**Principal’s message**
Welcome to the Murray Farm Public School Annual Report for 2013. Once again, this year has been full of student achievement and success with many and varied programs supporting a well-rounded education for our students.

Student success continues in the areas of academic, social, sporting and cultural pursuits. Academic achievement has included continuing high numbers of students being successful in gaining outstanding NAPLAN results, Opportunity class and Selective High School placement offers.

In the areas of Performing Arts, we have established a new support structure to run our three school bands, expanded the numbers in the string ensemble, and undertaken three local school performing arts evenings.

Additional extra curricula activities include choirs, public speaking competition participation, student leadership development opportunities, dance groups, chess club, NSW Young Writers awards recipients, Premier’s Spelling Bee participation, along with many others.

Our bilingual Japanese program has extended into year 4, and caters for increasing numbers of students across the school.

Our two “Challenge Classes” in Years 3-4 and 5-6, is an additional way we cater for some of our highly talented students, across a number of disciplines.

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 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, the String Ensemble 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 staffing the school uniform shop and canteen, 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.

The class parent scheme and Coffee with the Principal mornings have proven to be integral parts of the school’s operations. We again hosted, our “Movie at the Farm” night which was a great success and, we believe, now a regular fixture on the school’s calendar. We held a very successful fund raising BBQ and cake stall on the Federal Election polling day. We also continued our campaign to highlight the issue of safe driving around the school at drop-off and pick-up times and will continue this initiative into 2014.

In 2013 we funded the upgrade of the P&C Room to facilitate the relocation of the Uniform Shop. The school now has a fabulous facility which allows all families easy access to purchase our uniform. This year we again collected the P&C Voluntary contributions as part of the school’s semester 2 invoices. Thanks to the generosity of our school community we raised $47,669.50 which will be used for the benefit of all children at Murray Farm PS.

As the peak parent body of the school, the P&C has responsibility for determining how money raised on its behalf is spent. In addition to the refurbishment of the Uniform Shop, we purchased an interactive whiteboard and critical computer hardware. We have also donated $35,000 for the upgrade of the school’s wireless network.

In addition, we made our 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 Murray Farm P&C Association cannot operate effectively without the invaluable contributions from our parent volunteers. I would like to express my sincere thanks to those parents who give of their time so generously to make the school such a wonderful place for our children, particularly the members of the P&C committee who show a remarkable dedication to the children and the school. They truly make Murray Farm PS “A Great Place to Be”.

The year 2013 has seen our children achieve high standards in all areas of their schooling – literacy, numeracy, science, music, 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 PS in assisting our children to achieve these standards.

Cheryl Worthy - P&C President

Student representative’s message
At the beginning of this year, the school captains and vice captains attended a leadership camp in Arcadia. We thoroughly enjoyed the camp. It enabled us to develop our skills and gave us the confidence to lead our school throughout 2013. Later the entire leadership team attended a leadership day in the city, in which we continued to develop our communication, team building and problem solving skills.

The leadership team and elected class representatives joined together to form the 2013 Student Representative Council (SRC). The SRC has worked to support a variety of school and community projects throughout the year. Through this process we developed our leadership skills and gained a greater understanding of the processes involved in planning, organising and implementing fund raising events.

The whole school has enjoyed participating in the events organised by the SRC including mufti days, a school disco, guessing competitions, a teachers vs SRC netball game, ‘Rainbow 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 continued to support our World Vision sponsor child in Honduras and sponsor a tiger at Taronga Zoo. Through the sale of ‘high bounce balls’ we raised much needed funds for Stewart House. The SRC also organised a ‘Sight for Sunnies Day’ to support the Brien Holden Vision Institute to support the restoration of sight to those people around the world who are suffering from preventable blindness. Our ‘Mufti for Music’ day helped us to purchase musical instruments for the music program at Murray Farm.

It has been a great honour and privilege to represent MFPS as the 2013 Captains. We have thrived on the challenges and opportunities that have been put before us. We are sad to leave MFPS but are confident that the future captains will excel in their new role.

Corey Kavanagh & Ashleigh McNee

School Context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>380</td>
<td>373</td>
<td>385</td>
<td>388</td>
<td>391</td>
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<tr>
<td>Female</td>
<td>377</td>
<td>379</td>
<td>396</td>
<td>414</td>
<td>431</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>95.9</td>
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<td>1</td>
<td>95.9</td>
<td>96.2</td>
<td>95.4</td>
<td>95.7</td>
<td>94.5</td>
</tr>
<tr>
<td>2</td>
<td>96.2</td>
<td>96.9</td>
<td>96.7</td>
<td>95.3</td>
<td>95.9</td>
</tr>
<tr>
<td>3</td>
<td>95.5</td>
<td>96.7</td>
<td>97.0</td>
<td>96.8</td>
<td>95.1</td>
</tr>
<tr>
<td>4</td>
<td>96.5</td>
<td>97.3</td>
<td>96.3</td>
<td>96.0</td>
<td>95.7</td>
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<td>96.2</td>
<td>94.8</td>
<td>95.0</td>
<td>95.2</td>
<td>95.1</td>
</tr>
<tr>
<td>Total</td>
<td>96.1</td>
<td>96.1</td>
<td>96.2</td>
<td>95.8</td>
<td>95.9</td>
</tr>
</tbody>
</table>
Management of non-attendance

Rolls continue to be 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 2013, 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>
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<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(s)</td>
<td>26.0</td>
</tr>
<tr>
<td>Teacher Bilingual</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.428</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>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.872</td>
</tr>
<tr>
<td>Total</td>
<td>50.9</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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>16</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>233196</td>
</tr>
<tr>
<td>Global funds</td>
<td>433817</td>
</tr>
<tr>
<td>Tied funds</td>
<td>87374</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>427833</td>
</tr>
<tr>
<td>Interest</td>
<td>9558</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>116094</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1307872.00</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 111040
  - Excursions: 67250
  - Extracurricular dissections: 271370

- Library: 317
- Training & development: 40
- Tied funds: 86160
- Casual relief teachers: 105594
- Administration & office: 122002
- School-operated canteen: 0.00
- Utilities: 80997
- Maintenance: 36242
- Trust accounts: 118011
- Capital programs: 69067

Total expenditure: 1068090.00

Balance carried forward: 239782.00

A full copy of the school’s 2013 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 2013

Creative & Practical Arts

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

During the year children participated in Creative and Practical Arts Groups. The CAPA Groups are formed on a stage basis and rotate every few weeks from one activity to another. The activities may include music appreciation, singing, dance, drama, percussion and recorder. Visual Arts and craft activities are taught within the classroom environment.

Opportunities are available for participation in specialist performance groups. There are Stage 1, 2 and 3 Dance Groups. There are three bands; the Training Band, an Intermediate Band, a Concert Band, as well as a String Ensemble. We have three choirs, the Stage 1 Choir, the Stage 2 Choir and the Opera House Choir. Year 1 and Year 2 each have a Recorder Group. A number of students attend paid, private music tuition that is conducted by external teachers at school.

The Choirs, Bands, String Ensemble, Dance Groups and Recorder groups have performed throughout the year at a number of events, which include Open Day, Anzac Day, Grandparents Day, the Cracker Carnival, Kindergarten Orientation Day, Presentation Award ceremonies and general assemblies. This year, the inaugural Murray Farm Music Festival commenced as a showcase for our performance groups.

The Opera House Choir performed as a part of the massed choir in the Combined Schools’ Choral Concert at the Opera House.

All bands took part in the NSW Band Festival. All three bands won silver. This year the band members participated in a weekend Band Camp held at the school. The Concert Band Performed at this year’s Sydney Royal Easter Show. Band members were also able to participate in the Muirfield High School Ensemble Evening. The String Ensemble attended the Penrith Eisteddfod. They were successful overall, winning their section and awarded the trophy for ‘Outstanding Performance of the Day’.

Children’s artwork is displayed in classrooms, the school hall, the library and the office foyer. A number of students were selected to participate in Operation Art.

In 2013 a music programme was incorporated into the RFF program across the school.

Teachers participated in professional development workshops in the area of visual and creative arts to implement new ideas, skills and techniques for use in the classroom.

**SPORT**

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

During the winter months, our PSSA teams represented the school in AFL, soccer, rugby league, netball and newcombe ball. Teamwork, sportsmanship, developing skills and having fun were important elements of PSSA competitions. The Senior A Netball team made the final this year and finished runners up. The Senior Soccer team made the semi finals and was beaten in extra time. This year our Senior Cricket team reached the second round of the state knockout.

Throughout 2013, 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.

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** – Alana

**Cross Country** – Corey, Alana, Nathan, Joel, Jamie, Sophie, Lily, Josephine, David, Samantha (res).

**Athletics** – Sophie, Alana, Tarsha, Sophie, Jee In, Corey, Jessica, Joel, Aamon.

**Sydney West Reps at State Titles:**

**Swimming** – Alana

**Cross Country** – Corey, Alana, Joel.

**Athletics** – Tarsha, Alana, Sophie, Sophie, Jee In, Ammon.

Corey (Soccer & Tennis) Alana (Hockey).

**NSW Reps at Nationals:** Corey (Soccer NSW Captain 1st place)

**Public Speaking**

2013 has been an excellent year for public speaking at Murray Farm Public School. The school has 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. This group is steadily increasing in numbers.

In the Multicultural Perspectives Public Speaking Competition, Charlotte Sommer and Amardeep Gill represented Stage 2 and Esther Suen and Hayman Siu represented Stage 3. The children spoke well on their given subjects and Rania gained a Highly Commended place.

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.

**International Competitions and Assessments for Schools (UNSW ICAS)**

Students had the opportunity to test their knowledge and skills in Spelling, English and Mathematics against other students from around Australia and New Zealand. In the Spelling competition, 104 attained Credit, 38 Distinction and 18 High Distinction.

In the English competition, 77 were awarded Credit, 43 Distinction and 13 High Distinction. In the Mathematics competition, 99 attained Credit, 63 Distinction and 11 High Distinction.

**Premier’s Spelling Bee**

Four students participated in the regional final. Danielle Cheung in Year 4, who competed at the regionals, was chosen to represent our region in the state finals.

**Premier’s Reading Challenge**

186 students from Kindergarten to Year 6 successfully completed the challenge.

**Youth Writing Competition**

25 awards were presented to 17 Murray Farm PS students.

**Academic achievements**

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

Murray Farm Public School has maintained its standard of excellence in literacy and numeracy. The 2013 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 and enter the school name in the Find a school and select GO to access the school data.

**Significant programs and initiatives**

**Aboriginal education**

In 2013, Murray Farm Public School continued its commitment in teaching genuine and relevant Aboriginal content across the K-6 curriculum. Staff representatives have met to discuss and review Aboriginal Education policies and practices. We have updated policies to reflect the new National Curriculum. These new documents have been uploaded to the schools server in order to be easily accessed by all staff.

Students have been involved in investigative and practical activities that encourage an awareness and deep understanding of Aboriginal cultures. This included a whole school incursion by Aboriginal artist, Walangarri.

In 2013, Murray Farm Public School had two students who identified as Aboriginal or Torres Strait Islander. Personalised Learning Plans (PLPs) were 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 all cultural differences in the school and in the community. Our increasing enrolment of Non-English Speaking Background learners now comprises 76.6% of the school population. The 3.0 ESL teacher allocation has ensured that these learners are provided with the appropriate support to develop in all aspects of English.

Enrichment courses were available to parents in the community. These courses were run by the DEC Equity Team and have been well received.

**Japanese Bilingual Program**

Murray Farm Public School was recognised by the Japanese Consul-General for the Bilingual program. Three Year 4 students were invited along with teachers to a Japanese community function held at the Consul-General’s official residence. There, the school received a token of acknowledgement and appreciation for developing and maintaining the first Japanese Bilingual program in NSW public schools.

2013 saw further expansion of the Japanese bilingual Program into Year 4 and the appointment of an additional Japanese teacher (part-time). Our bilingual program continues to be generously supported by the Japan Foundation enabling the funding for extra teaching time and purchasing of resources. Earlier this year, the school was graced with the presence of Mr Keisuke Yoshio the councillor to the President of Japan Foundation and his associates who came to view the Japanese bilingual classes in action. This year, the Japanese team has been working towards the Japanese Literacy Continuum to support the future program. Extension classes for students who excelled were also established. A buddy system was established whereby advanced students went into Kindergarten classes and read Japanese books and played games.

**Japanese LOTE**

This year saw the continuation of students who are in the non-Bilingual program learning Japanese in weekly forty-minute lessons. Students were exposed to various aspects of Japanese culture and language. 2013 was the first year that the two Challenge classes (4/3C and 6/5C) undertook two Japanese LOTE lessons per week with added literacy.
Student Leadership

Student leadership continues to be 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. The Play Leaders program that began in 2012, providing 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, has continued to be a huge success. The program is now overseen by an Assistant Principal and led and supported by a group of teachers.

Progress on 2012 Targets

1. Implementation of the English NSW syllabus for the National Curriculum

Our achievements included:

- Teachers being given personal copies of English NSW Syllabus for the Australian Curriculum
- Teachers completing professional learning sessions for English, looking at both whole school and stage level
- Teachers completing training on grammar, the teaching of writing, supporting children in their requirement of grammar skills and Super Six Comprehension strategies.
- Grade/stage/whole school meetings about Program Builder to support programming for English Syllabus
- Purchase of resources to complement implementation of new syllabus in 2014.
- Teachers beginning to program using the National Curriculum in English.

2. To improve student outcomes in numeracy by continuing the working mathematically focus and differentiation of the curriculum

Our 2013 achievements include:

- Organising and providing a Maths Fun Day for all Years which included “hands on” activities, on-line interactive games, problem solving and board games for a variety of strands. Students were actively engaged whilst working mathematically.
- Introducing the K-6 Staff to the new NSW Syllabus for the Australian Curriculum with an emphasis on working mathematically. The training and development session was a practical, hands-on, sharing of resources.
- Creating mathematical programs using the outcomes of the NSW Syllabus for the Australian Curriculum.
- Continuing to use Mathletics to support student learning. Years 3 and 5 used the Mathletics Naplan numeracy and literacy resources to enhance student learning.
- Purchasing classroom resources to ensure the effective teaching of numeracy.
- Increasing the percentage of Year 5 students in the Naplan Bands 7 and 8.

School evaluation processes

Background

One of our schools 2013 priorities within the School Plan is, *All school policies to be reviewed and updated.*

Findings and conclusions

Policy reviews are underway by committees and other staff members, and are being overseen by executive staff. More recently, the *Learning and Support Policy and Procedures* document and the *Murray Farm Public School Inclusion Policy* have been reviewed and updated to include strategies and recommendations in line with the *Every Student, Every School* strategy. This will be presented to staff early in Term 1, 2014.

Future Directions

Policies will continue to be updated regularly and reviewed at appropriate times.

Program evaluations

Science

Background

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013, the school sought the opinions of parents, students and teachers about
Science, in the area of curriculum. On-line surveys were made available to a number of randomly selected parents/caregivers, 9 stage 2 and 3 classes and all teachers. Their responses are presented below.

Findings and conclusions
The results of the surveys were positive.
70 students, 28 teachers and 31 parents responded to the survey. 96% of students ‘agreed’ or ‘mostly agreed’ that they enjoyed Science at school while the 97% of teachers ‘agreed’ or ‘mostly agreed’ that they enjoyed teaching Science at school. 100% of parents believe their child/ren enjoy learning about Science. For the statement, I think understanding Science is important, all teachers and parents agreed while 97% of students ‘agreed’ or ‘mostly agreed’. Again, 100% of teachers and parents agreed that Learning about Science will help students in the future while only 7% of students disagreed. For the statement, I teach enough Science activities at school, 75% of teachers ‘agreed’ or ‘mostly agreed’.

Future Directions
The school staff will focus on teaching engaging, hands-on Science lessons to students to encourage them to ask questions and stimulate curiosity.

The school Science Committee will support staff as they trial Primary Connections units of work in 2014. The committee will prepare equipment and other resources for teachers so the implementation of this trial will strive to see children enjoy more practical, hands-on Science lessons.

School planning 2012—2014: progress in 2013
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
Curriculum

Outcomes from 2012–2014
1. The adoption of the new English curriculum being woven into class teaching and learning programs with a focus on developing creativity in student’s writing.

Strategies to Achieve These Targets
1. Continued staff developments on the integration of the new curriculum into teaching and learning programmes, especially with other KLA’s.
2. Implementation of knowledge gained during staff training. This knowledge to be explicitly documented in teaching and learning programmes.
3. This will be measured by the improvement in the quality of creative writing pieces produced by the children.

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
Leadership and Management

Outcomes from 2012–2014
All school policies to be reviewed and updated.

Strategies to achieve this outcome in 2014:
• All school policies to be updated over the next 3 years
• Policies will then be reviewed regularly on a 3 year cycle or as required

Our success will be measured by:

• Identified policies updated and placed on the shared drive for all staff to access by end of 2014
• Updated policies being presented to staff at grade/stage or weekly staff meetings

Professional learning

In 2013, staff participated in a range of professional learning opportunities addressing the needs of individuals, small groups and whole staff. Fortnightly afternoon staff meetings, five school 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, and a Gifted and Talented 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 boy’s literacy were also well attended. Teachers involved in the bilingual program attended network meetings for language teachers and a Professional Learning Conference for Teachers of Japanese. Murray Farm PS teachers attended a choir workshop, author talks, a visual art workshop and an inservice addressing the needs of the hearing impaired. A number of new scheme teachers undertook self-study courses such as Assessment in 21st Century Classrooms and Collaboration in the Digital Classroom. The whole staff was trained in the explicit teaching of comprehension and grammar skills, and curriculum differentiation. In technology, all teachers attended an inservice about Excel and the whole staff was updated in the use of the school website and school server. An introduction to the National Curriculum for Mathematics and English featured in a number of our staff meetings as well as training for using Program Builder. Other teaching staff attended the Australian Curriculum – Best Sharing Practice and shared this information with colleagues.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Data was collected through an online survey, Quality of School Life. All parents and teachers, and a random selection of students from Years 3 to 6, were given the opportunity to participate.

Findings and conclusions

Murray Farm Public School is seen as a welcoming school with friendly teachers by each of the three groups surveyed.

95% of the students ‘agreed’ or ‘strongly agreed’ that they felt successful at school and were treated fairly by their teachers. 93% of students and 96% of parents ‘agreed’ or ‘strongly agreed’ that what the children learn at Murray Farm PS is good preparation for their future.

100% of teachers surveyed enjoy coming to school each day and believe they provide their students with strategies to manage the work that is being done in the classroom.

The responses to all statements were consistently positive in all groups.

Future directions

As the new NSW syllabuses for the Australian Curriculum are implemented, teachers will continue to meet regularly as grades/stages and as a whole staff to discuss best teaching practices that engage students in their learning, providing them with the best education possible.
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.

Adrian Pearson  Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: