

2022 Annual Report

Murray Farm Public School



4401

Introduction

The Annual Report for 2022 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.

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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 53 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 931 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. Murray Farm Public School 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 Student Representative Council.

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 Parents and Citizens group, 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

Professional learning: \$20,342.00

QTSS release: \$120,000.00

Literacy and numeracy intervention: \$91,936.80

Literacy and numeracy: \$24,000.00

Low level adjustment for disability: \$128,059.78

Socio-economic background: \$12,500.00

Integration funding support: \$52,068.00

Summary of progress

Curriculum

High Potential and Gifted Education (HPGE) team created and formalised team membership in 2022, reviewing the previous Murray Farm Public School policies around Gifted and Talented. The team spent Terms 1-3 developing an HPGE Identification process, based on previous policies and updating the process based on the NSW Department of Education HPGE policy document. Due to the nature of the school and the high expectations of the community and staff, further work was begun on formalising the HPGE process adapting work from the Gifted and Talented policy from previous years. Staff consultation around the policy was begun with the Murray Farm Public School HPGE process was discussed at the Term 3 Staff Development Day. The team needed to include representatives from Kindergarten. The draft HPGE process was developed at the Term 3 Staff Development Day and the team took the suggestions back to the Working Party to discuss any missing information and concerns raised by the staff.

In 2023, in this initiative, we will continue increasing knowledge around the HPGE policy by attending NSW Department of Education training, establishing a Kindergarten representative into the Working Party, seeking parent feedback around HPGE and conducting a Parent Master Class on HPGE.

Assessment

Staff identified common areas of concern including time allocation, inconsistent practice, lack of understanding around purpose, cross purpose, bulk of assessments, lack of connections to themes being taught in units. Many of the issues were addressed within stage and grade planning time. Results of the session showed a wide range of understanding of what school of excellence should involve. Staff rankings were very inconsistent regarding the varying levels of importance to each item with extremes of top to bottom swapped out. One group had safe and supportive at the very top and then evidence based PL student driven and effective accommodation for all students at the very bottom of the diamond ranking. There appears to be a strong focus on the wellbeing of students, which matches the school's SIP. Another overarching factor in the rankings was that of respect and teamwork of and within staff. Term 2 SDD focused on establishing a stronger common vision of the school's purpose and our actions moving forward as part of the SDD Term 2. Term 3 focus on reading, and addressing some of the common issues that were identified in the above feedback. SDD Term 3 will showcase the issues staff identified and opportunities will be given to provide solutions.

Forms is the platform stage 3 are using to collect formative assessment data on where students are in their point of learning against particular strands of Mathematics. Forms allowed teachers to assess and analyse areas of growth and needs for students. Use of the forms evolved in how the team have created a clear progression of difficulty with questions that allows teachers to make evidence informed decisions on what content their students need assistance with. As everyone's understanding of the purpose of assessment continues to grow, forms have allowed staff to efficiently collect data at a point of time in order to track student progress.

in 2023, a stronger teaching and learning schedule will be developed and widely available for all staff to access with links

to the school plan.

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
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 80.1%	• 74.71% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 81.4%.	• 70.77% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Expected Growth - Reading 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%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy 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%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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

Aboriginal background: \$1,573.00

English language proficiency: \$388,946.00

Professional learning: \$20,342.00

QTSS release: \$59,950.00

Summary of progress

Educational Leadership - Aboriginal Education

Staff engaged in professional learning around Aboriginal culture. Aboriginal Performance groups performed at the school in term 2 and there has been an increased interest from staff in developing their knowledge of Aboriginal Education and how to embed this into their programs. 90% of students were engaged in the content of the performance, with 95% of the workshops addressed relevant content from the HSIE syllabus related to Aboriginal education. 66% of students and staff related the cultural activities as being amazing and supported the linking in of Aboriginal education to the HSIE syllabus. 95% of staff and students felt that their knowledge had grown around Aboriginal education with 85% of activities being hands-on and relevant to the curriculum. Impact of this professional dance group was to book them again for next year and there has been a 100% increase in interest in developing further professional learning around Aboriginal education.

In 2023, we will increase awareness and inclusivity of Aboriginal and Torres Strait Islander students and cultural connections will be supported and implemented through the DoE Aboriginal Education Staff Development Day in Term 2. The school is also investigating additional support for professional learning in 8 Ways of Learning and Stronger Smarter into school programs. The school is also going to investigate authentic and cultural connections with the local AECG. We will develop a mechanism to reflect on Aboriginal education in school programs as part of the program reflection process with staff.

Educational Leadership - EALD

During 2022 a working party was established to develop staff's knowledge of EALD, by building teacher understanding and confidence to use the EAL/D Learning Progressions to identify the phase of the student's language development. and answer the following questions.:

- Can staff identify the language learning development of their students using the EAL/D Learning Progressions?
- Do teachers understand the learning needs of EAL/D learner?
- Do teachers have the capacity to understand the Definition of an EAL/D student.
- Does EALD practice in the school provide appropriate support to EALD students?

The school formed a working party to review school EALD practice and Department of Education policy to build and improve appropriate EALD pedagogy by engaging with Sonia Durney EALD Education Leader over 2022. Time was allocated across the year to consult with staff, professional learning around EALD Education Leader with Sonia Durney and a constant review of policy development. Professional learning throughout the year was provided by the team for all

staff. Additional time with Sonia, the team and the Assistant Principals was held to provide additional professional learning around EALD and provide opportunities for clarification around practice and pedagogy. Engaging with the EALD Education Leader resulted in analysis of staff understanding of EALD pedagogy and practice to improve school processes and practices between EAL/D and classroom teachers. Teachers built a stronger understanding and improved their confidence to identify students using the EALD Learning Progression. In a post professional learning survey, staff were asked to evaluate their understanding about EALD learning progression prior to the professional learning using a 5 star rating system, 1 being none or little knowledge to 5 star excellent knowledge. The average of the respondents was 2.5 stars. In comparison, the respondents' star average after the professional learning had increased to 3.9.

In 2023 we will undertake additional work in strategy development and implementation, particularly pedagogical practices and operational perspectives relating to EALD operations. Our EALD Policy will be released in term 1 of 2023 at the Staff Development Day. This revised and 100% owned staff document will guide the allocation of EALD support and access to appropriate EALD learning and materials across the school. Further work with Sonia Durney will continue in the form of professional learning with staff, leadership team and the EALD working party around pedagogy implementation, EALD identification processes 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
<p>Educational Reflection Aboriginal Education</p> <p>Percentage of classroom teachers improving in their self-reflection of evidence-based practice through survey after Aboriginal performance and professional learning experience and classroom lesson implementation.</p>	<ul style="list-style-type: none"> Analysis of classroom teacher survey showed that 66% of students and staff related the cultural activities as being amazing and supported the linking in of Aboriginal education to the H.S.I.E syllabus. 95% of staff and students felt that their knowledge had grown around Aboriginal education with 85% of activities being hands-on and relevant to the curriculum. Staff survey data shows 95% of classroom teachers improving in their self-reflection of evidence-based practice indicating progress toward the school identified target.
<p>Educational Leadership EALD</p> <p>100% of classroom teachers improving knowledge and their self-reflection of evidence-based practice of EALD progressions, strategies and EALD policy implementation.</p>	<ul style="list-style-type: none"> Analysis of internal school data shows 60% of teachers have begun embedding evidence-based practice E.A.L/D teaching and support into teaching and learning programs with 40% of staff reporting they would like to strengthen and or access further strategies to support their E.A.L/D learners indicating progress toward the school identified target.

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: \$20,350.00

Refugee Student Support: \$1,375.36

Literacy and numeracy: \$2,665.00

Summary of progress

Collaborative Practices for Reporting

In term 3 a parent workshop was conducted by the Principal and an Assistant Principal on Assessment. Over 60 parents attended the night time workshop and were presented with a range of information relating to assessment. The presentation related to what assessment purpose, as well as the process within Murray Farm Public School and the Department of Education. Parents were asked to complete a survey on their understanding of assessment practices in the school and to provide an understanding of any areas of confusion or suggestions for moving forward.

Participant responses

around understanding of assessment covered access to student wellbeing, time management and student skills, school report process, regular assessments, challenge class assessments, feedback from the teachers re assessment to parents, parent teacher interviews, ranking, grade levels in reports, types of Kindergarten assessments, semester reporting, what are the students' strengths and weaknesses and how can parents help children at home, HSC, OC and Selective assessments, wanting assessment criteria published,

Participant Questions

were asked before, during and after the assessment workshop. The topics included wanting an idea of the assessment scores from across the school, challenge class process and assessment used, awards and how they are selected, NAPLAN and timely feedback of homework, can students work above their grade and how would this be assessed? Can I see more work in SeeSaw and what has happened to thinking skills to help you get into OC and Selective HS. Further information was posted in the school newsletter to the community around each question. On the whole the parent feedback on this workshop was positive, with feedback on the QR code system and not having specific questions answered from the floor. All questions that were asked, and this included questions from parents who were unsatisfied with the QR system had their questions answered via the newsletter in detail. If there were specific issue in regards to individual children, the school reached out to the parents via email.

Parent desire for information is very high and there is a culture of wanting as much information as possible. Parent feedback through the P&C indicated a desire a return of the Parent Master classes. Further work around assumption, misconception and misinformation and level of demand needs to be looked at. During 2022, the school attempted to collect information from parents re the effectiveness of parent teacher interviews. Of the hundreds of parent teacher interviews conducted only 60 parents completed the survey. The largest group of attending parents who responded to the interview were from Kindergarten to Grade 4. 96% of parent responses indicated that they had read the 2022 first semester report prior to attending the Parent Teacher Interview with 86% indicating they felt the report indicated their children's progress. Comments from parents showed that there was some confusion and inconsistency in the terminology used by teachers during the Parent Teacher discussion. Terms confused seemed to be in Working Towards versus a "D" parent commentary in the survey covered requests to have more grades, more areas of development

students may need and social skill development. 96% of responses felt that the parent teacher interviews helped them develop a deeper understanding of their child's progress. There were requests to extend the time to discuss progress and development areas and behaviour plans that were not discussed prior to being implemented. Time to ask more questions was also requested.

In 2023, in this initiative, we will continue to relaunch projects that were held over due to Covid19 including the Partners in Learning afternoon tea and meet the teacher afternoon. We will also continue to collect further information relating to Student Voice and effective assessment practices taking into account the parent feedback from 2022. Collection of parent data on school progress will be continued during parent teacher interviews.

Wellbeing

Programs for the playground were developed by the SRC and year advisors to support students with resilience development through consistency of rules for outdoor games, for example handball. Rules and how to play a variety of games were posted around the playground. The SRC was tasked with tracking use of the game rules and survey feedback was collected by the year advisors to check on the implementation and success rate. Further wellbeing work was initiated with the development of a support program as an adjunct to MFPS PBL system. The Wellbeing team was consulted about developing a social skill and resilience program that would develop consistent teacher and student language around emotions and emotion skill sets. The Murray Farm Public School Friendly Farm program was developed in draft form with staff consultation during staff development days for further input.

In 2023 additional work will be undertaken to complete Friendly Farm character design, lesson support and launch the program in Term 2.

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
<p>Wellbeing</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>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 91.95% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Attendance</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 89.8%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 17.4%. This data was impacted by the Public Health orders in place at the time of harvesting.
<p>Reporting</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"> • Analysis of internal school data shows no academic reports including student goal setting and future directions indicating progress yet to be seen toward achieving the school identified target. This was due to a reset of school targets, new staff and impact of teacher shortages on teacher professional learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practices for Reporting <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing to map individual students against the EAL/D progressions • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Additional support provided to students to ensure participation in excursions, incursions and additional classroom support. Increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: Tracking of student support for refugee families including additional steps in the student enrollment process. Sustain relationships with culturally and linguistically diverse parents, by embedding the use of interpreters within all home-school communication processes when need has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$52,068.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Autism. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All personalised learning support plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Professional learning around student needs, including autism, with increased support for beginning teachers around behaviour management. employment of learning and support teacher and school learning and support officer to provide additional support for students with</p>

<p>Integration funding support</p> <p>\$52,068.00</p>	<p>high-level learning needs led to stronger practices in the classroom and less time for students being out of class due to frustration and communication issues.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student personalised learning support plans reviews to ensure funding is used to specifically address each student's support needs. Additional funds to be allocated to the school learning and support officers positions to maintain at the current levels. A review of learning and support processes to also include high potential and gifted education processes and improved personalised learning plans in the school.</p>
<p>Socio-economic background</p> <p>\$12,500.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support students <p>The allocation of this funding has resulted in the following impact: Equitable access for all students to engage in the curriculum and extra curricular activities. Resourcing of materials to support students in having equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue to support families financially so that they can engage in all school activities. Employ SLSOs to support identified students. To maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$1,573.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Educational Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History</p>

<p>Aboriginal background</p> <p>\$1,573.00</p>	<p>embedded into teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: To continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$388,946.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Educational Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: E.A.L/D students showing improved outcomes and are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of E.A.L/D students. 100% of staff involved in the drafting of the new E.A.L/D policy.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of E.A.L/D learners, the identified next step is to transfer this practice across all key learning areas. Ongoing professional learning will identify language and cultural demands across the curriculum. To launch the new Murray Farm Public School E.A.L/D Plan. Staff will be able to more readily and accurately identify students phasing and provide tailored teaching strategies to support E.A.L/D students. Survey data revealed that two staff members are fluent in Cantonese, one in Hindi and one in Korean. This valuable expertise could be used to translate and/ or support families with translation services.</p>
<p>Low level adjustment for disability</p> <p>\$128,059.78</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to

<p>Low level adjustment for disability</p> <p>\$128,059.78</p>	<p>increase learning outcomes</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$61,034.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • Educational Leadership • Collaborative Practices for Reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Cooperative planning includes development of 'Bloomed' curriculum to support HPGE students. • Engage staff in PL, develop understanding and apply knowledge of EALD processes and practices. <p>Develop understanding skills in identification and support. Develop a school wide EALD policy.</p> <ul style="list-style-type: none"> • Teachers analysed data to inform collective decisions on student learning and progress towards student learning goals <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$26,665.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction

<p>Literacy and numeracy</p> <p>\$26,665.00</p>	<ul style="list-style-type: none"> • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in NAPLAN and as measured the literacy and numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: To identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$179,950.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum and supplement the Assistant Principal Curriculum and Instruction positions to two full time positions.</p>
<p>Literacy and numeracy intervention</p> <p>\$91,936.80</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the</p>

<p>Literacy and numeracy intervention</p> <p>\$91,936.80</p>	<p>expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: To continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support. Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$21,527.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and/or numeracy. • providing intensive small group tuition for identified students. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	515	508	483	474
Girls	473	451	460	457

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	93.2	97.0	90.8
1	94.6	91.1	95.8	92.1
2	95.0	93.8	97.6	92.3
3	94.6	90.9	96.9	94.4
4	95.0	93.4	96.8	93.0
5	95.7	92.5	96.3	92.3
6	94.4	91.2	95.1	90.1
All Years	94.8	92.4	96.5	92.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	34.62
Literacy and Numeracy Intervent	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	4.4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,669,454
Revenue	8,641,432
Appropriation	8,241,795
Sale of Goods and Services	28,256
Grants and contributions	361,365
Investment income	9,515
Other revenue	500
Expenses	-9,003,564
Employee related	-7,419,595
Operating expenses	-1,583,968
Surplus / deficit for the year	-362,132
Closing Balance	1,307,322

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

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

	2022 SBAR Adjustments (\$)
Targeted Total	53,443
Equity Total	531,080
Equity - Aboriginal	1,573
Equity - Socio-economic	12,501
Equity - Language	388,946
Equity - Disability	128,060
Base Total	6,198,383
Base - Per Capita	238,277
Base - Location	0
Base - Other	5,960,106
Other Total	1,167,125
Grand Total	7,950,031

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent surveys were conducted around assessment, parent teacher interviews and meet the teacher meetings. 60 parents responded to the surveys around reports and the parent teacher interviews. Over 60 people attended a parent forum on assessment that generated useful questions around process at the school and the Department of Education. Further information was released through the newsletter around these questions. Feedback from parents indicated a desire to return to face to face meetings especially in regards to meet the teacher.

Student feedback was gathered via the Year advisors with surveys at the beginning of the year, with collection points throughout the year. Student voice was also collected via the student representative council (S.R.C). The S.R.C worked with the Well being team at the school to develop consistent playground game rules that were adopted across the school. parents were also communicated with the key changes through the school newsletter. 29 students from Years 4, 5 and 6 completed the Tell Them From Me Survey between 02 Jun 2022 and 03 Jun 2022, which included nine measures of student engagement alongside the five drivers of student outcomes. Murray Farm Public School students were socially engaged compared with NSW Govt norms for students at theyear levels assessed.

Staff feedback was collected on an ongoing process with Assistant Principals check out data and staff feedback. The staff were also provided with the opportunity to provided feedback to the principal through staff development days, surveys and individual meetings. Results and actions to be taken in 2023 was presented back during term 4 staff development day. Staff also participated in the Tell them from Me survey with results indicating high levels of collaboration and a strong focus on learning culture.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.