

Drummond Memorial Public School Annual Report



2017



1058

Introduction

The Annual Report for **2017** 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.

Julianne Crompton

Principal

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Message from the Principal

During 2017 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

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 through the introduction of the Positive Behaviour for Learning and explicit lessons to support this.

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 2017 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Continuity and progression across all Stage K–6 have been reviewed and revised through a whole school approach scope and sequences to all Key Learning Areas.

All students K–6 are tracked and data extracted through PLAN and Sentral including IEP's, Welfare and Learning Support referrals and DoE reporting policy.

Teaching and learning programs have been revised to include focus areas such as Seven Steps to Writing Success, STEM and Creative and Critical Thinking units of work based on all syllabi and will reflect the professional learning the school is engaged in. Staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teaching and learning programs reflect thorough understanding of current curriculum outcomes and teachers are effectively reporting on these.</p> <p>All teachers are effectively reporting on student outcomes using PLAN, L3, TEN and the continuums, showing progress along the literacy and numeracy continuums.</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>Increased number of students in Year 3 and 5 in top NAPLAN bands increased by 8% by 2019.</p> <p>Proportion of Aboriginal students in top 2 bands for Reading and Numeracy by 30% by 2019.</p>	10,000	<p>All teachers K–6 are effectively using PLAN and continuums to report student progress every 5 weeks for K–2 and every 10 weeks 3–6.</p> <p>Initial training in Learning Progressions has begun.</p> <p>69% K–2 students are achieving at expected EAfS benchmarks</p>

Next Steps

Ongoing professional learning for classroom teachers in effective assessment processes and data analysis in the Learning Progressions to develop professional capacity to identify areas of student need and explicit teaching in English and Mathematics. Class teachers are provided with professional development in the area of the Learning Progressions,

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 the use of a whole school approach to the implementation of Literacy and Numeracy, results have shown excellent growth across K–3 with most students achieving expected benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% K–6 students achieving benchmarks in Mathematics and English with all students showing progress along the literacy and numeracy continuum.	Instructional leader 1..7	All students have demonstrated growth in English and Mathematics showing progress along the stages of Literacy and Numeracy continuums.
80% of transition students enter kindergarten on a minimum level 1 on the literacy and numeracy Best Start continuum.	Transition teacher 30,411 teachers aide 11,000	90% of students in Kindergarten are above EAFS Kindergarten benchmarks.
A 50% reduction in long suspensions during the school year.	5,000	Rewards purchased to encourage and reward student progress resources and for Low SES students
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.	AEO IL SLSO .6	Increased proportion of students in the top 3 bands in NAPLAN in years 3 and 5.
There are an increased number of opportunities for students to participate in a wide range of extra-curricular opportunities.	5,000	Leadership – Grip Workshop G & T camp Stewart House PBL Barking Books
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.		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has a scope and sequence for each KLA that reflects the general capability requirements specific to each subject area.	10,000	All KLA scope and sequences have been reviewed and revised to include 2018 school plan focus. A new assessment schedule and tasks have been developed for English.
Total numbers of school absences are reduced.	AEO 5,000	PIP each morning

Next Steps

A new assessment schedule and tasks to be developed for Mathematics.

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 excelling standards as articulated in the National School Improvement tool and the DoE School Excellence Framework.

Overall summary of progress

The whole school community has progressed through tier one of the PBL program. Extra programs which ensured student engagement: Barking Books, Gym, Breakfast Club and transition class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% increase in the number of notes returned to the school that require parent information	1,000	Resources, photocopying extra notes etc, phone calls to parents
Parent feedback surveys are distributed twice annually and this is analysed and used in school decision making.	250	paper surveys sent and phone calls to parents to gain responses to surveys.
An increased number of parents attending school functions and increased teacher participation in P&C events.	1,500	catering, Presentation day, Grand parents, leaders functions, Big Breakfasts, breakfast club, graduations, YCDI presentation
Increased opportunities for parents to participate in workshops, parent teacher communication meetings about the learning progress of their child.		one offered – no parents
90% of school staff and community members place the school at outstanding using the national school improvement tool on domains 1, 2 and 9.	1,500	catering, Presentation day, Grand parents, leaders functions, Big Breakfasts, breakfast club, graduations, YCDI presentation

Next Steps

Continue with Leadership opportunities for students,

Transition class 2018 – two terms teacher and aide.

Stewart House

G & T camps

PBL

Catering for school functions

Presentation Day rewards and prizes

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO full time \$65,509 Flexible Funding \$46,128	<p>Full time AEO to work across whole school and with our local community</p> <p>The Transition class teacher and an SLSO for one day per week term 2 and 3 and two days per week term 4.</p> <p>A Year 7 starter pack given to all year 6 students to assist with starting High school in 2018</p> <p>NAIDOC celebrations resources and catering for whole school</p> <p>SLSO .2 for terms 1,2,3</p> <p>Assistance to parents with uniforms</p> <p>All Kindergarten students are provided with a back pack, sports shirt and hat on enrolment at Drummond</p>
English language proficiency	\$14,543	<p>A teacher was employed to assist the EAL/D students in the classrooms and also with individual lessons.</p> <p>A class trialled on line interactive Chinese lessons from Beijing with Chinese teacher.</p>
Low level adjustment for disability	\$73,344	<p>LaSt teacher employed 2.5 days per week to work with students individually and small groups for learning and wellbeing.</p> <p>SLSO employed to work in classrooms to support student learning.</p>
Socio-economic background	\$10,157 \$183,291	<p>This funding was used to employ .2 of a class teacher for the entire year.</p> <p>SAO extra 2 days per week in the office.</p> <p>SLSO for classroom</p> <p>School ITC equipment– Ipads, Laptops and safe storage charging stations</p> <p>.1 EAfS teacher</p> <p>.4 SLSO to support EAfS terms 1 and 2</p> <p>.4 teachers employed term4 to release teachers to engage in Professional Learning with the IL</p> <p>PBL resources</p> <p>Casual teacher employed to support PDP process to allow exec. to visit classroom and time to provide feedback to teachers</p> <p>Teaching supplies for all classes</p> <p>Resources for Maths, science days .</p> <p>Buses for excursions including Creative Arts</p>

Socio-economic background	\$10,157 \$183,291	festival to ensure all students are able to participate.
Support for beginning teachers	\$17,513	<p>Beginning teachers where provided with extra release time to work with II and mentors.</p> <p>Time to complete Accreditation</p> <p>Time to attend professional learning workshops and conferences to build teaching knowledge and capacity,</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	85	85	73	68
Girls	58	50	49	49

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	90.3	87.3	92.3
1	93.5	90.4	90.6	90.2
2	91.7	89.7	89.5	91.9
3	92	85.2	91.8	88.8
4	92.1	87.9	91.8	89.5
5	94	87.7	93.7	90.4
6	85.1	88.9	84	88.5
All Years	92	88.7	89.4	90.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 family received a mandatory court order to attend school and one family is being monitored by class teacher after working 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 students feel welcome and attend school.

We had a few students on long suspensions due to their violent behaviours which escalated the data this year.

The AEO and the class teachers phone parents using the PIP program to offer support and enquire reasons why students are not at school.

Each class teacher monitors students attendance and sends letters 1 and 2 as required to parents. Concerns of student attendance is discussed at Learning Support meetings each fortnight where strategies are discussed then decide on who will implement.

Referrals to HSLO when required for poor attendance or Missing students. One missing student who failed to enrol for two terms was located but his attendance is still registered on our data.

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 three names each fortnight. Students drawn must be at school to select their prize.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	7.03
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.59
Other Positions	1.8

*Full Time Equivalent

At Drummond Memorial Public School we have an Aboriginal teacher who was appointed to our school part way through last year as above establishment and is now on class 2017.

The substantive Aboriginal Education Officer returned to her substantive position and is training to be a teacher so a relieving AEO is employed during her study and Practicum leave.

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	0

Professional learning and teacher accreditation

The Instructional Leader completed training with the K–3 teachers.

The Instructional Leader attended Network meetings and training sessions each term.

The IL, Principal and stage 3 curriculum teacher attended the EAfS training/introduction of the new Progressions for Literacy and Numeracy.

The Stage 1 and 2 teachers completed their OPL L3 training and the Early Stage 1 completed her first year of L3.

The Stage one teacher completed her first year of the Reading recovery program.

One teacher completed her reading Recovery Tutor training.

The Principal and SASS completed the LMBR introduction training during Term 3 and 4 and are continuing with follow up sessions with the trainers when required.

The Principal attended the UNE –Pathways to the future for all students conference.

The Beginning Teachers worked with their mentors and had time with the IL to build their capacity in programing—using the syllabus, teaching and learning strategies, unit writing and assessment/evaluation procedures and strategies.

The curriculum coordinator conducted several afternoon professional learning sessions with the whole staff introducing STEM, how to program and implement into teaching and learning programs and classrooms after a session with a lego consultant.

The district Curriculum Advisor lead professional learning on problem solving and strategies for creative and critical thinking.

Most teachers attended the Critical and Creative Thinking workshop in town on a Saturday.

The executive team worked with the Leadership and High Performance Officer on the SEF and implementation of evaluation strategies.

Across the school the teachers have been able to complete training in many varied areas to build their capacity as classroom teachers. A sample of the training they have completed is as follows: Gen Jereb's – The Traffic Jam in my Brain, Ukulele and Literacy through NECOM, The management of actual or potential aggression foundation, Collegiality visits of school offering various programs, and conferences like Critical Agendas Melbourne Special Education Conference, Social workers in school, Quick Smart on line, NAPLAN on line, LMBR – new whole school finance and well being program, L3, Reading Recovery, TEN, Integrated programming, how to enter PLAN data, Using data to drive teaching, Physical Mathematics, STAR –Supporting refugees in schools, PBL, Digital Technology in Focus, Early Years Conference, Lego Robotics, Coding, Hawker Brownlow Non teaching PDP procedures, Chilax by Interventions, Personalised Learning for diverse learners, Road Safety, Numeracy and Mathematics, Bridges out of Poverty and the weekly professional learning lead by the IL, curriculum coordinator or Principal.

The School Learning support Officers have been provided with opportunities to participate in professional learning like: Managing Behaviours, SLSO Network meeting and Disability Standards for Education 1 &2, and Traffic Jam in my Head.

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

The whole school has completed Tier one of PBL.

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Voluntary school contributions – this year we had several families pay the voluntary funds as it was requested at the start of the year instead of half way through. These funds help cover resources for the students.

- significant expenditure on student curriculum materials, resources and technology – with the stage rooms being established more computers were required and purchased for the students.

Income	\$
Balance brought forward	331,446
Global funds	212,853
Tied funds	454,739
School & community sources	6,962
Interest	6,283
Trust receipts	4,192
Canteen	0
Total income	685,029
Expenditure	
Teaching & learning	
Key learning areas	3,541
Excursions	3,021
Extracurricular dissections	15,423
Library	1,050
Training & development	5,592
Tied funds	316,689
Short term relief	45,446
Administration & office	35,536
School-operated canteen	0
Utilities	30,104
Maintenance	32,538
Trust accounts	4,898
Capital programs	0
Total expenditure	493,837
Balance carried forward	522,637

The information provided in the financial summary includes reporting from 30 November 2016 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	536,460
Appropriation	526,010
Sale of Goods and Services	0
Grants and Contributions	10,449
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-153,530
Recurrent Expenses	-153,530
Employee Related	-111,197
Operating Expenses	-42,333
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	382,930
Balance Carried Forward	382,930

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,136,631
Base Per Capita	19,433
Base Location	2,297
Other Base	1,114,901
Equity Total	392,971
Equity Aboriginal	111,637
Equity Socio economic	193,448
Equity Language	14,543
Equity Disability	73,344
Targeted Total	806,981
Other Total	674,492
Grand Total	3,011,075

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

We had all students in Years 3 and 5, including the Multi categorical complete the NAPLAN Literacy Assessment, except for one child who was withdrawn by the parent.

There was an increase in the number of Year 3 students achieving in bands 4, 5 and 6 for Reading. In writing we had students in Year three achieving in Band 6 and an increase in the number of students achieving in bands 3, 4, and 5. In Spelling majority of the students achieved in bands 3,4 and 5 with a few achieving a band 6. In Grammar we had the most pleasing results in Year 3 with nearly 40% achieving in band 6, and less than 5% achieving in band 1..

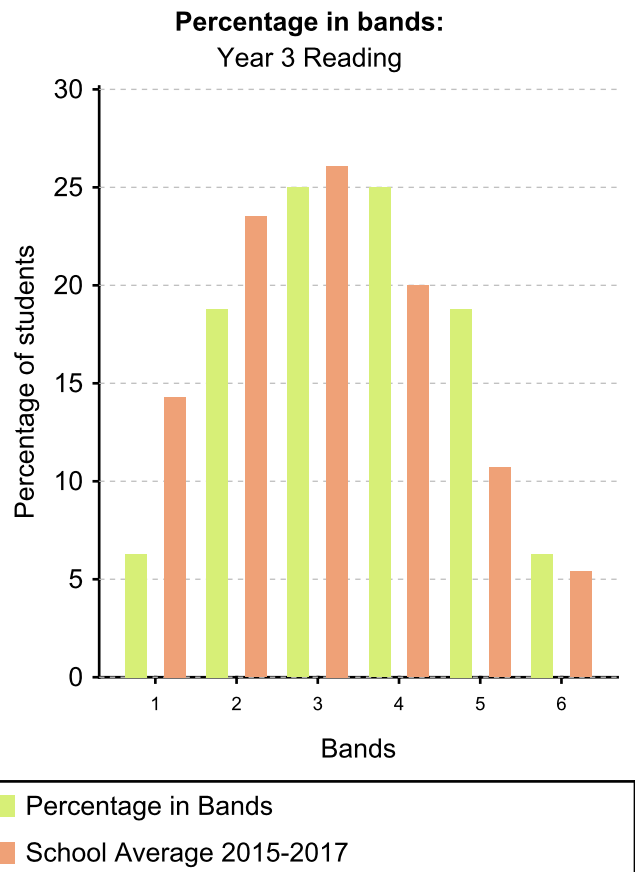
Our Aboriginal students in Year 3 achieved wonderful results for spelling, reading, writing and Grammar with

students achieving in bands 2, 3, 4, 5 and also band 6.

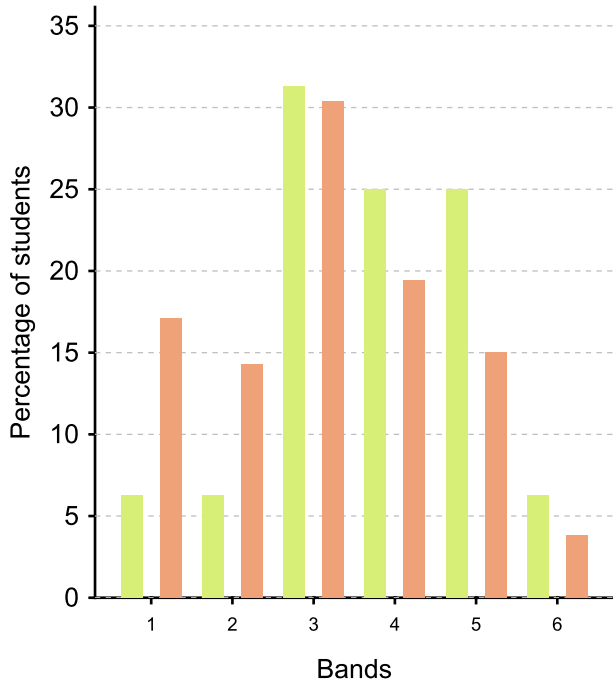
In Year 5: majority of students achieved in band 3, 4, and 5 with 5% achieving in band 8 for Grammar and Reading. Nearly 70% achieved in band 3 for Writing with around 5% achieving in bands 4, 5, 6, and 7.

In Spelling majority of students achieved in bands 3, 4, and 5, with 10% achieving a band 8.

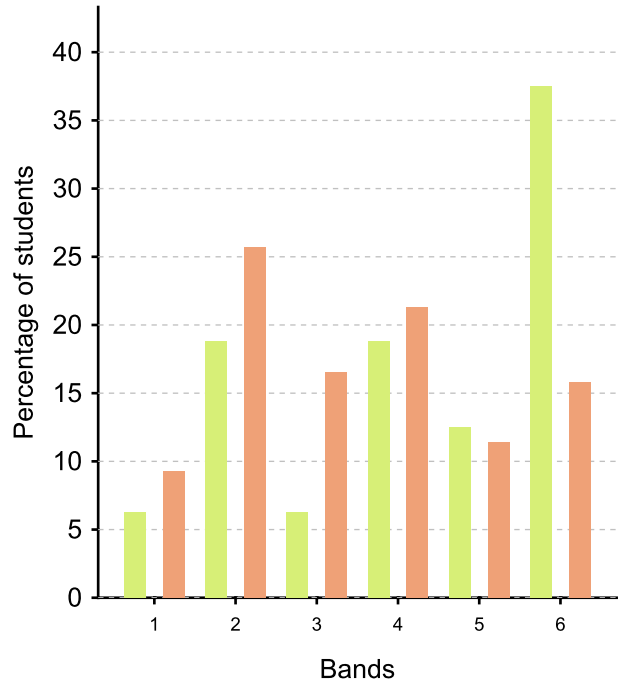
Majority of the students showed growth from years 3–5 unfortunately only a small percentage achieved the state level of growth.



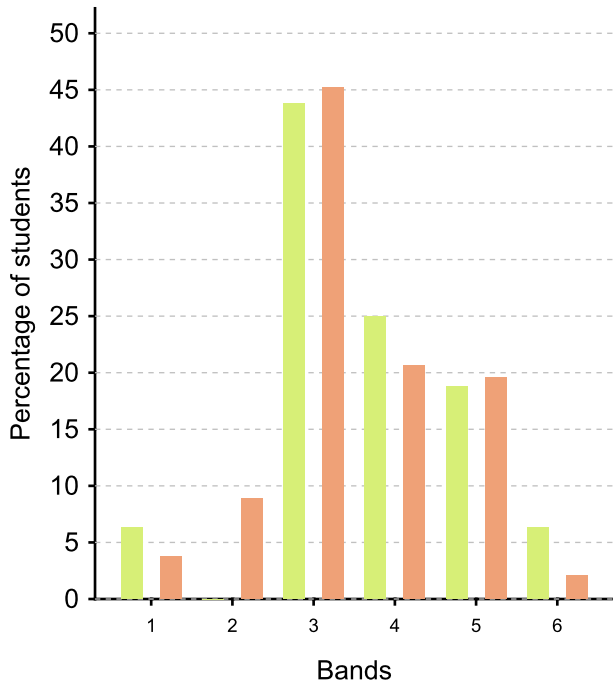
Percentage in bands:
Year 3 Spelling



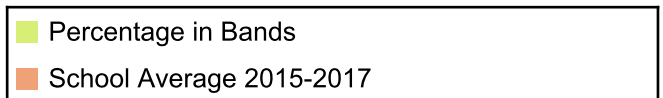
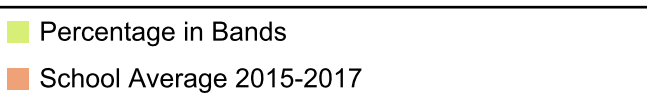
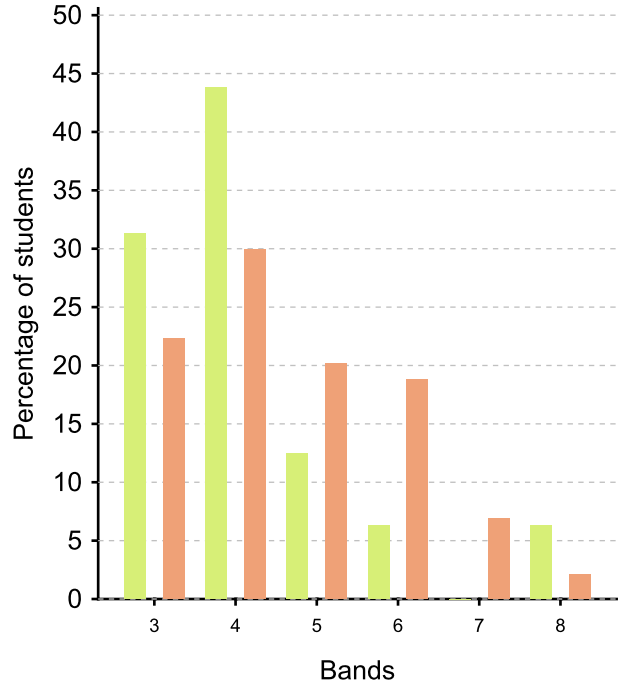
Percentage in bands:
Year 3 Grammar & Punctuation



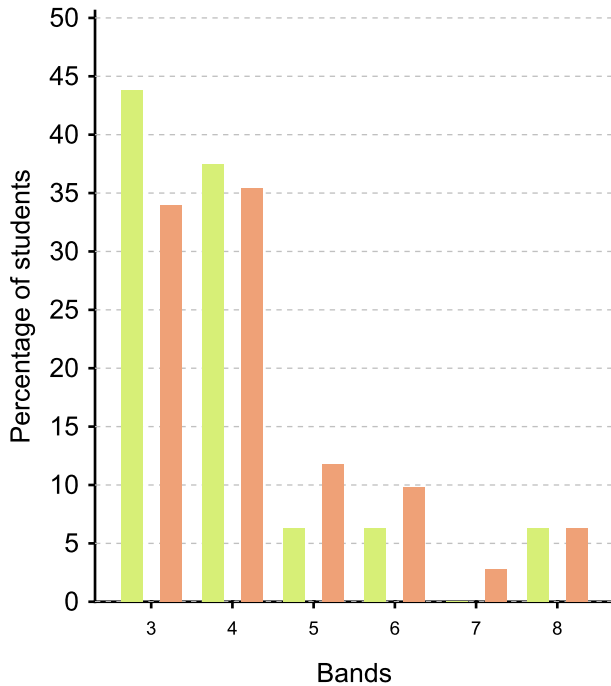
Percentage in bands:
Year 3 Writing



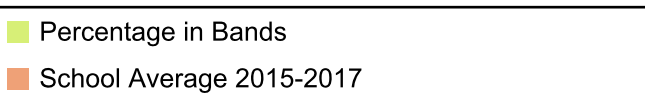
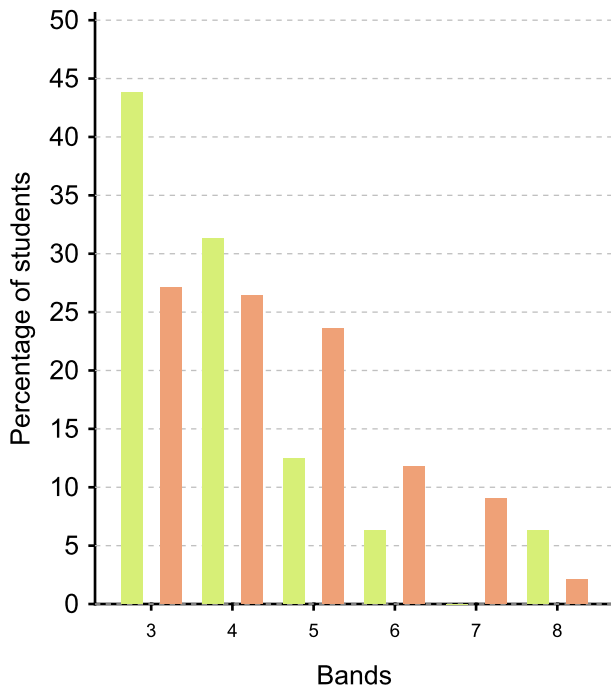
Percentage in Bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



In Year 3 numeracy the students achieved in bands 1 through to 6 with majority showing an increase in bands 4 and 5.

In Year 5 majority of students achieved in bands 3 and 4 with 12% achieving band 7.

Majority of the Year 5 students showed growth from

Year 3.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Student data collected by the Instructional Leader shows improvement in all Years K–2 and this increase will be reflected in the NAPLAN results in 2018 for Year 3. All teachers are working with students to increase outcomes. Teachers are working with the Instructional Leader to build capacity ensuring all students are receiving quality and explicit education. Executive working with staff ensuring all teachers have access and are using the syllabus and school scope and sequences ensuring all students are covering the content required in each stage area and achieving outcomes. This will be reflected in year 5 NAPLAN data 2018

Parent/caregiver, student, teacher satisfaction

Parents, staff and students were surveyed about communication– effectiveness and preferred methods of parents and students.

Students stated: They preferred their teacher to send home a written note (82.46%) then second preference was to phone their parents (79.9%).

Parents stated they preferred the face to face contact with the teachers., then phone calls and then the Newsletter.

Parents like the Skool bag App but only a small percentage of the school actually use this app. Students were not aware of this app.

Majority of the students felt comfortable speaking to their teachers and a smaller number (40%) stated they felt comfortable speaking to another teachers.

24% of students wanted to email their teachers and 17% said they do not feel comfortable emailing.

61.40% of students felt they have the opportunity to speak with their teachers privately regarding any issues.

Parents would like more opportunities to email with their child's class teacher.

Parents felt Drummond communicated information informing them regarding– functions, dates and important information in a timely fashion, they felt they were kept informed by their child's teacher regarding welfare issues and appreciated the phone calls and opportunity for face to face interviews.

Suggestions from students for improvement in 2018:

More notes from teachers informing parents of how they are going in class.

A suggestion box for ideas

More information at morning lines

Class meetings

Suggestions from parents for improvement in 2018:

emails from teachers

more on Skool bag App

a Facebook page,

more community functions with parents

more sporting opportunities

These results will be discussed with staff and strategies implemented to continue open communication with parents and students in 2018.

Policy requirements

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 2017 have included:

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

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

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 and

community members commenting and commending our girls for their outstanding participation and behaviour when out visiting the above mentioned services.

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.

The senior students participated in the Leadership program at the beginning of the year and were provided with many opportunities to lead and use their skills around the school.

Students lead the SRC and fortnightly Gathering. Meeting and speaking with parents and community members at morning tea and lunch functions. Participating in sporting teams after school hours representing Drummond with pride.

Multicultural and anti-racism education

Multicultural Education

At Drummond Memorial Public School we continue to enjoy the benefits associated with our multi-cultural student population. Our twenty one English as an Additional Language (EAL/D) students come from four different countries or nationalities, with the largest cohort coming from Iraq. They enrich the lives of us all.

This year six identified students were provided with support from EAL/D teacher, Fay Paris, to develop their literacy and numeracy skills so that they are able to participate in the school

and achieve equitable outcomes to the other students. These six students commenced the year at the Beginning stage on the EAL/D

Progression and moved through the Emerging stage to Developing by the end of the year. The students are either withdrawn from class in small groups or helped directly in class to use English effectively in their school work.

The EAL/D teacher arranges for interpreters to be available for parent interviews and support on enrolment as required. All teachers continue to include a multicultural perspective across the curriculum.

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 diversity. The school has two Anti-Racism Officers for many years to help promote understanding and unity in the school.

Our multicultural nature at Drummond MPS was observed with:

- A combined Harmony Day / Multicultural Day was

celebrated in May. Mr Madden Narayana, from India telling the students of his migration story and then leading the students in some energetic and fun Bollywood dancing. Students then chose two half hour workshops from a choice of nine. Workshops included Iraqi Roll Baklava, Japanese Bento making, Henna tattoos, Stilt walking, African Drumming, a Maori activity, Indigenous games, Arabic bookmarks and bead bracelets. EAL/D students showed pride and excitement that their cultures were being showcased and the school community enjoyed the diversity represented at the school.

- Celebration of NAIDOC week

With ten EAL/D students currently in this year's Transition Class the future looks positive. Multiculturalism is thriving and is well catered for at Drummond Memorial Public School.

Fay Paris, EAL/D teacher 2017

Other school programs

L3

This year Drummond Memorial Public School has implemented for the sixth year; Language, Learning and Literacy (L3) into the Kindergarten, and stage one and two classrooms. L3 is a classroom-based, early intervention program for students.

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 successful 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 2017. 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.

Multi Categorical Class Gold Class

The class had an enrolment of seven students who participated successfully to the class program and also integrated within the main stream classes for several events. The full time teacher and SLSO ensured the students were achieving at their level. They participated in the Barking Books program, fortnightly Gathering, BBQ and all special events.

Early Intervention Class

The class runs five days with 15 students in varying programs through out the week.

The Armidale Teaching and Learning Centre

Armidale Teaching and Learning Centre (ATLC) enables students to develop new skills in an intensive, highly structured environment, while maintaining contact with their Home School. The ATLC provides students with access to literacy and numeracy within a broad curriculum, based on individual learning programs, tailored to meet specific student needs, assists students to manage their own behaviour and become successful learners, supports mainstream classroom teachers with support strategies documented in each student's ILP-IBP and develops links between ATLC program and the student's Home School. The centre operates with a Lead Teacher, Release from Face-to-Face Teacher and a Special Learning Support Officer.

In 2017, 11 students were enrolled at the ATLC ranging from Year 5 to Year 9. The students were taught ways to manage their behaviour and how to become successful learners through programs such as You Can Do It, Positive Behaviour for Learning, CHILLAX and RAGE.

Some initiatives for 2017 included weekly cooking in class, hip hop workshops, magic workshops and Barking Books. Also, the ATLC has begun a Veggie Garden in the school with the aim to use the produce for cooking. The aim of these initiatives was to engage the students in their education and to develop important life skills. All the initiatives were well received by the students.

Funds received in 2017 amounted to \$7,150. This was

for the RFF teacher wage, Magic workshops and teaching resources.

Karayuna Centre

The Karayuna Learning Centre (Suspension Centre) was established in 2007 and has completed its ninth 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 primary and high school students from around the Armidale area including Walcha, Uralla and Guyra. During 2017 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.

The centre has provided a very successful Sista Speak program to several of the local primary schools and both local High schools.

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

Transition Class

This year we had 20 students enrolled. The Transition centres around the Early Years Learning Framework for 2 to 5 year olds and all outcomes are organised into the themes of 'Belonging, being and becoming' are covered in the teaching program.

All activities programmed are to assist with developing their fine motor and gross motor capabilities; early literacy; early numeracy; and social skills to enable them to be ready for school the following year. The students have the opportunity to work with the Kindergarten teachers and play with the other children. They become familiar with the school layout and procedures and expectations of starting in Kindergarten.

This program has been most successful in lowering anxiety levels in the children and they are able to settle faster and become more focused and engaged in their learning.