Murray Farm Public School
Annual School Report
2011
Welcome to the Murray Farm Public School Annual School Report for 2011. This year our school has seen a great deal of development both academically and in the physical nature of the school.

In 2011 Murray Farm Public School has continued the development of the Japanese Bilingual Program, an initiative of the NSW Government and administered by the NSW Department of Education and Communities. We were successful in an application to the ALSSA to develop a Japanese LOTE program to compliment the Bilingual program. This has meant that all students receive Japanese language lessons across the school. Murray Farm Public School was identified as a school whose students would benefit from being taught a second language and the LOTE program and Bilingual Emersion Program have proven to be an outstanding success.

The Murray Farm School Community is proud of its outstanding history as a Public School. It has a well-deserved reputation within the wider community as a caring school that exists for the benefit of all students, with high expectations for student behaviour and achievement.

Our school had another highly successful year in all areas of the curriculum, particularly in the area of Gifted and Talented Education. This year has seen a focus on differentiating the curriculum for all students and this year has seen the further development of the junior and senior ‘Challenge’ classes; classes developed to challenge students who were identified as being gifted and talented.

Our students continue to excel under the well-trained and dedicated teaching staff. We continue to strive to create child centred learning environments where students’ needs are identified and students are engaged in the pursuit of their personal best. A focus on developing the whole child is a major factor in the success and happiness of students at our school.

The implementation of effective student welfare programs underpins the stimulating learning environment provided for our students.

Once again, our year has been a year of energy and drive in our school community. A feature of our school has always been the outstanding support we receive from an active and committed parent body that works closely with the school to further enrich the school’s physical environment, the school’s programs and school resources.

The Annual School Report provides a summary of our achievements in 2011 and gives structure to communicate our priorities and the focus for our learning in 2012. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for future development.

Mr Colin Booth
P & C Message
At Murray Farm, the P&C is made up of a small group of enthusiastic parents who are supported by a much larger group of committed parents, including various subcommittees such as the Cracker Carnival Committee, Book Club, the Uniform Shop, the School Band and the Canteen. Throughout the year, parents (as well as other school community members) volunteer their time and skills to help with a variety of activities and events. Among many things, these include running the school uniform shop, book club, helping with reading groups, assisting at special event days (e.g. Kindergarten Orientation, sports carnivals, Grandparents Day, Open Day), and organising and running the school’s largest fundraising event, the Cracker Carnival. This year each of these events were a great success and a testament to the dedication of the Murray Farm School Community.

In 2011 the P&C continued to work to consolidate two new initiatives. The class parent scheme and Coffee with the Principal mornings both in their second year of operation have proven to be integral parts of the schools operations. This year we also introduced a new community event, our “Movie under the Stars Night” which was a great success and we hope that it will become a regular event each year.

As the peak parent body of the school, the P&C has responsibility for determining how money raised on its behalf is spent. In 2011 the P&C supported funding for a variety of school resources and equipment. We have purchased 3 interactive white boards, 4 computers and we have contributed $20,000 to purchase essential resources to support the literacy programs in both our infants and primary departments. We replaced the school notice board, bought a new “heavy duty” barbeque for use in future fundraisers and provided each of our 2012 kindergarten families with a booklet, “Preparing your child for school”. The P&C also contributed $45,000 to the school’s Key Learning Area (KLA) budget. These funds were used to make up for the shortfall that exists in Government funding, and were used for English and Mathematics teaching resources, provision of a Learning Support Teacher two days per week, and professional development opportunities for teachers within the Key Learning Areas.

The year 2011 has seen our children achieve high standards in all areas of their schooling – literacy, numeracy, science, the arts and sport. On behalf of all parents and the school community, congratulations to our children and a heartfelt thank you to the teaching staff of Murray Farm in assisting our children to achieve these standards.

Cheryl Worthy P&C President

Student Representative’s Message
2011 has been a very busy and enjoyable year for the SRC. The SRC enables the students in the school to have a voice in how the school runs, how it can be improved and in what ways they can help others in the world. The elected members from Years 2 to 6 represent their class. The captains and prefects make up the SRC executive and represent Kindergarten and Year 1.

The SRC allows the students to organise and run meetings. It also gives them an opportunity to communicate their ideas and suggestions. The students plan, prepare and
organise fund-raising activities to support charities and school and community groups.

In 2011 the SRC organised Mufti Days, a Disco and Bazaar Day to raise money for Stewart House, the Australasian Tuberous Sclerosis Society, our 2 year old sponsored boy and the female tiger at Taronga Zoo, which had 3 cubs this year. The students promoted fun and co-operation in each event.

We also had ‘Smile Day’ activities to purchase food, farming equipment, water and animals for starving children and their families in Africa. The students also donated stationary items, which Mr Booth presented to indigenous students at a school near Alice Springs.

School Captains

During my time at Murray Farm Public School, I have learnt many essential skills that I will utilise in later life. My biggest privilege was being the School Captain, which included leading assemblies and being part of the leadership team. My role has been enjoyable as well as challenging. I am truly proud to have been the school captain filled with such kind and supportive peers and educators. I will definitely remember my time as school captain at Murray Farm Public School.

Ashleigh Won

Over the past seven years at Murray Farm there is only one word to express the remarkable journey through education. Exhilarating. The teachers and helpers at Murray Farm have been guiding all students through their school life.

Education is like filling up a bottle of water. When you start off there is only a little bit of water but as time goes on the water bottle fills to the brim. This bottle of water is basically representing the students’ progress through their school lives.

Everyone in the world is different so how the bottle fills is their choice but at Murray Farm the teachers encourage students to do their best and find their talents. At this school the teachers are equipped with technology to enhance the pupils knowledge and interest in subjects by doing interactive activities.

Murray Farm is a superb school and after seven years at such a wonderful place, it will be treasured by students.

Joshua Chan
Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

At the time of writing this report in November 2011 the school had a total of 781 students. Student mobility is low with only a slight variation in enrolment throughout the year.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>418</td>
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<tr>
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<td>423</td>
<td>398</td>
<td>377</td>
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Student attendance profile

Student attendance rates are excellent, being above the area and state averages. There are no significant differences between boys and girls.

Management of non-attendance

Student attendance is monitored by the Home School Liaison Officer. In consultation with caregivers, students whose attendance pattern is cause for concern have an individual support program implemented. In 2011 no students required this action.

School Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
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<td>2</td>
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<td>3</td>
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<tr>
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<td>92.1</td>
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<td>94.3</td>
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Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
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<tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
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<td>1</td>
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</tr>
<tr>
<td>1L</td>
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</tr>
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<td>24</td>
</tr>
<tr>
<td>1R</td>
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</tr>
<tr>
<td>1T</td>
<td>1</td>
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<td>23</td>
</tr>
<tr>
<td>2N</td>
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<td>24</td>
</tr>
<tr>
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<td>20</td>
</tr>
<tr>
<td>2W</td>
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</tr>
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<td>32</td>
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<td>4J</td>
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</tr>
<tr>
<td>5M</td>
<td>5</td>
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</tr>
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<td>5S</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
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<td>6/5P</td>
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<tr>
<td>6S</td>
<td>6</td>
<td>31</td>
<td>31</td>
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</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Murray Farm Public School has an enthusiastic team of teachers ranging from early career teachers to experienced teachers and executive. The staff retention rate is high.

MFPS has one identified Aboriginal staff member.

The official allocation of staff from the Department of Education and Training is 41.444 teachers and 4.672 ancillary support staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>25</td>
</tr>
<tr>
<td>LOTE and Bilingual Teachers</td>
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</tr>
<tr>
<td>Teacher RFF and Part-Time</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>4.672</td>
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<td>Total</td>
<td>41.444</td>
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Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/11</th>
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<tbody>
<tr>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>133436.44</td>
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<tr>
<td>Excursions</td>
<td>86559.18</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>125801.49</td>
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A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Murray Farm Public School continues to deliver quality programs in student welfare, the arts, sport and academic areas reflecting a school, which is focused on providing a well-balanced education for its students. The school enjoys an excellent reputation in the wider community based on the high achievements of its students.

Creative Arts

Murray Farm Public School aims to provide quality education in the area of Creative Arts. All students have the opportunity to participate in various creative and performing arts activities. These include Visual Arts, Drama, Music and Dance. The Creative and Performing Arts groups within the school are provided with a wide variety of performance opportunities.

The Bands, String Ensemble, Choirs and Dance groups performed throughout the year at a number of events, including Grandparent’s Day, the Cracker Carnival, Open Day, The Hills Performing Arts Festival, assemblies and Presentation Night.

The Creative Arts program provides students from Years 3 – 6 an opportunity to learn an instrument in the Training Band program with advancement to the Intermediate and Concert Band. Participation in the Band Program enables children to improve their musicianship through workshops, tuition and weekly band sessions. This year, all bands participated in the School Band Festival where the Training Band was awarded Silver and the Intermediate and Concert Bands achieved Bronze.

2011 has seen the continuation of the
Murray Farm String Ensemble performing at a number of the school’s events.

Opportunities exist for the children to be involved in a number of choirs including the Junior School Choir, The Hills Festival Choir and The Opera House Choir. The Hills Festival Choir performed as part of a massed choir at the Hills Performing Arts Festival and The Opera House Choir performed as a part of the massed choir in the combined School’s Choral Concert at the Sydney Opera House.

Opportunities are available for participation in Dance Groups in Stage 1, 2 and 3. The Stage 3 Dance Group performed at the Hills Performing Arts Festival.

All choirs and dance groups entertained our parents as part of the school’s Open Day performance.

Children’s artwork is displayed in classrooms, the school hall, the library and the office foyer. A number of students have received awards in external Art Competitions. Jocelin Hon and Mathilde Schoelpple were chosen from the Primary Colours Competition to display their paintings at the DEC Head Office Gallery. At the Rotary Art Competition, Sophie Borsovszky placed 1st in the Year 3/4 category. The Year 5/6 Competition winners were Amy Lim (1st), Cheree He (2nd) and Kelly Ye (3rd). Murray Farm Public School was the overall Primary School competition winner.

All children submitted a piece of artwork for the Cracker Carnival Art Exhibition, which was displayed and enjoyed by the school community.

Sport

At Murray Farm Public School, as part of the overall development of each student, sport and physical activity play a huge part.

During 2011, students in Years K-2 have learnt new skills and games through Gross Motor and Sportspro lessons, which teach gymnastics techniques, games skills and flexibility. The Gross Motor program was well supported by parent helpers. The PDHPE Committee purchased relevant equipment and materials to allow these programs to be successful.
Students in Years 3-6 participated in weekly sport activities and Sportspro lessons. Athletics skills, gymnastics styles, games, such as cricket, soccer, hockey, basketball and European handball were experienced. The weekly competitions were keenly contested and students awarded certificates for great skill and sportsmanship.

Our PSSA teams, during the winter months, represented the school in AFL, Soccer, Rugby League, Netball and Newcombe Ball. Teamwork, encouragement, developing skills and having fun were important elements of PSSA competitions. The Junior A & B Netball teams won their final.

This year our Senior Cricket team reached the third round of the State Knockout.

Murray Farm students performed admirably at the Zone Swimming, Cross Country and Athletics Carnivals.

The following students represented Castle Hill Zone at Sydney West:

Swimming – Harrison Yee, Harry Fowler, Bryce Roach, Matthew Martinson, Curtis O’Meara, Alana Kavanagh, Zoe Kavanagh.

Cross Country – Corey Kavanagh, Zoe Kavanagh, Alana Kavanagh, Sophie Wehrmann.


Sydney West Reps at State Titles:

Swimming – Curtis O’Meara, Harrison Yee, Harry Fowler, Matthew Martinson, Bryce Roach.

Athletics – Sophie Wehrmann, Patrick Idiare, Methila Nanayakkara.

NSW Reps at Nationals:

Patrick Idiare (Soccer) & Matthew Martinson (Softball)

Public Speaking 2011

In 2011 Murray Farm participated in two Public Speaking competitions. Children were given the opportunity to practice and improve their public speaking skills by attending training workshops before school and during lunch with more than twenty children regularly attending.

In the Multicultural Perspectives Public Speaking Competition, Jyothi Krithivasan and Mathilde Schoepple represented Stage 2 and Lourdes Mo and Patrick Idiare represented Stage 3.

Mathilde and Patrick both won their divisions at the Local Final held at Beecroft and went on to compete in the North Sydney Regional Finals at the Arts Unit at Lewisham. The children spoke passionately on their subjects but were unsuccessful in their attempts to move onto the state finals.

The Hills District Public Speaking Competition was held at Dural Public School with George Zhang and Bashneel Rajput representing Stage 2 and Amy Lim and Isabella Blow represented Stage 3.

The children spoke well on their given subjects.

The standard of speakers each year has improved and the numbers of children learning the art of Public Speaking has increased over the years at Murray Farm Public School. This skill will stand them in good stead for future years.
Academic

Murray Farm has maintained its outstanding academic record this year. In addition to the excellent results in the National Assessment Program (NAPLAN), reported below, our students performed to the highest standard in a variety of competitions.

In the International Competitions and Assessments for Schools, administered by the University of NSW, Murray Farm students competed in the English, Mathematics, Spelling and Computer Competitions. In the English Competition, students from Murray Farm were awarded 8 High Distinctions, 56 Distinctions and 121 Credit certificates. In the Mathematics Competition, our students were awarded 12 High Distinctions, 100 Distinctions and 106 Credit certificates. In the Computer Competition the students were awarded 10 High Distinctions, 68 Distinctions and 63 Credit certificates. In the Spelling Competition, students from Murray Farm were awarded 13 High Distinctions, 73 Distinctions and 109 Credit certificates.

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.

2011 was the fourth year of the National Testing for Year 3 and Year 5 students.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 3

Literacy

114 Year 3 students sat for the 2011 NAPLAN Testing in Literacy, which included spelling, language, grammar and writing components.

Reading

55% of our year 3 students achieved band 6 in reading (the highest band of achievement), compared to 29% of the state of NSW achieving a band 6 in reading. 75% of our Year 3 students are in the top two bands in reading compared to 47% of the state of NSW achieving in the top two bands.
Writing

44% of our year 3 students achieved band 6 in reading (the highest band of achievement), compared to 18% of the state of NSW achieving a band 6 in writing. 84% of our Year 3 students are in the top two bands in reading compared to 61% of the state of NSW achieving in the top two bands.

Grammar and Punctuation

60% of our year 3 students achieved band 6 in grammar and punctuation (the highest band of achievement), compared to 28% of the state of NSW achieving a band 6 in grammar and punctuation. 85% of our Year 3 students are in the top two bands in grammar and punctuation compared to 50% of the state of NSW achieving in the top two bands.

Spelling

65% of our year 3 students achieved band 6 in spelling (the highest band of achievement), compared to 25% of the state of NSW achieving a band 6 in spelling. 89% of our Year 3 students are in the top two bands in spelling, compared to 51% of the state of NSW achieving in the top two bands.

Numeracy

114 Year 3 students sat for the 2011 NAPLAN Tests in Numeracy, which included Numeracy, Number, Patterns and Algebra as well as Data, Measurement, Space and Geometry components. 45% of our Year 3 students achieved band 6 in Numeracy (the highest of all the bands), compared to 18% of the state of NSW achieving a band 6 in Numeracy. 69% of our Year 3 students are in the top two bands in Numeracy compared to 40% of the state of NSW achieving in the top two bands.

Number, Patterns and Algebra

48% of our Year 3 students achieved band 6 in Number, Patterns and Algebra (the highest of all the bands), compared to 23% of the state of NSW achieving a band 6 in Numeracy. 67% of our Year 3 students are in the top two bands in Number, Patterns and Algebra compared to 37% of the state of NSW achieving in the top two bands.

Data, Measurement, Space and Geometry

41% of our Year 3 students achieved band 6 in Data, Measurement, Space and Geometry (the highest of all the bands), compared to 18% of the state of NSW achieving a band 6 in Numeracy. 66% of our Year 3 students are in the top two bands in Data, Measurement, Space and Geometry compared to 38% of the state of NSW achieving in the top two bands.
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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**Year 5**

**Literacy**

122 Year 5 students sat for the 2011 NAPLAN Testing in Literacy, which included spelling, language, grammar and writing components.

**Reading**

33% of our year 5 students achieved band 8 in reading (the highest band of achievement), compared to 16% of the state of NSW achieving a band 8 in reading. 58% of our Year 5 students are in the top two bands in reading compared to 35% of the state of NSW achieving in the top two bands.

**Writing**

24% of our year 5 students achieved band 8
in writing (the highest band of achievement), compared to 9% of the state of NSW achieving a band 8 in writing. 56% of our Year 5 students are in the top two bands in writing compared to 26% of the state of NSW achieving in the top two bands.

**Grammar and Punctuation**

37% of our year 5 students achieved band 8 in grammar and punctuation (the highest band of achievement), compared to 16% of the state of NSW achieving a band 8 in grammar and punctuation. 76% of our Year 5 students are in the top two bands in grammar and punctuation compared to 41% of the state of NSW achieving in the top two bands.

**Spelling**

44% of our year 5 students achieved band 8 in spelling (the highest band of achievement), compared to 14% of the state of NSW achieving a band 8 in spelling. 69% of our Year 5 students are in the top two bands in spelling compared to 36% of the state of NSW achieving in the top two bands.

**Numeracy**

122 Year 5 students sat for the 2011 NAPLAN Test in Numeracy, which included Numeracy, Number, Patterns and Algebra as well as Data, Measurement, Space and Geometry components. 54% of our Year 5 students achieved band 6 in Numeracy (the highest of all the bands), compared to 14% of the state of NSW achieving a band 6 in Numeracy. 67% of our Year 3 students are in the top two bands in Numeracy compared to 26% of the state of NSW achieving in the top two bands.
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Significant programs and initiatives

Aboriginal Education

Murray Farm Public School has continued to promote and include Aboriginal content across the K-6 curriculum. Students have been involved in investigative and practical activities to encourage an awareness and understanding of Aboriginal cultures. Staff representatives from each stage meet regularly to discuss and review Aboriginal Education policies and practices. In 2011, Murray Farm Public School had no students who identified as Aboriginal or Torres Strait Islander.

Multicultural

Murray Farm Public School recognizes that all children bring many varied experiences to the learning Environment and it builds on each of those experiences to develop and extend the understanding of all. It encourages the respect of individuality while promoting the respect of others. The percentage of LBOTE students has increased to 74%. As a result we are entitled to 2.6 allocation of ESL teachers. The first and second phase students received programmed lessons from these teachers. Our curriculum reflects the cultural and linguistic diversity of our society and aims to meet the learning needs of students from all backgrounds.

Respect and Responsibility

Students were taught respect and responsibility through specific programs such as our student welfare and leadership programs and through modelling of values by the staff. A member of the executive staff was designated the Anti-Racism and anti-Bullying officer. The SRC met fortnightly where students represented their classmates and were involved in developing ideas for school improvements and fundraising for charity. Stewart House was the main recipient of the money raised. Students, on a class roster basis, led weekly assemblies and assisted at special assemblies and events. Year 5 students were allocated a buddy for the Kindergarten orientation which then continued throughout the first year of school.

Student Welfare

Murray Farm Public School is committed to quality education and inclusion for students with disabilities. In 2011, 5 students’ in mainstream classes received State Integration funding support. The monitoring of student health and safety is an ongoing process. Staff had training in First Aid, Emergency Care and CPR and updated their skills in the management of anaphylaxis, asthma, epilepsy and diabetes. Individual Health Care Plans have been developed and are managed for those students requiring specific care. The Learning Support Team (LST) worked to provide for students with special needs including those with physical disabilities, specific learning difficulties and those identified as gifted and/or talented. Students with specific needs were identified and assessed. The school and families worked together to ensure that effective learning and social skills programs were successfully implemented.

A regular time in weekly staff meetings has been allocated to the discussion of individual student needs, health care issues and general student welfare matters.

Gifted and Talented

Teachers continued their self-paced learning in gifted education using the UNSW
Professional Development package and by providing collegial support. The school database of identified gifted and talented students was updated each semester. Program differentiation within classrooms modified the curricula to meet the needs of the students. Identified students participated in district enrichment days and in school-based withdrawal groups in all Key Learning Areas.

Progress on 2011 targets

Target 1
Learning of Japanese in bilingual and community language programs

- The continued development of the school’s Japanese curriculum was achieved by continuing the bilingual program to three kindergarten, three Year 1, and two Year 2 classes.
- The extension of Japanese resources has been achieved by purchasing and creating new resources for the Year 2 bilingual and community language.
- Raising awareness of the benefits of bilingual education has been achieved by the number of parents attending the information sessions during Kindergarten Orientation, Coffee with the Principal Meeting and Parents’ Information Day.

Target 2
To improve student outcomes in Working Mathematically.

Our achievements include:

- Parents expressing interest in understanding the “Working Mathematically” strand.
- Presenting a parent information session on problem solving using the “Working Mathematically” strand.
- Presenting a “Professor Maths” Fun Day which catered for the learning needs of all children providing activities that covered all strands of the mathematics syllabus.
- Continuing the early assessment of numeracy skills using the Best Start Assessment.
- Continuing the school involvement in the Maths Olympiad competition and the Mathletics program.

Target 3
To further develop the Gifted and Talented program.

Our achievements include:

- Establishing a Stage 3 challenge class.
- The continuation of a Stage 2 challenge class.
- Teachers participated in a series of whole staff professional development sessions with the focus on the identification of gifted and talented students within their classrooms. Staff reported being well versed in the identification process.
- Interested teachers formed part of a gifted and talented focus group that undertook a series of additional professional development sessions focused on identification and programming for gifted and talented students.
Target 4
To improve student outcomes in the writing of persuasive texts.

Our achievements include:

- Persuasive writing has been explicitly taught across Years 2-6 including structure and best practice
- Explicit teaching of grammar and emotive vocabulary, specific to the writing of persuasive texts
- Incorporating the teaching of paragraphing techniques into the teaching and learning program
- Ongoing class and grade assessment of specific areas in writing tasks has directed further programming, ensuring continued growth in student outcomes in writing
- Standardized marking scale implemented across grades ensuring consistency in teacher judgement
- Fifteen teachers participating in training in NAPLAN writing criteria for persuasive writing.

Target 5
To improve boy’s engagement with reading.

Our achievements include:

- Using male role models to display desired reading behaviours through small group activities.
- Three male authors visited the school throughout the year, providing presentations to students.
- Explored the use of visual texts and comic format books to stimulate boy’s engagement with reading.
- Purchased more visual texts. Engagement measured by the regular borrowing of these books by boys - verified by library records and observations by the librarian.
- Library collection increased significantly in 2011 with particular emphasis on boy’s literature.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture.

School Culture

Each year the school completes an evaluation of educational practice in one of the following: learning, teaching and leadership.

In 2011 our school evaluated school culture as part of our cyclic evaluation. All staff, all students in Years 3 to 6 and all parents were invited to complete an online survey.

Findings and conclusions

96% of students at Murray Farm Public School reported that they are always proud of their school. The great majority of parents and teachers responded that they are proud of the school and feel that they are valued members of the school. All groups agreed that the school recognises and celebrates achievement.

Future Directions

The survey results recognised that there are many opportunities offered to students and parents to be involved in various school activities. Greater communication to promote school involvement through assemblies, noticeboards and the school
newsletter would be beneficial in increasing the involvement of students and community members

**Curriculum Technology**

Each year the school completes an evaluation in one of the six Key Learning Areas. In 2011 we evaluated Technology. Information was gathered throughout the year. All staff, parents and all students from years 3 to year 6 participated in an online survey.

**Findings and conclusions**

All groups feel that Technology is an important part of a student’s learning. The parents believe the students enjoy using computers in both the classroom and the computer laboratory. All surveyed believe the teaching and learning programs develop appropriate computer skills in all students. The parents are happy with the school reports on computer education.

**Future Directions**

The responses from the parents, students and teachers indicate that the students enjoy computer activities taught at our school. To further develop, the parents would also like relevant websites to be posted in the newsletter.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Formal data was collected through online surveys. All parents from Years K to 6, teachers and a random selection of students from stages 2 and 3 completed an 8 question “Quality of School Life” survey.

The responses show that 100% of the parents and 93% of students agree that the students enjoy coming to school. All teachers and a high percentage of parents (98%) feel that the school provides a safe and happy environment. Communication between home and school rated positively. Students, parents and teachers all support the core values and culture of the school, and respect and appreciate the collaboratively developed culture of the school.

**Future Directions**

The responses indicate a need to make students and parents aware of the procedures that are followed when students do not feel safe in the school. The staff will continue teaching students

**Professional learning**

In 2011, the staff of Murray Farm PS engaged in a variety of professional learning activities. There were approximately 20 afternoon meetings and 3 Staff Development Days that were devoted to training and development, of the entire staff. There were also a number of courses attended off site, including 6 staff members attending Huntingdale Bilingual School in Melbourne.

The emphases for training and development were in the areas of Bilingual, Best Start, Gifted and Talented and New Scheme Teacher development. The majority of this training occurred out of school hours, with one teacher trained in recognising and catering for Gifted and Talented students in K to 2.

Training was provided in: CPR reaccreditation, OH&S and Welfare (including emergency evacuation, Child Protection, anti-bullying and anti-racism and asthma and anaphylaxis training); SASS staff received
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

comprehensive training in First Aid; teaching practice, including Beginning Teachers, ESL and the use of ICT; syllabus implementation of all KLA’s (including Literacy, Numeracy, Science) and Aboriginal Education; Drama, Music and visual literacy to develop vocabulary, Best Start; the understanding and support of students with special needs; the use of interactive whiteboards; NAPLAN evaluation using the SMART program; preparing for NAPLAN writing; reporting using computer technology; and, career development and leadership.

At various times, focus groups met to engage in the sharing of professional knowledge and classroom practice. New Scheme Teachers and their mentors met regularly to reinforce professional development. Grades met regularly to discuss student outcomes, ensuring a consistency of teacher judgement.

The Evaluation of the Three Year Plan

The outcomes we worked towards over the past three years were:

- Improve Literacy and Numeracy outcomes for all students
- High quality teaching and professional standards
- High level teacher professional development

These outcomes were evident in the yearly school management plans and were the specific responsibility of the Key Learning Area Teams or the Key Result Area Teams within the school. These teams set targets and these targets were monitored against the measures set to ensure that the school was achieving equitable outcomes for all students.

The key indicators of our success over the past three years were:

- The Maintenance of a culture of high expectations for all students who attend Murray Farm Public School.
- The curriculum being differentiated in class programs and through learning experiences to assist all students to meet our high expectations.
- The provision of additional support to students from, non-English speaking backgrounds, students with special needs and students who are identified as gifted and talented.
- The increased levels of resources in classes and in special programs.
- The implementation of innovative teaching and learning strategies to develop the skills, abilities and talents of our students and provide the foundations for lifelong learning and future success.
• Improving technology-based learning and infrastructure.
• The Provision of high-quality learning environments that enable students and staff to work effectively.
• Implementing professional standards and teacher accreditation processes to enhance the quality and status of teachers and the teaching profession.
• The high level of Support for the professionalism of teachers through the ongoing assessment and evaluation of teaching and teaching programs. The focussed support for student learning through the ongoing planned assessment and reporting process.
• The Implementation of accessible and targeted professional development opportunities for teachers and staff of Murray Farm Public School through using “MyPl”.
• The improved opportunities and experiences developed to ensure a successful transition from home to school.
• The improved opportunities and experiences needed to make a successful transition to high school.
• The reinforcement of the values and high standards of moral decision-making in our school and throughout the school curriculum to support a socially cohesive society.
• The Enhanced programs in the PD.H.PE, developing the skills required for all students to be resilient in all areas of life.
• The Emphasis of the concept of social responsibility within our school and participating in activities that emphasise and exemplify social responsibility throughout the year.
• Building a strong, vibrant and progressive standard of education to further increase community confidence in Murray Farm Public School.
• Building parent and community involvement in our school and ensuring their continued support as their child progresses through K-6.
• Emphasising our strong school behaviour and discipline code and ensuring that students are treated with procedural fairness at all times.
• Ensuring that our school has a safe environment in which to learn.
• Maximising the impact of the school’s resources, administratively, financially and physically.
• Implementing a collaborative management strategy within the school community to enable us to meet the needs of all students.
• Ensuring compliance with National Occupational Health and Safety requirements.

Targets 2012

Target 1

• The development of a curriculum and timetable for the teaching of two kindergartens (30%), three Year 1, three Year 2, and two Year 3 and one half of Year 4.
• The further development of K-6 community language program.
• Raising students’ awareness and interest of Japanese culture.
• Increase teacher’s knowledge and skills of the Japanese bilingual and community language program.

Our success will be measured by:
• The continued development of the school’s Japanese curriculum and resources including Bilingual Challenge class Year 3 and 4.
• To liaise with Japanese Primary schools.
• Attending Professional development courses for language and classroom teachers.
• Greater communication in using Japanese within the classroom programs.

**Target 2**

**To improve the student outcomes in Working Mathematically.**
• Survey parents as to which mathematical strand requires a parent information evening to assist in their understanding of the Board of Studies requirements and how Mathematics is taught K-6.
• In-service parents on the strand of Mathematics they request in the survey.
• Present a Maths Fun day for children; include parents to help their understanding of the importance of a deep knowledge of mathematical processes.
• Continue the early assessment of numeracy skills using Best Start Assessment.
• Continue school involvement in the Maths Olympiad competition and the Mathletics program.

Our success will be measured by:
• Increased parent knowledge of the K-6 mathematics syllabus and how mathematics is taught.
• Implementing and administering by teachers of the Best Start Assessment for all K – 2 children.
• Increased participation by students in Mathletics and Maths Olympiad competition.
• Engagement and active involvement by students at the activities provided on the Maths Fun Day.

**Target 3**

• To improve student outcomes in the writing of persuasive texts.
• Strategies to achieve this target include:
  • explicit teaching of the persuasive text types, focusing upon stating a strong point of view.
  • teaching of how to include best arguments, evidence, and restatement of a position into persuasive writing.
  • explicit teaching of the correct grammar for the persuasive eg present tense, time connectives, verb/subject agreement, correct use of prepositions and plurals.
  • exposure to emotive vocabulary and words that can link arguments.
  • directed teaching of correct paragraphing techniques
  • teacher professional learning in the area of teaching writing.
• Our success will be measured by:
  • ongoing assessment of individual students’ written tasks with a focus on the use of emotive persuasion.
  • improved student achievement in all written tasks throughout the year.
  • improved student results for Years 3 and 5 in NAPLAN testing in the area of writing.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Cheryl Worthy, P&C President
Mrs Sharon Williams, Deputy Principal
Mrs Kaylene Waddell, Assistant Principal
Mr Troy Wurth, ICT Coordinator

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: