Murray Farm Public School
Annual School Report

2012

4401
Messages

Principal’s message
Welcome to the Murray Farm Public School Annual School Report for 2012. This has been my first year as Principal of this wonderful school community. It has been full of student successes across many and varied programs.

Outstanding success has been achieved in the areas of academic achievement, as reflected in our NAPLAN results and the number of students offered places in opportunity classes for Year 5 and selective high schools for 2013.

One of the great strengths of Murray Farm is the number of extra curricula activities offered including our 3 school bands, string ensemble, choirs, recorder group, public speaking successes, awards in the Premier’s Spelling Bee, NSW Young Writers competition, dance groups, chess clubs, along with sporting opportunities. The school offers a well-rounded education which positions children well for their futures.

Of particular interest is the Japanese bilingual program offered for 3 classes in each of kindergarten, years 1 and 2, as well as extending to 2 additional classes in year 3 in 2012. The program is well sought after and valued highly by the school community.

A further program of note, the gifted and talented program, is supported by our two “challenge” classes in years 3/4 and 5/6 which provide an additional resource for catering for the needs of some of our gifted and talented students. It continues to be well supported and highly valued.

I certify that the 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 development.

Adrian Pearson

P & C and/or School Council 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 was a great success and testament to the dedication of the Murray Farm School Community.

In 2012 the P&C continued to work to consolidate two new initiatives. The class parent scheme and Coffee with the Principal mornings have proven to be integral parts of the schools operations. We again hosted, our “Movie under the Stars Night” which was a great success and, we believe, now a regular fixture on the school’s calendar.

This year we implemented small changes to the way the annual voluntary contribution is collected. Thanks to the generosity of our school community we raised $45,992 which will be used for the benefit of all children at Murray Farm.

As the peak parent body of the school, the P&C has responsibility for determining how money raised on its behalf is spent. In 2012 the P&C supported funding for a variety of school resources and equipment. We have purchased 3 interactive white boards and replaced the shade cloth over the primary assembly area. We have donated $30,240 for the construction of the infants playground, subsidised the purchase of MFPS band uniforms, and provided each of our
2013 kindergarten families with a booklet, “Preparing your child for school”.

The P&C made an annual contribution of $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 2012 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
The Student Representative Council (SRC) has had a busy and successful year. The elected class representatives have supported many school and community projects throughout 2012. Students have developed their leadership skills and acquired a greater understanding of the processes involved in planning, organising and implementing fund raising events. Students have worked collaboratively with their peers and teachers to undertake a range of activities. They have displayed excellent leadership qualities and have developed empathy for those less fortunate than themselves.

The whole school has enjoyed participating in the events organised by the SRC including mufti days, guessing competitions, a teachers vs SRC netball game, Pink Stumps Day and a Bazaar Day market stall. Funds raised from these events have enabled the SRC to continue to financially support our chosen charities. This year we have supported our World Vision sponsored child in Honduras. We have received letters from her and have enjoyed watching her and her family benefit from the support we provide. We have also continued to sponsor a tiger at Taronga Zoo. Through the sale of high bounce balls we raised $925 for Stewart House. The SRC also organised a Pink Stumps Day to support the McGrath Foundation. This event raised over $1607 to aid breast cancer awareness and research.

It has been a great honour to represent the students of MFPS as school captains in 2012. We have enjoyed the many opportunities that our school has provided, particularly the experiences and challenges that come with this leadership role. We leave Murray Farm with sadness but confident in the knowledge that we have been given a wonderful foundation for the future.

Jane Bi and Timothy McNee
School Captains 2012

School context

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>453</td>
<td>418</td>
<td>380</td>
<td>373</td>
<td>385</td>
<td>388</td>
</tr>
<tr>
<td>Female</td>
<td>423</td>
<td>398</td>
<td>377</td>
<td>379</td>
<td>396</td>
<td>414</td>
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Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>95.4</td>
<td>96.5</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.9</td>
<td>96.2</td>
<td>95.4</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.2</td>
<td>96.9</td>
<td>96.7</td>
<td>95.3</td>
<td></td>
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<tr>
<td>4</td>
<td>96.5</td>
<td>97.3</td>
<td>96.3</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>95.8</td>
<td>96.8</td>
<td>96.7</td>
<td></td>
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<tr>
<td>6</td>
<td>96.2</td>
<td>94.8</td>
<td>95.0</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.4</td>
<td>96.1</td>
<td>96.1</td>
<td>96.2</td>
<td>95.8</td>
</tr>
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</table>
Management of non-attendance

From 2012 rolls have been marked electronically at Murray Farm PS. Students who are late to school must report to the office for a late note. Reasons for absences should be recognised as valid within the DEC guidelines and must be supported with communication from the parent/caregiver. In consultation with parents/caregivers, a support program is implemented for any student whose attendance pattern is cause for concern. In 2012 no student required this action. The Home School Liaison Officer (HSLO) conducts regular audits on student attendance.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The National Education Agreement requires schools to report on the indigenous composition of their staff.

On the information available at the time of writing this report, one staff member identifies as Aboriginal.

In the table below, where staff positions are shown in decimal form, 0.2 is equivalent to one day.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>25.0</td>
</tr>
<tr>
<td>Teacher Bilingual</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.386</td>
</tr>
<tr>
<td>Teacher Part time</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.6</td>
</tr>
<tr>
<td>District Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td>Total – Teacher and Administration</td>
<td>48.658</td>
</tr>
</tbody>
</table>

Staff retention

Murray Farm PS has a staff of enthusiastic and dedicated professionals ranging from early career teachers to highly experienced teachers and executive. The staff retention rate is high and any vacancies that have occurred have been through retirement or increased student numbers.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>129 801.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>404 031.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75 568.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>443 446.26</td>
</tr>
<tr>
<td>Interest</td>
<td>16 738.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>129 544.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 069 330.25</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                                |         |
| Key learning areas                                 | 109 501.01 |
| Excursions                                         | 73 342.05 |
| Extracurricular dissections                         | 236 020.13 |
| Library                                            | 327.23   |
| Training & development                             | 843.26   |
| Tied funds                                         | 83 145.89 |
| Casual relief teachers                             | 87 689.88 |
| Administration & office                            | 115 271.52 |
| School-operated canteen                            | 0.00     |
| Utilities                                          | 70 992.26 |
| Maintenance                                        | 25 862.55 |
| Trust accounts                                     | 131 372.67 |
| Capital programs                                   | 31 567.50 |
| Total expenditure                                  | 0.00965  |
| Balance carried forward                            | 233 196.07 |
A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Murray Farm Public School provides quality education in the area of Creative Arts. All students are given the opportunity to be involved in a variety of creative and performing arts activities each week. These include dance and movement, visual arts, drama and music.

Opportunities are available for participation in specialist performance groups. There is a primary dance group, a stage one dance group and a tap dance group. There are three bands, the training band, an intermediate band, a concert band and a string ensemble. We have three choirs, the junior choir, the Hills Festival choir and the Opera House choir, two recorder groups and a stage one poetry group. A number of students attend paid, private music tuition, which is conducted by external teachers at school.

These groups have performed throughout the year at a number of events, which include Open Day, the Hills Performing Arts Festival, Grandparents Day, the Cracker Carnival, Orientation Day, Presentation Night and weekly and special assemblies.

All bands took part in the NSW School Band Festival. The training band received a Silver Award, while the concert band and the intermediate band received Bronze Awards. This year the band members participated in a two-day band camp held at the school. Uniforms have been purchased and are worn by the bands when they perform.

Children’s artwork is displayed at school in classrooms, the school hall, the library and the office foyer and two students had their artwork displayed in the Armidale and Ryde Department of Education District Offices.

A number of students have received awards in external art competitions. This included a number of awards in the Rotary Art Competition and the Primary Colours Competition.

**Sport**

Sport and physical activity continue to play an important part in the overall development of each student at Murray Farm Public School.

Throughout 2012, 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 and 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.

During the winter months, our PSSA teams 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 B, senior A & B netball teams made the semi finals, as did the senior soccer team. This year our senior cricket team reached the second round of the state knockout. All students participated in the Jump Rope For Heart program in 2012.

Murray Farm students performed credibly at the zone swimming, cross country and athletics carnivals, many achieving personal best results.
The following students represented Castle Hill Zone at Sydney West:

Swimming – Akshara, Alana, Chelsea, Josephine, Sophie.

Cross Country – Alana, Corey, Jamie, Nathan, Anastasia (res), Sophie (res).

Athletics – Aamon, Alana, Ashleigh, Ava, Sanam, Sarah, Sophie, Tarsha.

Sydney West Reps at State Titles:
Cross Country – Corey

Athletics – Alana, Ashleigh, Ava, Tarsha, Sophie (res).

Soccer & Tennis – Corey

Softball - Sarah

Public Speaking
2012 has again been an excellent year for Murray Farm public speakers. The school has participated in two public speaking competitions. Children were given the opportunity to practise and improve their public speaking skills by attending training workshops before school with more than twenty children regularly attending.

In the Multicultural Perspectives Public Speaking Competition, Esther, Jyothi, Hayman and Mathilde represented MFPS at the local competition. Jyothi won her division and then competed at the North Sydney Regional Finals.

At the Hills District Public Speaking Competition, Alina, Amardeep, Gian and Keiren represented MFPS. Amardeep and Keiren were Highly Commended.

Science
The students at Murray Farm Public School have enjoyed exploring scientific concepts this year.

Each class has participated in two incursions from Scienza Viva. They have conducted experiments and learned how to investigate scientifically. The children also had the opportunity to observe the transit of Venus across the sun firsthand, with the assistance of Scienza Viva. Scienza Viva has generously sponsored two presentation night Science awards.

The children have visited many interesting places on excursions. Kindergarten and year 2 have explored the environment at Longneck Lagoon and the Field of Mars. Years 3 and 4 have visited the Sydney Observatory to learn more about Space. Year 1 has broadened their knowledge of Australian wildlife when they visited Featherdale Wildlife Park.

Various classes throughout the school have been involved in growing fruit, vegetables and herbs. The children are looking forward to sampling the fruits of their labour.

We have added to our collections of beebots and robotics, allowing the children to explore new technology. The school has also purchased a collection of insects in resin which have been immensely popular with the children in all stages.

International Competitions and Assessments for Schools (UNSW ICAS)

English
High Distinction 12, Distinction 42, Credit 110

Mathematics
High Distinction 15, Distinction 78, Credit 111

Spelling
High Distinction 7, Distinction 66, Credit 109

Computer
High Distinction 7, Distinction 44, Credit 76

Premier’s Spelling Bee
Keiren - State Final junior runner up

Premier’s Reading Challenge
234 students from Kindergarten to year 6 successfully completed the challenge.
Youth Writing Competition

18 awards were presented to 11 Murray Farm students in this writing competition.

Maths Olympiad

Team A top 10% of all schools participating.
Team B top 25% of all schools participating.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Murray Farm PS has maintained its standard of excellence in literacy and numeracy. The 2012 NAPLAN results for our children are outstanding.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). To view the data for Murray Farm Public School, click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

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 that 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 2012, Murray Farm Public School had 2 students who identified as Aboriginal or Torres Strait Islander. Personalised Learning Plans (PLPs) were created and maintained for these students, in response to recommendations of the 2004 Aboriginal Education Review.

Multicultural Education

Murray Farm Public School places great emphasis on developing values of inclusion and respect for cultural differences in the school and in the community. Our increasing enrolment of Non-English Speaking Background learners now comprises 75.8% of the school population. The 2.6 ESL teacher allocation has ensured that these learners are provided with the appropriate support to develop in all aspects of English. Multicultural Day provided a wonderful opportunity for all children to celebrate their diverse cultural backgrounds by participating in a national costume parade and varied grade activities throughout the day. A highlight this year was the performance by the African drumming group, Salaka. Learning about a new culture was thoroughly enjoyed by everyone.

Murray Farm is community orientated and programs organised for our parents and carers, by the DEC Equity Team, have been a tremendous success.

Japanese Bilingual Program

2012 saw the further expansion of the Japanese bilingual program into year 3 and the appointment of an additional Japanese teacher (part time). The Murray Farm community was part of an external case study of bilingual schools conducted by the University of Sydney. Our bilingual program continues to be generously supported by the Japan Foundation enabling the purchase of resources for Japanese literacy, the funding for extra teaching time and the facilitation of teaching assistants to work with the bilingual and classroom teachers. The Japanese bilingual program is well regarded by the community.

LOTE

As part of the release from face to face teaching (RFF) program at Murray Farm, Japanese is taught to the students who are not part of the bilingual program. The students are exposed to various aspects of Japanese culture and learn both oral and written Japanese in the weekly lesson.
Student Leadership

Student leadership is a focus at Murray Farm PS. The continuation of the successful Buddy Program, the effective functioning of our Student Representative Council (SRC), the responsibilities our elected school captains and prefects undertake, and the opportunities provided to students in classrooms and in representative groups and teams are some of the ways the development of student leadership is facilitated. In 2012 the implementation of the Play Leaders program provided all students in years 5 and 6 the opportunity to involve themselves in leading playground games and activities for the kindergarten, year one and year two children during lunchtimes. Following the popularity and success of this program, which is coordinated by an Assistant Principal and supported by a group of teachers, further development is planned for 2013.

Progress on 2012 targets

Target 1

The learning of Japanese in the bilingual and LOTE programs. Our achievements include

- the development of curriculum and timetabling for three classes in Early Stage 1 and Stage 1, two classes in year 3 and a 4/3 composite class
- the further development of resources for the LOTE program in K-6
- promoting further interest in Japanese culture with the development of a Japanese cultural wall in the library
- introduction of Japanese class library sets in each bilingual classroom allowing students to extend their Japanese literacy and develop their understanding of another culture
- supporting the professional development of bilingual and classroom teachers by facilitating both their attendance at bilingual conferences and a visit to Huntingdale PS, an established Japanese bilingual school in Melbourne.

Target 2

To improve student outcomes in working mathematically. Our achievements include

- the purchase of additional teaching/learning resources to facilitate a focus on hands-on activities, promoting student use of mathematical language
- targeted professional development in working with the numeracy continuum resulting in increased teacher confidence in identifying the needs of individual students
- effective implementation of the Quality Teaching and Learning Framework for improved working mathematically outcomes for all students
- stage analysis of school-based assessment, Best Start and NAPLAN data to inform teacher programming, reflecting the importance of working mathematically
- extending the opportunities within the Maths Olympiad program to targeted year 4 students.

Target 3

To improve student outcomes in the writing of persuasive texts. Our achievements include

- explicit teaching of persuasive writing across years 2-6 including structure and best practice, as evidenced in the writing, delivery and evaluation of teaching/learning programs
- explicit teaching of grammar and emotive vocabulary, specific to the writing of persuasive texts, as evidenced in the writing, delivery and evaluation of teaching/learning programs
- ongoing class and grade assessment of specific areas in writing tasks has directed further programming, ensuring continued growth in student outcomes
- using rubrics to standardise marking and ensure consistency in teacher judgement in the measurement of student outcomes.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of leadership, as part of educational and management practice, and Mathematics, in the area of curriculum.

Leadership

Background

Our 2012 focus was to review school leadership. On-line surveys were made available to all parents/caregivers and teachers.

Findings and conclusions

The results of the surveys were extremely positive.

Statements such as, leaders improve the school through an understanding of the school's strengths and weaknesses and, school leaders effectively implement change processes which result in improved student learning outcomes, elicited 'agreement' or 'strong agreement' from over 95% of teacher respondents. In 8 of the 10 statements put to teachers between 90% and 98% of respondents answered 'strongly agree' or 'agree'. For the statement, school leaders ensure that all members of the school community are treated fairly, 87% of teachers 'agreed' or 'strongly agreed'. The same result occurred for the statement, leaders encourage staff to constructively challenge educational practice.

In the parent survey, statements such as, the school is always looking for ways to improve what it does and, the school leaders value contributions of individuals and groups, elicited 'strong agreement' or 'agreement' from over 94% of parent respondents. In 9 of the 10 statements put to parents, between 90% and 98% of respondents indicated 'agreement' or 'strong agreement'. For the statement, school leaders discuss ways to improve my child's learning, 76% of parents strongly agreed or agreed, indicating an area for improvement.

Future directions

The school staff will focus on communication strategies that will better support parents when discussing the learning needs of their children.

The school leaders will provide more opportunities for staff to discuss educational practice during grade, stage and staff meetings and encourage open communication to address the needs of all teachers.

Mathematics

Background

The implementation of a revised NSW Mathematics syllabus based on the new National Curriculum has elicited much professional discussion. Stage focus groups considered the implications for their teaching practice.

Findings and Conclusions

It was apparent there is considerable interest in reflecting on teaching practice in Mathematics and a renewed enthusiasm for the delivery of quality teaching/learning programs. It was agreed that professional development support would be a priority to facilitate a successful alignment of existing programs to new syllabus requirements. Spending on appropriate resources was cited as integral in supporting both students struggling to meet grade outcomes and those who are working beyond grade outcomes. A more equitable process for sharing resources was seen as a priority. A desire to have current technology readily accessible was strong for both teachers and students.

Future Directions

Staff development sessions focusing on familiarisation of the syllabus and sharing of experiences and ideas will be incorporated into 2013 professional development meetings. Use of the school server to share resources will be promoted. The Mathematics team will conduct an audit of existing resources and plan for equitable distribution. Teacher input into the purchasing of new resources to support classroom learning will be sought. The possibility of purchasing iPads for student groupwork is to be investigated by the technology team.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Data was collected through an online survey, Quality of school life. All parents and teachers, and a random selection of students, were given the opportunity to participate.

Findings and conclusions

Murray Farm is seen as a safe and welcoming school by each of the three groups surveyed.

100% of students ‘strongly agreed’ or ‘agreed’ that they like coming to school and 98% of students ‘agree’ or ‘strongly agree’ that the school expects them to do their best. 88% of students ‘strongly agree’ or ‘agree’ that their teacher lets them know how they are going in class.

95% of staff feels that the school gives timely and relevant reports on student progress and 98% of staff feels the school has high expectations of students.

80% of parents agreed that the school gives timely and relevant reports on student progress and 88% of parents agreed that the school has high expectations of students.

The responses to all statements were consistently positive in all groups. A discrepancy between the groups emerged on the issue of communicating student progress to students and their parents. While teachers felt the school addresses this well, a number of respondents from each of the other groups do not agree.

Future Directions

A review on the procedures for reporting student progress to parents and students will be undertaken in conjunction with the implementation of the NSW syllabus for the national curriculum.

Professional learning

In 2012 staff participated in a range of professional learning opportunities addressing the needs of individuals, small groups and whole staff. Fortnightly afternoon staff meetings, five staff development days, numerous external courses occurring both during school hours and outside school time, and collegial sharing and support facilitated quality professional learning.

Teachers from Murray Farm PS attended an Assistant Principal conference, Inspiration for 21stC Learning, and a GAT conference, Unleashing the Gifted Potential. Senior executive attended Principal network meetings, and DEC courses, Responding to Emergency Situations and Difficult Conversations. Network meetings addressing issues in ESL, in library and in boys literacy were also well attended. Teachers involved in the bilingual program visited Huntingdale PS in Melbourne and attended a Japanese symposium and a bilingual schools workshop. Murray Farm PS teachers attended a choir workshop, author talks, a visual art workshop and an inservice addressing the needs of the hearing impaired. Teacher accreditation for New Scheme teachers and merit selection panel training were other areas of professional development during 2012. The whole staff was trained in the explicit teaching of comprehension skills, curriculum differentiation, the K-2 Literacy and Numeracy Continuums and, Positive school transition for kindergarten. In technology, kindergarten and stage 1 teachers attended a video conference for using Notebook and the whole staff was updated in the use of the school website and school server. An introduction to the National Curriculum featured in two of our staff meetings.
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.

School priority 1

Outcome for 2012–2014

Implementation of the NSW syllabus for the National Curriculum

2013 Targets to achieve this outcome include

- teaching/learning programs to reflect the new English syllabus and the new Mathematics syllabus
- raised awareness and familiarisation of the new History syllabus and the new Science syllabus
- review of procedures for reporting to parents

Strategies to achieve this target include

- provide opportunities for staff development utilising external resources such as the Board of Studies website and North Sydney Region network meetings
- support collegial sharing of resources and classroom strategies by scheduling regular staff meetings for this purpose, particularly focussing on grade/stage discussions
- hold a community information session to introduce parents to the new syllabus documents
- conduct a review of reporting student progress to parents

Our success will be measured by

- professional discussion and collegial sharing as evidenced in the minutes from regular stage, grade and whole school meetings
- teaching/learning programs reflect the direction of the new syllabus as evidenced in written programming and lesson delivery
- teacher assessment reviews (TARs)
- revised reporting to parents procedures reflecting community input.

School priority 2

Outcome for 2012–2014

Leadership opportunities within the school community enhanced.

2013 Targets to achieve this outcome include

- to provide further opportunities for staff to take leadership roles in the school
- to provide support for staff aspiring to promotion
- to further develop the Play Leaders program

Strategies to achieve these targets include

- modification of the existing executive structure
- further development of mentor programs for New Scheme teachers and aspiring executive
- evaluation of the Play Leaders program
- identification of students exhibiting positive leadership characteristics

Our success will be measured by

- an increase in the number of staff attending support meetings for aspiring executive and New Scheme teachers
- a wider range of staff accepting leadership roles
- identification of students exhibiting positive leadership characteristics within the Play Leaders program
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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