

Drummond Memorial Public School

Annual Report

2016



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Introduction

The Annual Report for 2016 is provided to the community of **Drummond Memorial Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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6772 3736

Message from the Principal

During 2016 Drummond MPS has continued to implement significant innovative programs to improve learning outcomes for all students.

Project involvement has continued to be a major focus for the school –Quality Teaching and Learning program were funded through the RAM. These projects have all focused on guiding and encouraging children to reach their full potential. The school's specific agenda is to improve student performance in Literacy and Numeracy.

We have utilised the funding available through the focus programs to improve pedagogy and lift student achievement.

The school is involved in many community based activities including the continued partnership with the Brighter Futures group and the Benevolent society to run a supported playgroup and parenting workshops and Back Track with the Barking Books program. Drummond MPS also participated in ANZAC services, eisteddfods and fundraising for selected charities.

Staff have worked very hard throughout the year to improve the community perception of the school and increase enrolments.

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.

Julianne Crompton

School background

School vision statement

At Drummond Memorial Public School, we are an inclusive community that inspires and celebrates learning through a commitment to excellence. With a culture of high expectations, we foster confident, creative and innovative individuals who are collaborative, engaged and life-long learners. We value our relationship with our school community and have meaningful, enthusiastic and supportive partnerships.

As an Early Action for Success (EaFS), an Instructional Leader and additional resources were allocated in 2012 to focus on Literacy and Numeracy outcomes for all students Kindergarten to Year 2.

School context

Drummond Memorial Public School serves a diverse community in West Armidale. Our student enrolment of 150 includes approximately 43% of students who identify as Aboriginal and 25% of students present with English as a second language (ESL) and there are 12 different nationalities in the school.

The school has 15 teachers who work in the school each day. These are a mix of full-time, temporary or itinerant teachers. In addition to this we have a full-time Aboriginal Education Officer and Aboriginal Education Resource teacher. There are seven mainstream classes with four additional support classes: an Early Intervention class, a Multi-Categorical class, a Suspension centre and a Tutorial centre which makes DMPS a vibrant and diverse community.

Our school benefits from the additional position of an Instructional Leader under the Early Action for Success (EaFS) program and this has led to a significant improvement in student outcomes in recent years.

The school receives a significant amount of funding for English language proficiency and socio-economic background which is used to provide EAL/D students with additional support as well as provide a range of additional programs including a fully funded transition program and EAL/D homework centre.

The school enjoys strong partnerships with the local Parents and Citizens Association (P&C), Aboriginal Education Consultative Committee (AECG), local community and other inter-agencies. We currently run a breakfast program that is supported by community groups four days per week.

The school has a mix of low socio-economic and cultural backgrounds. Parents are supportive of the school and there is

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The staff at DMPS used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of *Learning*, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The continued implementation of the You Can Do It program ensured the values of Getting Along, Confidence, Organisation, Persistence and Resilience were a key feature across all aspect of school life at Drummond Memorial Public School. The fundamental importance of wellbeing is providing an outstanding way to build a

culture of trust, respect and valuing each other.

Expectations of behaviour were explicitly taught to students and reinforced through the school newsletter and during all school activities. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. Settled, productive learning environments became commonplace in the latter half of 2015 across the school. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs were being identified early and their parents/carers were increasingly involved in planning and supporting learning directions. We have also developed strong partnerships with our Aboriginal community to successfully increase participation and contribution in learning at the school. Effective transition programs were in place for students starting Kindergarten as well as for our Year Six students transitioning to high school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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Strategic Direction 1

Leading Edge Professional Practice

Purpose

To develop, implement and build student learning through innovative practice, expert teaching, learning and leadership practices.

Overall summary of progress

During 2016 we have reinforced that high quality professional learning that builds on teachers' and school leaders' professional knowledge, skills and confidence is fundamental to achieving improvement in teaching and learning. We have continued to build teachers knowledge and understanding of the correspondence between the Syllabi and Continuums and used this knowledge focusing on learning intentions.

Early Action for Success has also played a major role in funding the Developing readiness to school through transition program that has run throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of teachers are using the Australian Professional Standards for Teachers to develop their own professional learning goals as evidenced in their Performance Development Plan (PDP).</p> <p>All teaching and learning programs reflect thorough understanding of current curriculum outcomes and teachers are effectively reporting on these.</p> <p>Increased number of teachers willing to participate in learning walks and the classroom observation strategy.</p> <p>Every student shows progress along the literacy and numeracy continuums.</p> <p>85% of K–2 students are achieving at expected EAfS benchmarks at the end of each year.</p>	<p>All staff completed their PDP using the Australian Professional Standards demonstrating their knowledge and professional practice.</p> <p>Teaching and learning programs reflected teachers thorough curriculum knowledge.</p> <p>Teachers tracked each K–6 student's progress against key aspects of the literacy and numeracy Continuums to monitor the impact of personalised instruction and the effectiveness of interventions,</p>	EaFs

Next Steps

- Explicit specific teaching of Comprehension and Punctuation for students to be able to develop an understanding of written language,
- Teachers continuing to provide feedback and to support student learning aligning with the Assessment for Learning PL provided lessons on the imbedding Comprehension and Punctuation focus into the units developed in 2013 and continue with the 2014 focus of the Writing aspect of the continuum to develop quality lessons that incorporate assessment into classroom practice,
- The Instructional Leader and Stage Team planning to incorporate learning goals and success criteria into each

lesson,

- Numeracy lessons with a continued focus on the EAS and Place Value aspects of the continuum to develop quality lessons that incorporate assessment into classroom practice using TEN in K–2,
- K–2 staff being trained in TEN which is an early numeracy initiative focused on supporting students who are experiencing difficulty in numeracy in the early years. The TEN initiative will be implemented within a school's existing numeracy program, as well as through incorporating short, focused, frequent numeracy strategies throughout the day.
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Strategic Direction 2

Confident, creative and innovative individuals who are collaborative, engaged and lifelong learners.

Purpose

To support all students to become confident, creative and innovative lifelong learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

Overall summary of progress

Through high quality teaching and learning all students were given the opportunity to be engaged and actively participate in learning through a wide variety of curricular and extra-curricular programs. Students were expected to have high expectations of themselves and be accountable for being active learners.

There were an increased number of opportunities for students to participate in a wide range of extra-curricular opportunities.

School leaders took personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practice. School leaders also placed a very high priority on the ongoing professional development of all staff and on the development of a school wide, self-reflective culture focused on improving classroom teaching through explicit and systematic instruction.

Staff used a consistent approach to behavior and had high expectations of the students, reinforcing values through the use of the You Can Do It program. Staff began to develop a culture where success is valued and a strong social conscience is meaningful. The Australian Professional Standards for Teachers were used effectively to build the Performance and Development process in line with the performance and Development Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% K–6 students achieving benchmarks in Mathematics and English with all students showing progress along the literacy and numeracy continuum.	Through tiered L3, Reading recovery and EAfS programs students progress has improved. All students showed progress along the continuums.	EAfS Reading Recovery Literacy/Numeracy
80% of transition students enter kindergarten on a minimum level 1 on the literacy and numeracy Best Start continuum.	Implementation of Early Years Framework and language programs in the Transition class enabled many students to commence school more prepared.	Low SES
A 50% reduction in long suspensions during the school year.	Implementation of PBL as well as wellbeing programs to assist with student behaviour. Students responded positively to the Mind fullness program.	nil
Proportion of students in Years 3 and 5 in top NAPLAN bands increased by 8% by 2019. Proportion of Aboriginal students in top 2 NAPLAN bands for Reading and Numeracy by 30% by 2019.	Tiered interventions such as L3 Reading recovery, TEN were provided for students at risk. With the students in the early years requiring extra learning, their needs were addressed by utilising the EAfS program.	EAfS
There are an increased number of opportunities for students to participate in a wide range of extra-curricular opportunities.	Extra programs were introduced for the students – Barking Books, music, athletics and a variety of programs were offered in the library at break times	LOW SES

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of school staff and community members place the school at outstanding using the national school improvement tool on domains 3, 4, 6, 7 and 8.	Parents were provided with the opportunity to provide the staff and school feedback.	nil
The school has a scope and sequence for each KLA that reflects the general capability requirements specific to each subject area.	Staff worked with curriculum teacher and Instructional Leader to plan, design and write scope and sequence documents for most KLA's reflecting the capability requirements.	Literacy and Numeracy Low SES
Total numbers of school absences are reduced.	SLSO was employed to implement the PIP program. Each day she would contact parents inquiring about absent students. Parents were informed about importance of education and with the HLSO officer plans were implemented to assist any parents.	Low SES Aboriginal RAM

Next Steps

- Close monitoring of students K–6 in their achievement of expected benchmarks in Mathematics and English with all students showing progress along the literacy and numeracy continuum,
- Continued implementation of the Transition to School program for future Kindergarten students to ensure that at least 80% of transition students are entering Kindergarten on a minimum Level One on the literacy and numeracy Best Start continuum
- Continued implementation of the 2016 School Wellbeing Policy with an aim to reduce long suspensions in 2017 by 50%.

Strategic Direction 3

A high performing school with an inclusive community in a positive partnership

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

To build a high performing school with an inclusive community that reflects the outstanding and excellent standards as articulated in the National School Improvement tool and the DoE School Excellence Framework.

Overall summary of progress

Through the development of supportive school policies and practices staff were proactive in communicating with parents and carers on student achievements in relation to learning goals as well as demonstrating care and concern for Student Wellbeing. Parents also felt more confident to contribute to the school community both formally through P&C meetings and informally through discussions with other parents and staff of the school.

Stronger home school partnerships were developed by the Aboriginal Education Officer and the Principal and the Aboriginal community with parents feeling listened to when they came to speak with the school executive about issues of concern.

The EAL/D teacher also continued to build strong partnerships with our families that have English as a second language and their connections within the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
40% increase in the number of notes returned to the school that require parent information	Events were published in the school newsletter, front notice board and on the School bag app. Students were reminded about notes.	nil
Parent feedback surveys are distributed twice annually and this is analysed and used in school decision making.	Parents were given the opportunity to provide the school with feedback by using surveys both on paper and on line.	nil
An increased number of parents attending school functions and increased teacher participation in P&C events.	Many parents, families and friends attend the gathering each fortnight, discos and BBQ's and Presentation day at the end of the year were well attended. NAIDOC week, Harmony day and Multicultural Day were also well attended. Special programs like Little Sista and Bro speak had a few parents in attendance	Aboriginal RAM
Increased opportunities for parents to participate in workshops, parent teacher communication meetings about the learning progress of their child.	Parent interviews were held twice during the year providing parents with the opportunity to discuss their child's progress. Teachers also use email and phone calls to communicate with parents who are unable to come into school. Translators are available to assist as well.	nil
90% of school staff and community members place the school at outstanding using	Surveys addressing the domains 1, 2 and 9 were given to parents and students.	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
thenational school improvement tool on domains 1,2 and 9.	Surveys addressing the domains 1,2 and 9 were given to parents and students.	

Next Steps

- Parent feedback surveys to be distributed twice annually and use this analysis in school decision making. School to use the "Tell them ..." surveys and evaluations at end of workshops to provide on going feedback.
- To increase the number of parents attending teacher participation in the P&C and on the PBL team
- Increased opportunities for parents to participate in workshops, parent/teacher meetings and two way communication about the learning progress of their child and how to best support them.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students were to select and take books home, but we were not successful in being selected for this program</p> <p>Transition class was formed and a SLSO was employed to assist with the class each week.</p>	<p>nil</p> <p>LOW SES</p> <p>7345.79 semester</p>
English language proficiency	<p>A teacher was employed to assist the EAL/D students in the classrooms and also with individual lessons.</p>	<p>17,735.54 semester</p>
Low level adjustment for disability	<p>SLSO's were employed to assist in the classroom with students with low level disabilities, implementing support and special programs</p>	<p>12,307.50 semester</p>
Socio-economic background	<p>SAO employed an extra day to assist in the office.</p> <p>SLSO's in classes and the office</p> <p>Transition class teacher, resources and SLSO resources for across the school</p> <p>technology – small screen for literacy and numeracy</p> <p>teachers were released in stage groups to work with beginning teachers and Instructional leaders</p> <p>extra professional learning opportunities</p> <p>Smaller classes – extra teacher time</p>	<p>59,641.10 semester</p>
Support for beginning teachers	<p>Beginning teachers were released to work with their mentor the Instructional leader and curriculum teacher.</p> <p>Professional learning</p>	<p>Beginning teacher allowance per teacher</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	82	85	85	73
Girls	53	58	50	49

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.4	94.5	90.3	87.3
1	89.7	93.5	90.4	90.6
2	90.2	91.7	89.7	89.5
3	88.5	92	85.2	91.8
4	87.9	92.1	87.9	91.8
5	91	94	87.7	93.7
6	89.3	85.1	88.9	84
All Years	90.1	92	88.7	89.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

At Drummond memorial Public School we worked along side the HSLO and ASLO officers to ensure we supported families in ensuring their children came to school each and every day.

One student received a mandatory court order to attend school and two families worked through an attendance plan with support from school.

Students who can not afford it are provided with a uniform so they feel a sense of belonging and this has assisted with ensuring one particular family attends school.

We had a few students on long suspensions due to

their violent behaviours which escalated the data this year.

We offer rewards to students at the end of each term who have had 85% or above attendance. There is one major prize for students with 100% going into a draw and the remainder of students have the opportunity to select a prize from the Grab box.

At each Gathering there is a "Lucky Draw " box where students place their names in and a staff member draws four names. Students drawn must be at school to select their prize.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	7.72
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	5.59
Other Positions	2.16

*Full Time Equivalent

At Drummond Memorial Public School we have an Aboriginal teacher who was appointed to our school part way through this year as above establishment and she will be one of our class teachers in 2017.

The substantive Aboriginal Education Officer continued working as the Aboriginal Home School Liaison Office for the New England area and will be returning to Drummond in her substantive position next year. Mr Clifford Cutmore was the relieving AEO this year.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The Relieving Instructional Leader completed training with the K–2 teachers.

The Stage 1 and 2 teachers commenced the L3 training and the Early Stage 1 completed the OPL for L3.

The SASS completed financial auditing training and Adobe InDesign and Oasis Introductory to finance.

The first year teachers worked with their mentors and had time with the IL to build their capacity in programing and valuation.

The curriculum coordinator conducted several afternoon sessions with the whole staff introducing the new Geography syllabus..

The principal and LAST attend several session on student welfare, suspension policies and worked with the Director on implementing the new reform documents into the school.

All staff completed the mandatory training at the end of the year.

Several staff attended training on behaviour management strategies with Sue Larkey .

The whole school began the implementation of PBL.

All teachers completed fortnightly Professional learning staff meeting where many whole school programs were discussed.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	348 017.35
Global funds	178 088.50
Tied funds	433 285.19
School & community sources	18 256.82
Interest	7 786.76
Trust receipts	6 008.03
Canteen	0.00
Total income	991 442.65
Expenditure	
Teaching & learning	
Key learning areas	6 744.47
Excursions	4 214.80
Extracurricular dissections	9 935.06
Library	1 981.81
Training & development	5 020.97
Tied funds	435 257.51
Short term relief	53 646.35
Administration & office	41 453.26
School-operated canteen	0.00
Utilities	37 370.38
Maintenance	30 837.11
Trust accounts	7 873.72
Capital programs	25 661.37
Total expenditure	659 996.81
Balance carried forward	331 445.84

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

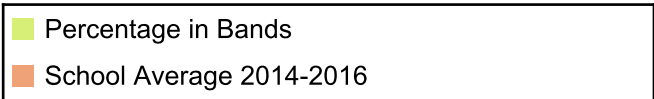
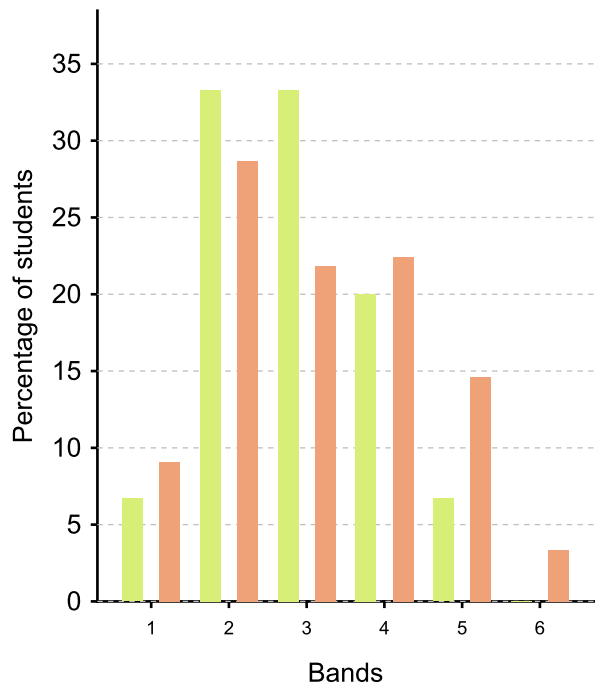
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Reading 25% of students achieved in the top three achievements bands and 30% of students were placed in the bottom band; in Writing 30% of students achieved in the top three achievements bands and 5%

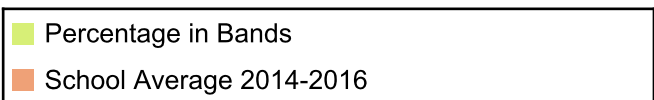
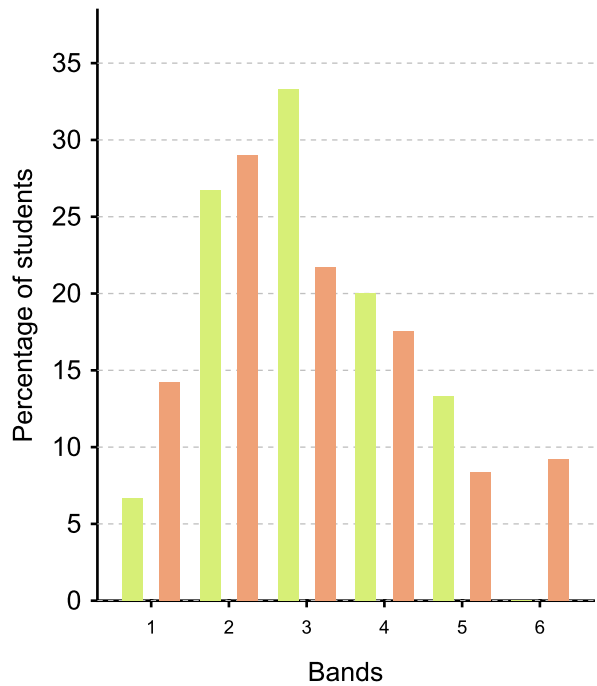
of students were placed in the bottom band; in Spelling 25% of students achieved in the top three achievements bands and 25% of students were placed in the bottom band; in Grammar and Punctuation 50% of students achieved in the top three achievements bands and 15% of students were placed in the bottom band.

In Reading 19% of students achieved in the top three achievements bands and 25% of students were placed in the bottom band; in Writing 34% of students achieved in the top three achievements bands and 40% of students were placed in the bottom band; in Spelling 32% of students achieved in the top three achievements bands and 12% of students were placed in the bottom band; in Grammar and Punctuation 28% of students achieved in the top three achievements bands and 19% of students were placed in the bottom band.

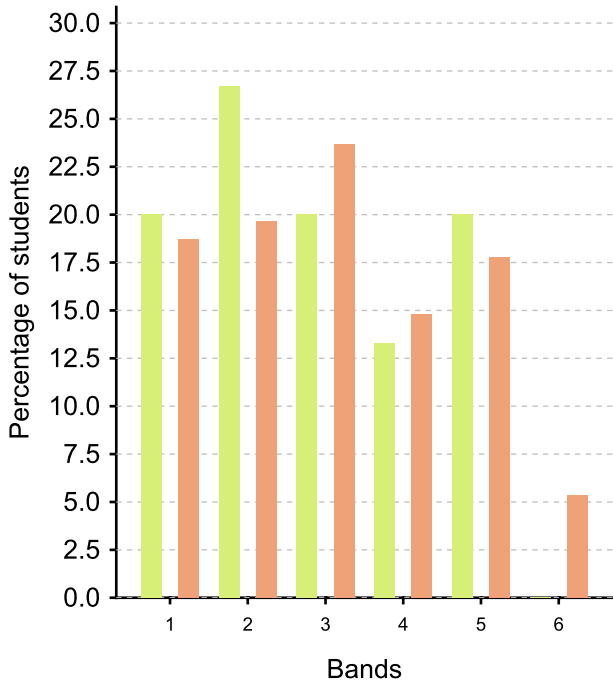
Percentage in bands:
Year 3 Grammar & Punctuation



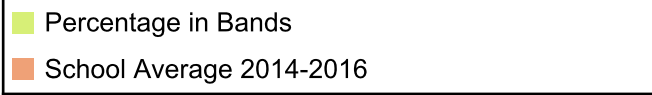
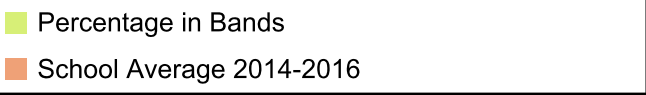
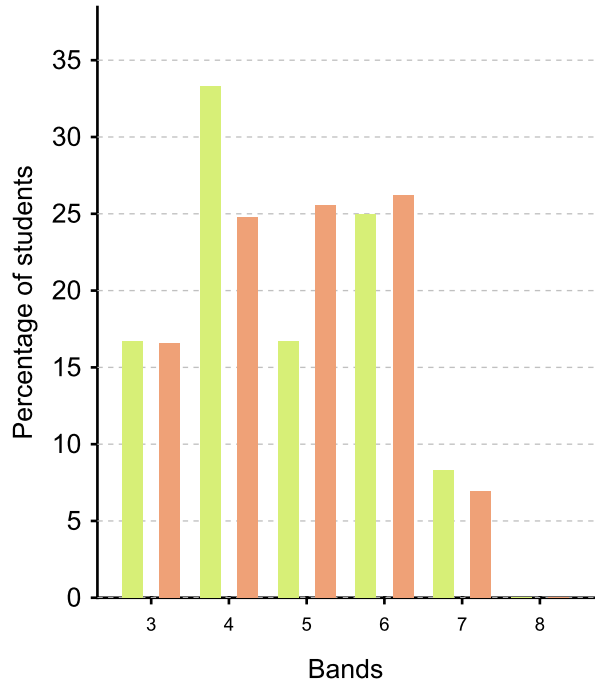
Percentage in bands:
Year 3 Reading



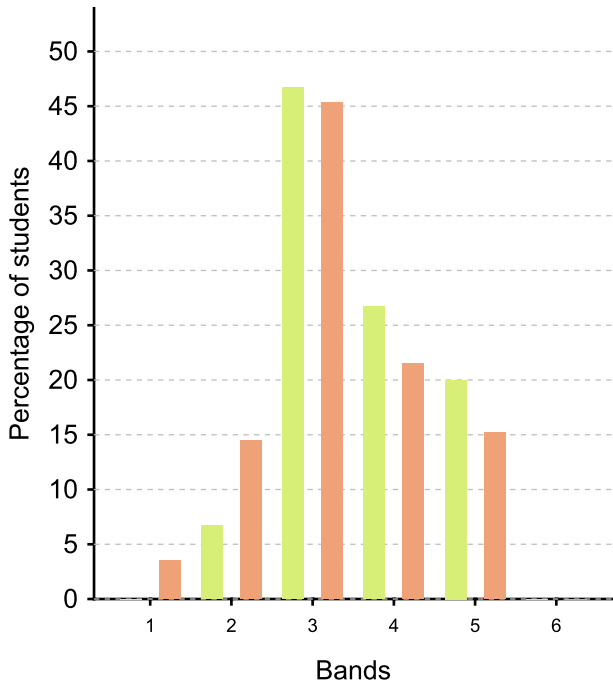
Percentage in bands:
Year 3 Spelling



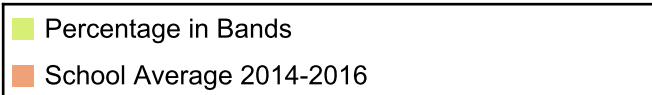
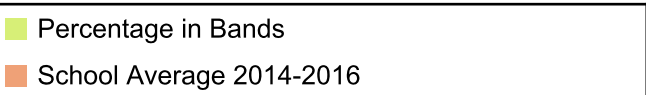
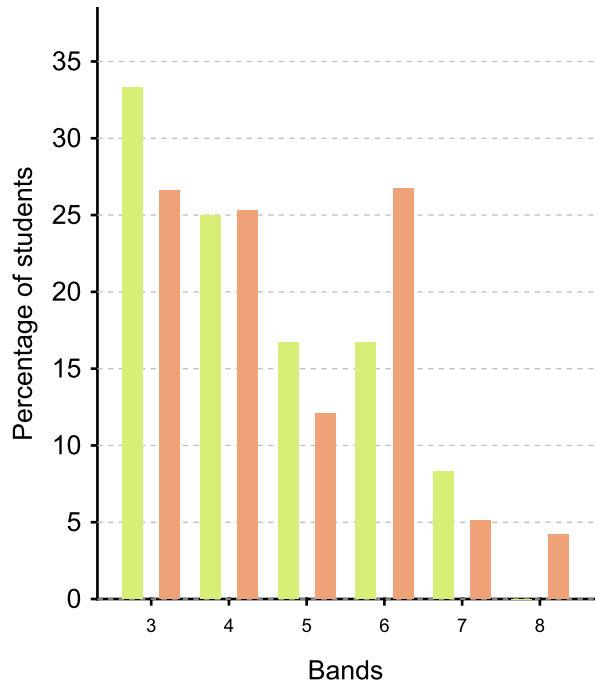
Percentage in bands:
Year 5 Grammar & Punctuation



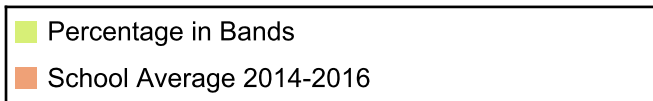
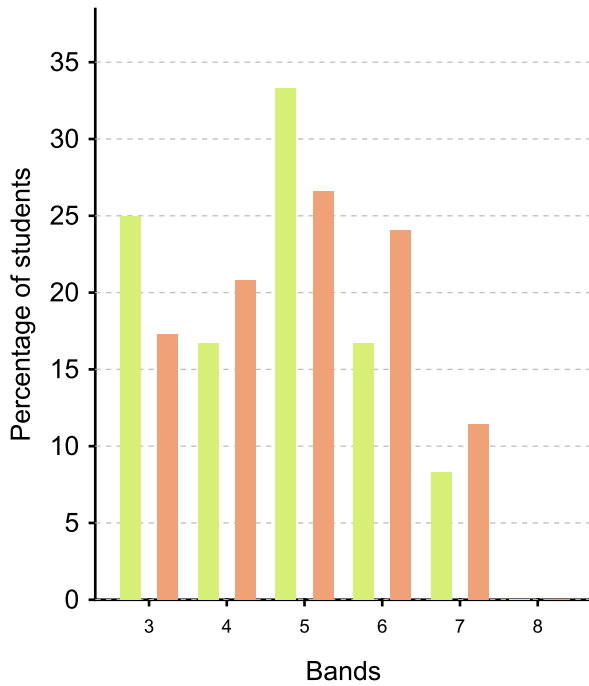
Percentage in bands:
Year 3 Writing



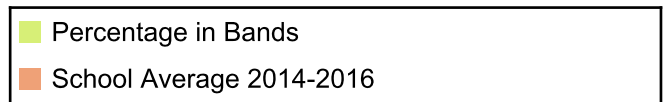
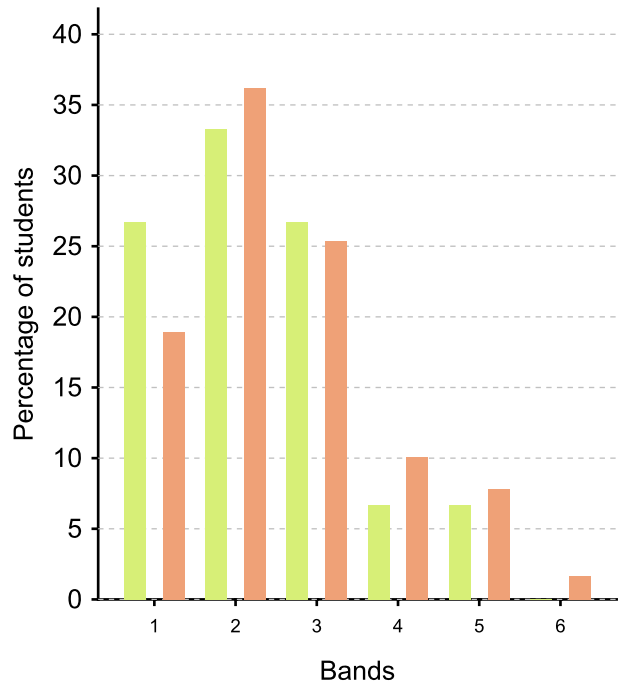
Percentage in bands:
Year 5 Reading



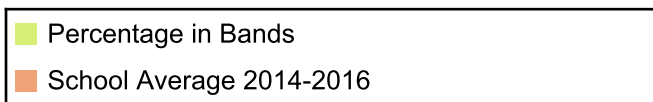
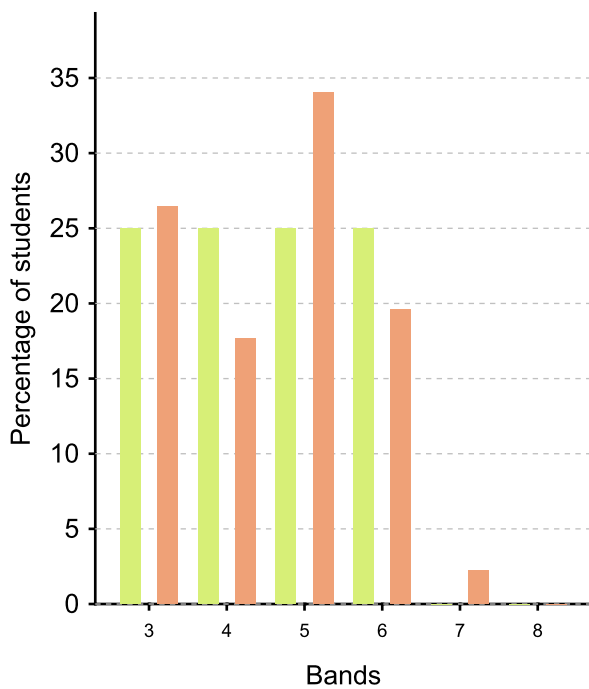
Percentage in bands:
Year 5 Spelling



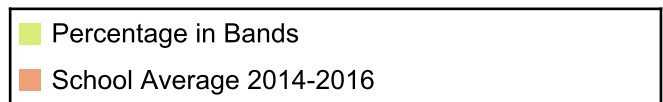
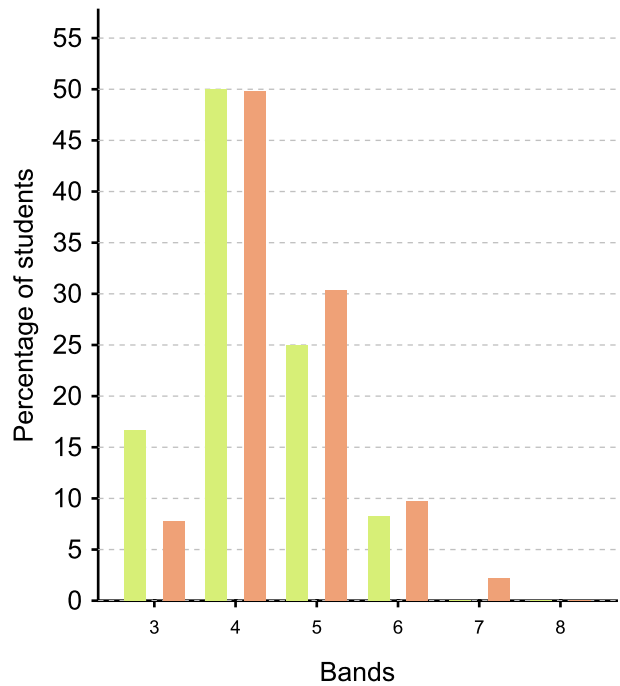
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In Year 3 Numeracy 10% of students achieved in the topthree achievements bands and 30% of students were placed in the bottom band.

In Year 5 Numeracy 20% of students achieved in the top three achievements bands and 7% of students were placed in the bottom band.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

Extra support was provided to the Aboriginal students through the Instructional Leader program. Two Interventionists were employed to work with students on an individual basis, so that they may improve their results through targeted help in aspects of the continuum that the students were "off the boil" in. Throughout the year, the interventionists worked with 25 students in total, 11 students were given assistance with Numeracy and 14 students were assisted with Writing and Reading. The interventionists were pleased with the progress and gains made by the students as stated in their end of year review "*Working with 7 students in literacy and 5 students in numeracy, all have shown excellent progress along the literacy and numeracy continuum. With a combination of in classroom support and personalised instruction as directed by the classroom teacher, we have worked on building strategies for success in both curriculum areas*".

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents/carers, students and teachers about the school. Parents, students and staff were given the opportunity to provide feedback to the school. Surveys were sent home, survey monkey – on line, conversations with parents and family members at school events and Tell them From Me were just a few of the strategies used to obtain feedback. Their responses are presented below.

- The majority of parents/carers, students and staff see the *You Can Do It* values of Persistence, Resilience, Getting Along with Others and Organisation as the key areas that they would like their children/students to experience and develop whilst at Drummond Memorial Public School. Parents are looking forward to seeing the introduction of PBL in 2017.
- All parties support the continuous acknowledgement of achievement, behaviour expectations and extra-curricular involvement.
- Parents and carers would like staff to continue to focus on academic support and behavior expectations where needed.

Policy requirements

Aboriginal education

Aboriginal Education

At Drummond we are committed to providing a curriculum that focuses on and supports Aboriginal Education. The school recognises that gaps exist for Aboriginal students in NSW DET schools in terms of engagement; behaviour; attendance; retention and

transition to high school and the work force and therefore has implemented programs to address these issues.

Activities that have been part of the Aboriginal Education program in 2016 have included:

NAIDOC Week activities including; the community Barbecue, visits from local Indigenous Elders and a performance by Indigenous performer.

The development and creation of the Aboriginal garden for the students and families to use.

Bro Speak was introduced in 2015. This was implemented by the Aboriginal Education Officer and one of the male classroom teachers. Guest speakers from the local Aboriginal community were invited to participate each week of the program over a ten week period. This program was run for all Aboriginal male students in Stage Three. In 2015 a focus of the program was developing leadership, teamwork, anti-bullying and resilience as well as aiming to assist in educating all students about Aboriginal culture and history. Elders, families & Indigenous community members were invited to be a major part of that process.

This year also saw the continuation of the *Lil' Sista Speak*. This project is specifically designed for and targets Indigenous girls in Stage Three to gain valuable knowledge around their educational needs, career aspirations, personal needs and qualities.

The program ran in partnership with the local community. The students from Drummond Memorial Public School participated in a variety of activities including an excursion to the local hospital and the Police Station and Court House, along with guest speakers from the Department of Education and a local Indigenous dancer and artist. The program has been an outstanding success with all girls participating gaining more self-confidence to help find their path in life.

Visits and workshops run by Medicare Local on the importance of living a healthy and active lifestyle were presented to Stage Three students as part of the PDHPE program and mentors for several senior boys.

A bush tucker garden was established through an installation of cultural artwork, which was a

collaboration which occurred in 2014 between the school and the New England Regional Art Museum.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

At Drummond Memorial Public School we continue to enjoy the benefits associated with our growing multi-cultural student population. Our twenty six English as Second Language (ESL) students come from twelve different countries and enrich the lives of us

Identified students are provided with support from ESL teacher, Fay Paris, to develop their literacy and numeracy skills so that they are able to participate in school life and achieve equitable outcomes to the other students. Students are either withdrawn from class in small groups or helped directly in class to use English effectively in their school work.

Harmony is promoted through the school policies and practices to counter racism, to promote tolerance and develop understanding of cultural, linguistic and religious differences. Teaching practices are inclusive. The school community promotes and enjoys an open and tolerant attitude to difference. The school has several trained Anti-Racism Officers to help promote understanding and unity in the school.

Our multicultural nature at Drummond Memorial PS is observed with:

- Celebration of NAIDOC week
- A combined celebration of Harmony Day and Multicultural Day at school with ten workshops from which the children could choose two. Workshops included African Drumming, Japanese sushi making, Iraqi Roll and Baklava making, Henna tattoos for the girls and Saudi cultural activities for the boys, Spanish hopscotch, Vietnamese strategy games and Chinese shuttlecock.
- Muslim Scripture commenced in Term One, run by wonderful volunteering mother, Sura Alani. and she will continue with these in 2017.
- Arabic lessons commenced in Term Four, also run by Sura Alani. Children from Drummond and other schools come together on a Sunday afternoon and work at either a beginner or intermediate level mastering their native tongue which will assist in their transition back to their country of origin for those who are returning.
- In Term Two the special Transition program for students enrolling in Drummond

in 2017 commenced. Within a few weeks six ESL students were attending each Thursday to be immersed in language activities with the goal of having improved English so they can fully engage in the Kindergarten program next year.

- Adult English classes were offered for parents of current Drummond students during Term 3. The program was coordinated by ESL teacher, Fay Paris, and implemented by volunteers from the Tuesday and Wednesday ESL Homework Centres (see below). Six adults took up the opportunity for these lessons.
- Multiculturalism is thriving and is well catered for at Drummond Memorial Public School.

Other school programs

Early Action for Success

In Term One 2016 the Drummond Memorial Public School Instructional Leader took up a relieving Principal's position in a local small school and a relieving Instructional Leader was put in her place. Following some professional learning in Tamworth it was decided to focus the IL support on the three state targets, Reading Comprehension, Writing and in Numeracy, Place Value.

The Instructional Leader began observations in classrooms and discussions with teachers, gathering baseline data and preparing for Tier One interventions, working in classes to support the quality teaching and best practice delivery of Literacy and Numeracy lessons. Time was allocated for the classroom teachers to meet with the Instructional Leader once a week, where data driven conversations, examination of current research and teacher reflection took place. The focus of these meetings was always determined by the regular assessment of students to determine the needs of the students in their classroom and then the explicit planning, teaching and review of the programs, personalised learning and student progress. Some of the topics covered through the professional learning sessions included revisiting the English syllabus in terms of Reading and Writing outcomes, Guided Reading, Guided Writing, classroom organisation including 'Daily Five', four forms of Spelling and systems for student self-evaluation of their work. Teachers were provided with Learning Journals to keep the articles and reflections that they had through the process. These journals have been used as evidence for the teacher's Personal Development Plans and accreditation.

Two Interventionists were employed to work with students on an individual basis, so that they may improve their results through targeted help in aspects of the continuum that the students were "off the boil" in. Throughout the year, the interventionists worked with 25 students in total, 11 students were given assistance with Numeracy and 14 students were assisted with Writing and Reading. The interventionists were pleased with the progress and gains made by the students as stated in their end of year review *"Working with 7 students in literacy and 5 students in numeracy, all have shown excellent progress along the literacy and numeracy continuum. With a combination of in classroom support and personalised instruction as directed by the classroom teacher, we have worked on building strategies for success in both curriculum areas"*.

The collection of Data by the Instructional Leader has shown the results for Drummond Memorial this year, have been successful. The expected target of 80% of students on track in their progress through the Literacy and Numeracy Continuums, have been met by the majority of K-2 students.

73% of Kinder students, 75% of Year One Students and 84% of Year two students had reached the

expected Reading levels by the end of Term 4. Writing remains a target for 2017 with 58% of Kinder students, 72% of Year One and 61% of Year Two students meeting the expected Writing levels.

As the school focus was writing for 2016, the Innovation Grant was used to establish a Writer's Festival. The theme of the first writer's festival was "Letters From The Heart". Each student was asked to choose a special person in their life and write a letter to them to explain why they meant so much to them. This gave the students an authentic task with a real life context and audience to read the letters. "Letters from the Heart" Writers Festival was held for all students Kinder to Year 6. The student's letters were displayed in the school hall and the community were invited to help celebrate the student's writing success with a morning tea.

The writer's festival was so successful that a second one was held later in the year in Semester Two.

The second writer's festival was set to coincide with the school's Book Week Celebrations around the theme

Australian Stories. Each student wrote under the title "I have a story A story to tell."

Once again the students' writing was placed around the hall and the community invited to a morning tea to celebrate. This event was highly supported by the parents who thoroughly enjoyed reading the stories and were impressed at the level and quality of the student's writing.

Karayuna Learning Centre (Suspension Centre)

The Karayuna Learning Centre (Suspension Centre) was established in 2007 and has completed its tenth year of operation in the grounds of Drummond Memorial Public School. It is one of 22 Department of Education, Public School Centres in NSW that offers positions to students currently on suspension from their home school. The Centre predominantly caters for high school students though does take in students from years 5 and 6 when necessary from around the Armidale area including Walcha, Uralla and Guyra. During 2016 the Centre catered for over 140 students from Year Five up to Year Ten.

The students were engaged in various programs either directly at the centre or back at their home schools. At present the centre caters for students on suspension and students who are "at risk" of being suspended, an alternate program to their home school and an opportunity to re-focus on themselves and their education. Staff from the centre were also involved in mentoring students at both Armidale and Duval High Schools.

All students worked effectively on individual programs designed to accommodate for each particular student's academic, social and behavioural needs.

During 2016 the Karayuna Learning Centre continued to expand its services. This included a joint program between the centre and Pathfinders- Tilbuster Station.

and the Splinter Group. These partnerships aim to teach students the importance of agriculture and farming, provide them with work skills, as well as essential life skills to develop their sense of independence and self-esteem.

During the latter part of the year we have built a strong partnership with Beyond Empathy and this has provided the opportunity for students at the centre to participate in drumming, hip hop dancing, and in collaboration with a hip hop Artist the writing and producing of songs about their life's and community.

Early Intervention

The Early Intervention program operates five days per week with sessions running from 9.30 until 12 pm.

In 2016 the Early Intervention program had a total enrolment of eighteen students with most students attending two sessions per week and three students on outreach caseload. Many students will transition to Kindergarten in 2017.

The Armidale Learning Centre

The Armidale Teaching and Learning Centre provides the opportunity for students, who have been disengaged from school, to learn new skills in an intensive, highly structured environment, while maintaining contact with their home school.

The students are provided with access to a range of programs designed to enhance the individual educational experience. Whilst at the centre the students have access to a range of literacy and numeracy programs based on their individual learning plans. The students are taught strategies to manage their behaviour to become successful learners and reengaged members of their school community through programs such as You Can Do It. Towards the end of the student's placement they begin a highly structured transition back into their home school or other educational institution. This transition is jointly designed by all stakeholders in order to best suit the needs of the individual students. Throughout the whole process students are provided with a range of support in order to make their transition as successful as possible.

In 2016 the students have had the opportunity to participate in a range of engaging activities.

The students have enjoyed redesigning the layout and design of the Armidale Teaching and Learning centre logo.

Reading Recovery

Drummond's Reading Recovery Program was allocated four half hour sessions for both Semester One and Semester Two. Most of the students taken on the program have made excellent progress. Of the four students taken on in Semester One, all students reached the Reading Recovery Level for a Year 1

student and been successfully discontinued from the program. All of the students need to be congratulated for their hard work, consistent effort and excellent attendance that have combined to make this program a success. We need to continue with this worthwhile program in 2017.

L3

This year Drummond Memorial Public School has implemented for the fifth year Language, Learning and Literacy (L3) into the Kindergarten, and stage one classrooms. L3 is a classroom-based, early intervention program for students in their first year of school.

The L3 program embraces a teaching style, which is supportive and interactive and is directed towards identifying student's strengths and teaching to them.

Initially literacy instruction is conducted in small groups of students with similar processing and strategic behaviours. Small group teaching enables the teacher to see and hear students' responses to instruction right from the start. As a result, strengths can be identified and supported. Difficulties can be attended to early and quickly. Small group teaching ensures that the teacher can pitch the teaching and the learning to the students' current competencies and processes. The teacher is able to orchestrate highly successfully experiences for each student, day after day.

L3 address the following aspects of reading and writing process that support the comprehension of texts:

- phonological awareness
- visual perception of letters
- word recognition
- word analysis
- structural analysis
- phrasing in fluent reading

Best Start

The Best Start Kindergarten Assessment has been implemented at Drummond Memorial again in 2016. The purpose of this Government initiative of early assessment is to provide information for Kindergarten teachers in areas of Literacy and Numeracy skills of each individual student.

Literacy Assessments include Reading Texts, Comprehension, Phonics, Phonemic Awareness, Concepts about Print, Comprehension, Aspects of Speaking, Aspects of Writing and Vocabulary Knowledge. In Numeracy, children are assessed according to their knowledge of counting sequences, numeral identification, number word sequences, counting as a problem solving process and patterns.