-878,863
<b>Surplus / deficit for the year</b>	-120,759
<b>Closing Balance</b>	1,722,998

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	79,838
<b>Equity Total</b>	524,013
Equity - Aboriginal	2,098
Equity - Socio-economic	13,888
Equity - Language	382,300
Equity - Disability	125,728
<b>Base Total</b>	6,199,371
Base - Per Capita	236,410
Base - Location	0
Base - Other	5,962,962
<b>Other Total</b>	1,104,809
<b>Grand Total</b>	7,908,031

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.

## Parent/caregiver, student, teacher satisfaction

**Student wellbeing** and satisfaction was monitored throughout 2021 by Year advisors, classroom teachers and executive staff. During the Term 3 lockdown 100% of students were monitored and tracked for their engagement with their online work. Wellbeing calls were made by staff after two days of inactivity. Learning support team and DP wellbeing provisioned additional support for students online and families who required additional support.

Term 3 also saw an average of 600 responses to the Weekly online check in, posted by the principal. Questions varied from Did you learn something new this week, what areas of study the learning occurred in, my week would have been better if , I feel safe at home and other wellbeing questions,

### Responses

Week 2 Parents 54, Staff 7, Students 548

Week 3 Parents 54, Staff 7, Students 547

Week 4 Parents 7, Staff 2, Students 255

Week 6 Parents 64, Staff 10, Students 510

Week 8 Parents 7, Staff 3, Students 425

**Staff** Information was tallied and sent to staff on a weekly basis and analysed by staff to ensure online learning was being adjusted and concerns and suggestions were taken into consideration.

67 staff participated in 30 minute optional discussions with the new principal about their concerns and aspirations for the school.. This information was then provided to the staff and to the executive at the Term 4 SDD as part of the round up of the year and setting the direction for 2022.

A weekly email tying communication, direction, professional learning and reminders was established in the form a Warrami. This process brought together all the forms of communication into one strategic area.

**Parents** were 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 2021 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.