

Drummond Memorial Public School Annual Report



2018



1058

Introduction

The Annual Report for **2018** 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.

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Principal

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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 182 includes approximately 43% of students who identify as Aboriginal and 33% of students present with English as a second language (ESL) and there are 10 different nationalities in the school.

The school has 18 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 an EAL/D teacher several days per week. There are 7 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: Low Socio-Economic Background, Aboriginal Background and English Language Proficiency which is used to provide EAL/D students with additional support.

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 organisations two days per week.

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 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 Positive Behaviour for Learning ensured the mantra of Connecting, Respecting and Succeeding were a key feature across all aspect of 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. The continued specific teaching of Literacy and Numeracy under the Early Action for Success program has ensured an increase in student outcomes.

Expectations of behaviour were explicitly taught to students and strategies reinforced to parents through the school newsletter and school functions where parents were in attendance. 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 2018 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, with a special emphasis on the Special Education students receiving extra supported sessions to ensure a successful start in 2019.

Our self–assessment process will assist the school to refine our school plan including milestones, leading to further improvements in the delivery of education to our students in 2019. School will undertake External Validation (EV) and will submit a SEFSAS grid three weeks prior to panel.

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

Confident, creative and high performing students.

Purpose

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical and creative individuals.

To empower students to strive for academic excellence within a highly technological and differentiated learning space.

To continue to foster tolerance and empathy within our culturally diverse learning community.

Overall summary of progress

Continuity across all stages with professional learning regarding all teachers using learning intentions, success criteria feedback and learning processes to achieve syllabus outcomes was covered and supervisors were able to reinforce this in stage meetings and when completing program supervision. Stage K–6 have been reviewed and revised through a whole school approach scope and sequences to all Key Learning Areas to ensure matching with syllabus outcomes.

All students K–6 participate in STEM lessons with ICT teacher. Teachers attend lessons to build their capacity, interest and confidence to engage use technology in their classrooms.

This year we showed some growth in the NAPLAN results. Overall year 5 achieved below. Where as some students who were in the EAFS program showed some growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will be plotted against the Literacy and Numeracy progressions (creating texts, interaction, quantifying number, additive strategies), and show expected growth. (Students who do not show expected growth are working on IEP)	staff released off class 6 x \$550 to work with IL PSFP \$10,411 TPL \$22,843	Completion of units to support the new syllabus to be implemented by teaching staff 2019. Quality feedback reports written for all students using data from PLAN 2 sent home K–6 alongside A–E reporting Stage planning days– PBL Spike
100% of students will engage with technology as a tool to achieve growth in syllabus outcomes.	\$35,000 to the set up of the Spike Lab. Release teacher to do it \$550 x 7 days	Spike Lab established. All staff access ICT with qualified teachers
	AEO – \$67,042 EAfS teacher – \$254,836	Valued has been added to these students through the other programs we run.

Next Steps

2019

EAfS K–2 will continue. Teacher to work with 3–6 teachers similar to EAfS– IL, to support teachers and students, to explicitly work with new teachers on using and writing learning intentions and giving quality feedback.

AEO will work with Years 3 and 5 students in smaller groups in preparation of NAPLAN terms 1 and 2. Terms 3 and 4

she will work with Year 2 and 4 student. The students will be identified through PLAN data in consultation with the Instructional Leaders.

SLSO's will be employed in several classrooms to assist with the students. New enrolments are working below stage level and need extra support.

"I can" booklets have been prepared for all students to collect data using the progressions. New staff will receive training with the IL and returning teachers will have refresher session with 3–6 IL.

Strategic Direction 2

Expert visionary leaders of learning.

Purpose

To empower our teachers to achieve curriculum innovation, quality teaching and leadership capacity that inspires authentic learning.

To further develop our school-wide culture of high expectations, continual school improvement and a shared sense of responsibility for student engagement, learning, development and success within an open mindset.

To enable teachers to be active risk takers, collaborative facilitators and coaches in all learning.

Overall summary of progress

In 2018 all staff participated in training/plan/unit writing days with the IL. These were most successful as they were released in stage groups which allowed for collegial talking and an opportunity to dwell deeply into the syllabus and outcomes when planning. All staff worked with ICT teacher and UNE lecturer introducing the new Science and Tech syllabus. A Sustainability unit was developed and will be taught K–6 in 2019 based around a literacy text. This unit shows differentiated learning and ICT across all stages.

as above for learning intentions.

All staff received time with their supervisor to collate data, then with the IL to accurately plot all students.

All staff participated in the PDP process demonstrating their knowledge and understanding of the Professional Standards. Most provided evidence of achieving goals set and standards. All teachers participated in observation of lessons demonstrating their selected goal/strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Using a Five point scale to show an increase of staff knowledge and confidence in understanding and implementation explicit teaching	TPL \$22,843	Spike Lab used by staff and students. PL on innovative teaching
Using a Five point scale to show an increase in all classrooms of learning intentions success criteria, feedback and learning processes for students . visionary		All staff demonstrated understanding of learning intentions in their programs.
Using a Five point scale to show an increase staff confidence to commit to continuous improvement of self.	\$5,600 Teachers released to enter data.	PLAN 2 is used across the whole school to monitor growth and differentiate learning to improve student outcomes using the NLNP
		All staff have completed two observation lessons and received quality feedback from their supervisor or nominated observer.

Next Steps

The UNE Lecturer will continue to support Drummond with the Digital Tech. program through 2019. He will provide in class support working with teachers ensuring understanding of new Science and Tech syllabus.

\$60,000 will be provided to ensure all students have access to a laptop in class.

All new staff will be provide with time to work with the EAfS –IL, STEM teacher, UNE lecturer.

STEM kits will be applied for so staff have opportunity to experience them and become confident to use in class.

All staff will participate in the PDP process. A guidelines booklet will be designed for new staff explaining the process and requirements.

Staff will be offered the opportunity to participate in the Standards Self Reflections tool – Aitsl to assist them in identifying areas they need to work on, with support from AP's.

Strategic Direction 3

Respect Everyone, Connect Everywhere, Succeed Every time

Purpose

To empower our community to collaboratively engage with the school through positive and respectful communication that supports learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.

To build capacity in educational practice by sharing knowledge, experience and skills with the school and wider educational communities across educational networks to enhance the development of a high quality public education system.

Overall summary of progress

Decrease in suspensions this year due to explicit teaching, high expectations and PBL program explicitly taught across whole school. Whole staff included in Learning Support meetings so all staff supporting all students all times.

Professional learning offered to teachers to develop skills and capacity in a variety of curriculum areas across the whole school.

Parents consulted and included in surveys regarding communication and the PBL program. A few surveys returned. We had better results holding an event and asking parents at this event eg Big Breakfast.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students display an increase in positive behaviours leading to a reduction in negative incidents. School shows improvement on the SET.	\$10,000	High expectations PBL lessons whole school – Signage around the school.
All staff show increased level of understanding and confidence to utilise of ICT as a tool in their teaching in an authentic way.	TPL \$22,843	All teachers offered opportunity to attend pl identified through their PDP.
	\$300 for catering events	PBL aspect surveyed. Communications options Tell them from Me used for student, staff and parents.

Next Steps

AP's to design a google drive page to ensure Reflection data is kept.

PBL booklet to be redesigned for consistency if a teacher goes on leave to ensure consistency

Continued Meet and Greet early in year with free BBQ.

Big Breakfast end of year to thank parents.

Continued Tell them from Me survey used for parent, staff and students, maybe add year 4 data.

Parent involvement in Creating learning /play areas in the K–2 area.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$43,601	All staff have completed the 8 Way Pedagogical Framework training and can ensure aboriginal perspectives are in all units of work.
English language proficiency	\$19,678 New arrivals program funding \$75,000 – teachers .3 SLSO .6	EAL/D teacher employed to work with refugee students. Staff started training in teaching refugee students, to be completed in 2019. All EAL/D students plotted against ESL progressions.
Low level adjustment for disability	35,172	Teachers attended PL on DAA. Time to work with Learning and Engagement AP to ensure adjustments were correct and meeting needs of their students.
Socio-economic background	\$170,264	Transition class teacher employed to run transition class with an also. Another class teacher employed ensuring quality teaching in stage room

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	85	73	68	68
Girls	50	49	49	57

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.3	87.3	92.3	89.1
1	90.4	90.6	90.2	92
2	89.7	89.5	91.9	88.7
3	85.2	91.8	88.8	94.6
4	87.9	91.8	89.5	90
5	87.7	93.7	90.4	91.3
6	88.9	84	88.5	88.5
All Years	88.7	89.4	90.3	90.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Drummond Memorial Public School we worked alongside the Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) to ensure we support families in ensuring their children came to school each and every day and on time.

We meet with the HSLO officer every term to discuss any students of concern previously raised in the Learning Support meetings. The Departments attendance letters are sent to parents/carers requesting information about absences.

Meetings are held with parents of concern, where we try to assist with the issue stopping their child arriving

on time – referral to outside agencies has assisted many parents.

Support through the many programs are offered to the parents: The Family Referral Agency is available to assist parents seek support if required from an outside agency.

Teachers ensure stimulating and engaging lessons are provided for their students to encourage them to be at school so they can participate.

Support with uniforms is offered to parents so they feel a sense of belonging and this has assisted with ensuring students feel welcome and attend school.

Regular information is detailed in the newsletter informing parents of departmental policy and our guidelines regarding attendance.

Class teachers have rewards and incentive programs in their rooms to encourage students to attend.

Teachers have regular contact with parents to ensure a good rapport is developed so they can discuss issues of concern if and when they arise.

The programs we offer to assist with attendance are: Barking Books– Students show positive attendance each Thursday to be with the dogs.

Social Workers– working with parents on the importance of regular bed times, small screen activity and the impact they have on sleep, assisting parents with information regarding Parenting courses, if necessary.

Utilising the Stem – Spike Lab has assisted with some of our regular late students to be on time to ensure they can participate on equipment of their choice.

Breakfast club – Once the SRC started to assist with this program the number of students attending and eating breakfast before class tripled. More children were attending and receiving food to start the day.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	8.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	5.61
Other Positions	1.8

*Full Time Equivalent

We have one female Aboriginal teacher employed here full time and a full time Aboriginal Education Officer.

The AEO is currently training to become a teacher.

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	1

Professional learning and teacher accreditation

All staff participated in the Performance and Development program during 2018. All staff identified standards from the Professional Standards for teachers document. All teachers had 1 or 2 class observations conducted by their supervisor or their nominated person. Teachers nominated which goal/standard and skill area they required feedback on. All teachers were provided with written feedback from their supervisor at the time and Principal at the end of the year. All staff will build on these goals in 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	382,930
Revenue	3,317,371
Appropriation	3,275,615
Sale of Goods and Services	-1,152
Grants and Contributions	30,733
Gain and Loss	0
Other Revenue	9,547
Investment Income	2,629
Expenses	-3,221,326
Recurrent Expenses	-3,221,326
Employee Related	-2,924,714
Operating Expenses	-296,612
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	96,045
Balance Carried Forward	478,975

DMPS receives significant funding due to the complexity of the school. There is a finance committee which meets regularly to oversee expenditure.

2018 money was targeted to a few areas:

extra teaching staff in stage rooms,

technology – so all students could access these items

Transition class for students planning to enrol in 2019 in DMPS

Professional learning – to build capacity of all teachers

Programs to encourage engagement – Barking Books, Breakfast Club

Social events to encourage parents into the school – BBQ's, Big Breakfast

Programs and extra staff to support transition – to Kindergarten, to year 7

Update ICT equipment

Playground

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,180,783
Base Per Capita	23,456
Base Location	2,067
Other Base	1,155,261
Equity Total	429,459
Equity Aboriginal	110,643
Equity Socio economic	180,676
Equity Language	19,678
Equity Disability	118,463
Targeted Total	807,293
Other Total	680,902
Grand Total	3,098,437

Writing we had students in Year three achieving in Band 5 (20%) and an increase in the number of students achieving in bands 3, 4, and 5. In Spelling majority of the students achieved in bands 4 with a few achieving a band 6. In Grammar we had the most pleasing results in Year 3 with an even spread of students achieving in bands 2–6 with only 5% in band 1.

Our Aboriginal students in Year 3 achieved pleasing growth and results for Spelling, Reading, Writing and Grammar.

In Year 5: majority of students achieved in band 4, and 5 with over 10% achieving in band 7 for Reading. Nearly 70% achieved in bands 3, 4 and 5 for Writing.

In Spelling majority of students achieved in bands 4, 5, 6 with 6% achieving a band 7.

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

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.

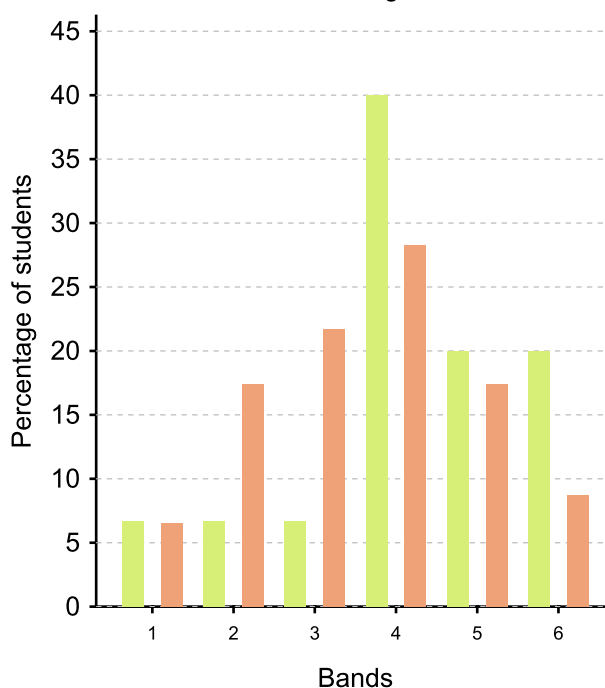
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

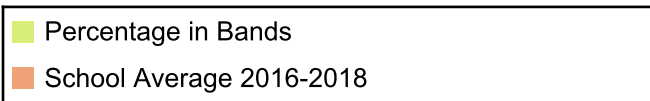
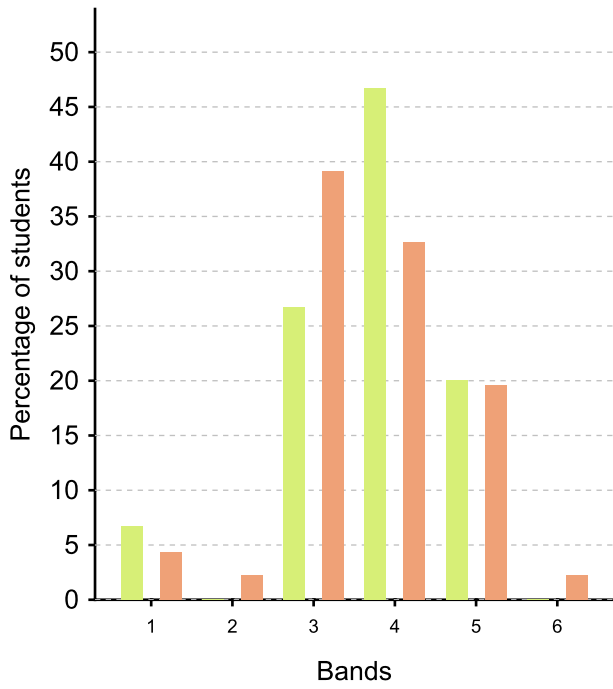
We had all students in Years 3 and 5, including the Multi categorical complete the NAPLAN Literacy Assessment, except for two children who were withdrawn by their parent.

There was an increase in the number of Year 3 students achieving in bands 4, 5 and 6 for Reading. In

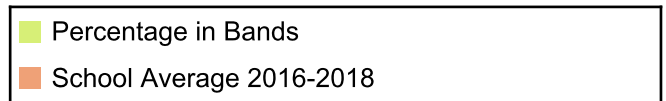
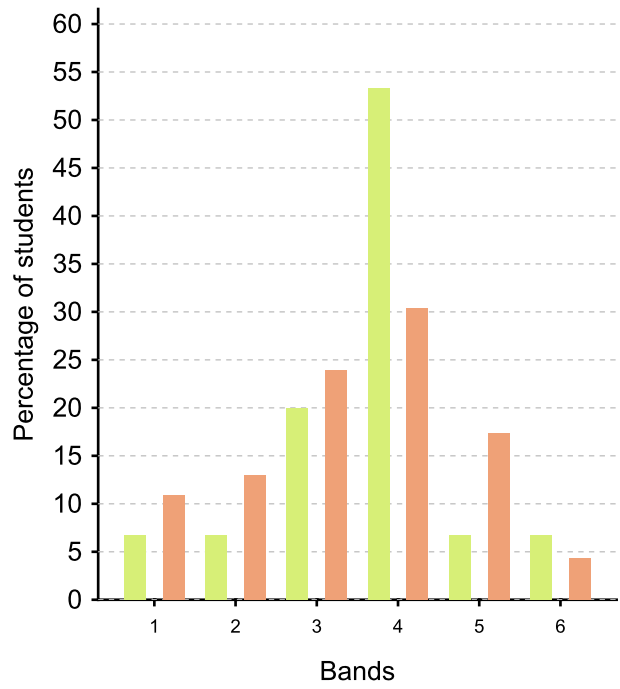
Percentage in bands:
Year 3 Reading



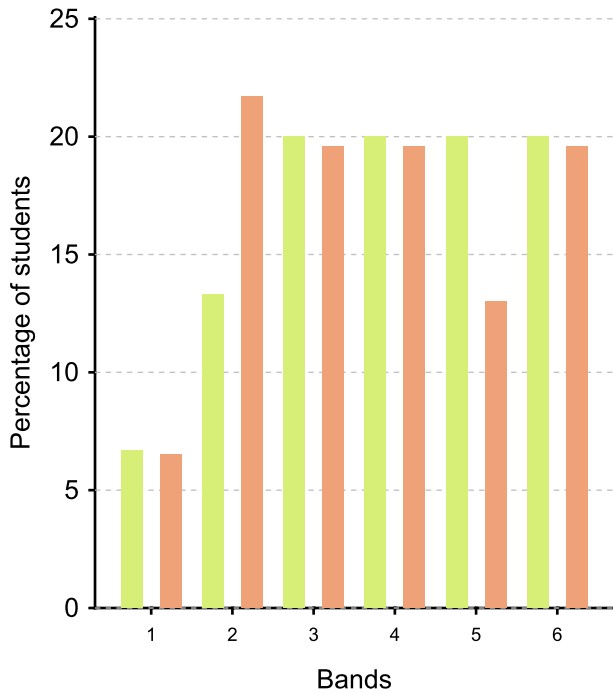
Percentage in bands:
Year 3 Writing



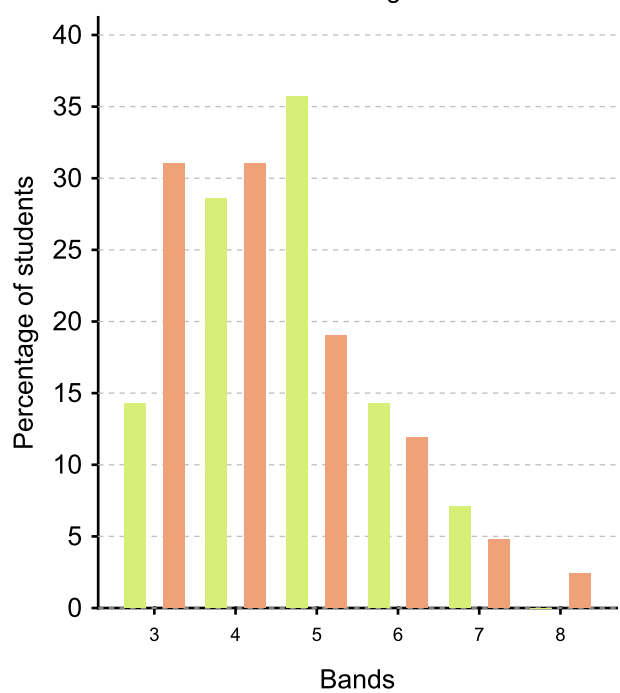
Percentage in bands:
Year 3 Spelling



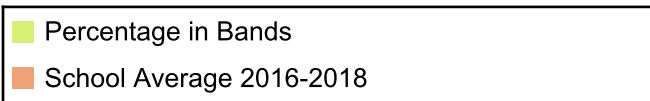
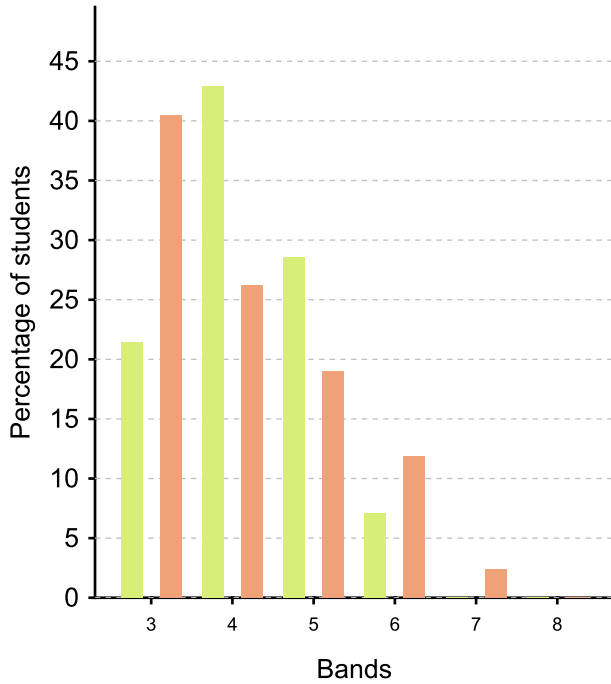
Percentage in bands:
Year 3 Grammar & Punctuation



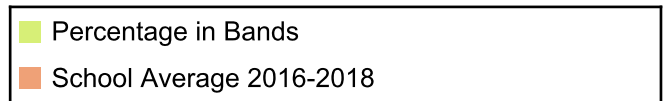
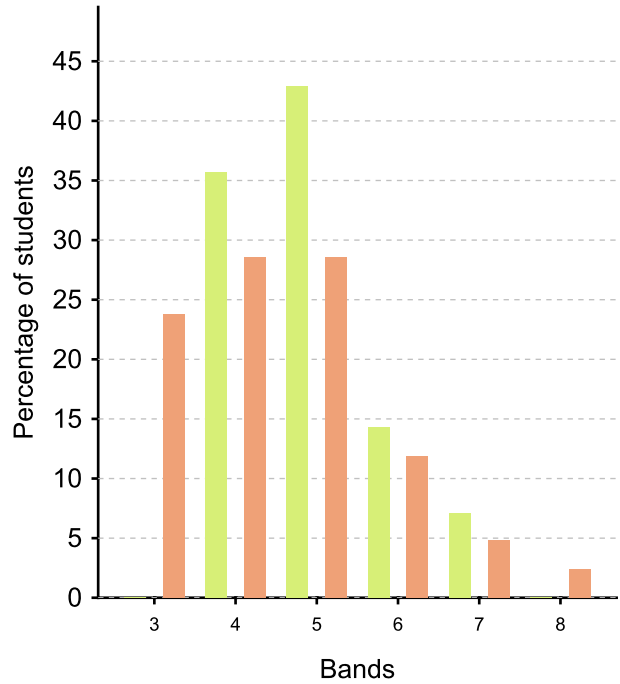
Percentage in bands:
Year 5 Reading



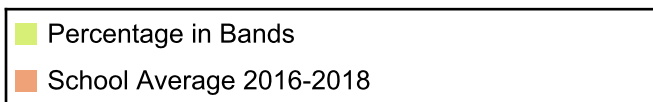
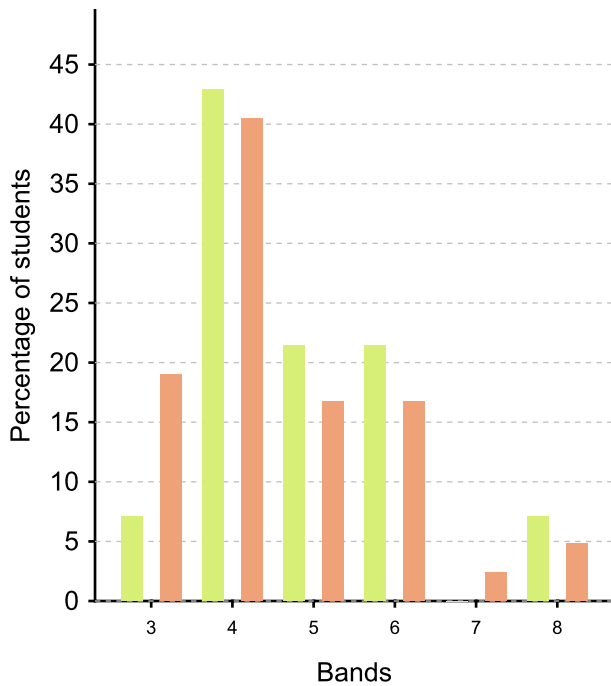
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



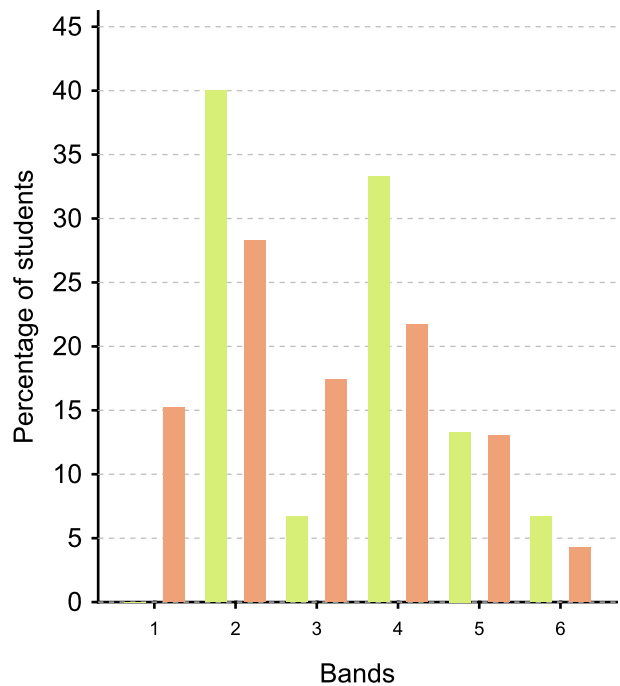
Percentage in bands:
Year 5 Grammar & Punctuation



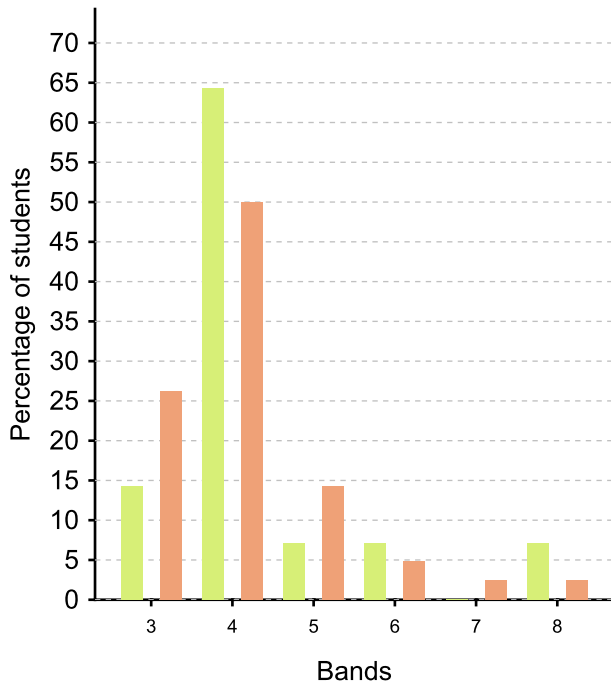
In Year 3 numeracy the students achieved in bands 2 through to 6 with majority showing an increase in bands 2 and 4.

In Year 5 majority of students (65%) achieved in band 4 with 20% of students achieving bands 6, 7 and 8

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2016-2018

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 teachers and the Instructional Leader every five weeks shows improvement in all Years K–2 students and this increase will be reflected in the NAPLAN results in 2019 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 2019

Parent/caregiver, student, teacher satisfaction

Staff, parents and students were surveyed after our Spike Day. The Spike Day was our first whole school integrated learning activities day.

Spike is our PBL mascot and he was very sad and wanted to leave Drummond as he didn't feel included.. The students identified several activities which they could do to make Spike feel more included.

These activities were: Knitting him a blanket, making him a home using natural items, preparing food he may eat, a bug hotel, and making a film of the school so he knows where everything is.

All students voted that the day was a great success. They wanted to complete all activities not just four next time.

The students enjoyed the mixed ability groups – older students: "we like to help the younger ones so they finish their work they have big smiles when they complete their work". the Younger students: "It is nice having someone bigger to help me".

The students all voted that they would like more days like these with the hands on learning and rotating activities.

Parents commented on the enthusiasm of their children when relaying information about the day. That they were all very excited to share what they had been doing all day. A few parents attended on the day and were impressed with the level of engagement of the students and how they were focused all day.

Teachers enjoyed the activities though technology let one group down but the teachers were impressed with the students persistence and resilience. The groups were just the right size and having mixed ages allowed for the older one to assist the younger students.

The day was voted an overall success and more are being planned.

Policy requirements

Aboriginal education

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 2018 have included:

NAIDOC Week activities including; A special Opening Gathering, flag raising ceremony with the school community, a community Barbecue, visits from local Indigenous Elders and guest speakers speaking about female women who are strong leaders in our community.

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. This program is now run in most Armidale Schools.

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.

In class tutors are working in most classrooms to ensure all children have access to support. Teachers work with small groups ensuring all students are receiving explicit instructions and have full opportunity to participate in a comfortable setting.

The Early Action for Success program has been supporting all students especially the Aboriginal students. The data is collect every five weeks, analysed and then in stage groups the teachers work with the Instructional leader to read the data and plan for the next five weeks.

All staff accessed initial training in National Literacy and Numeracy Progressions (NLNP). K-6 staff initially placed all students using the progressions. All students will have an "I Can" book next year which will contain their data. These books will continue with the student throughout their schools years.

The AEO is working in classroom supporting and encouraging students. She is worked with Year 2 and 4 at the beginning of the year in preparation for NAPLAN and then worked with the identified students in year 3 and 5 in Semester 2.

The AEO was working with the High Schools in re designing our PLP proforma so it was more in line with the High Schools. This will be completed in 2019 when the two schools have combined.

Multicultural and anti-racism education

2018 has been a big year for Multicultural education at Drummond Memorial Public School. In August 2017 Armidale was declared a refugee settlement location. In February, 2018, refugees from Northern Iraq started to be settled in the town and Drummond MPS was amongst the first schools to enrol students.

Refugees – During 2018 Drummond Memorial Public School has enrolled 15 newly arrived students from a refugee background. These students range from

kindergarten to Yr 5 and have adapted to the routines of school in Australia very quickly. Their acquisition of English is progressing well with support from the EAL/D team either in a withdrawal situation or in-class support. As part of the Dept of Education response to Armidale being declared a refugee settlement location, a Refugee Support Leader was appointed to support all the schools, Drummond MPS included, coordinating Professional Learning for teachers and collaborating with support agencies to ensure a smooth resettlement.

Thirteen Ezidi students are now enrolled and have been given regular support, along with a smaller number of students from China. The EAL/D team has grown from one, Mrs Fay Paris, to five, with the addition of Mrs Maria Craven and Mrs Jess McDonald as teachers and Miss Grace Paris as an SLSO. We have also highly valued Mr Nash Nozad as a bilingual SLSO. He as assisted with school enrolments, parent /teacher meetings, supported both the Kurdish Kurmanji speaking students and assisted the teaching staff become more aware of Ezidi culture.

A special focus on child centred play was taken in the second half of the year– after professional learning by Kellie van Sebille of the Refugee Student Counselling Support Team. Members of the EAL/D team facilitated play sessions to enhance the therapeutic properties of play in the life of refugee students, many of whom have missed this important developmental aspect due to their refugee journey. Teachers have seen an improvement in the students' engagement with their learning.

Fortnightly meetings between the Ezidi parents and the classroom teachers has facilitated more open communication avenues. The presence of Northern Settlement Services worker, Lance McNamara has meant that an issue relating to migration has been discussed on a regular basis, supporting the families through this big transition in their lives.

Armidale EAL/D Homework Centre – Hosted by Drummond MPS and open to EAL/D students from all the public schools in Armidale. The Homework Centre is coordinated by an EAL/D teacher and manned by community volunteers. During 2018 the Armidale EAL/D Homework Centre won Volunteering Team of the Year for Armidale and then in the next round, Volunteering Team for New England/Northern Inland – a huge achievement.

EAL/D Support at Drummond MPS – During 2018 Drummond MPS has seen a significant increase in EAL/D student numbers with students arriving mainly from Iraq and China. This has meant an increase in teaching time with Drummond employing three part time EAL/D teachers, Mrs Fay Paris, Mrs Maria Craven and Mrs Jess McDonald. There has also been an allocation of Bilingual SLSO time, in particular to support refugee students and their teachers.

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 and all teachers continue to include a multicultural

perspective across the curriculum.

The school community promotes and enjoys an open and tolerant attitude to diversity. The school has an Anti-Racism Officer to help promote understanding and unity in the school.

Our multicultural nature at Drummond MPS was observed with: Celebration of NAIDOC week,

Celebrating the language backgrounds of our students and staff by featuring a greeting a week in a language of the school cohort.

With eight EAL/D students currently in this year's Transition Class, and the refugee intake set to continue, the future looks positive. Multiculturalism is thriving and is well catered for at Drummond Memorial Public School.

Other school programs

Positive Behaviour For Learning

2018 has seen D.M.P.S move into its second year of PBL. This year as a school we have followed a weekly lesson program on areas of the school and other target areas identified by students and staff. This has seen a large bank of taught and adjusted lessons for teachers to access and to modify for the future. We have ordered and installed signage for the school outlining the schools behaviour matrix in all areas. We have updated the visible signage at the front of the school to include our PBL values.

Early Action for Success

The focus for Early Action for Success in 2018 has been to refine and further develop rigorous identification, monitoring and support processes and programs to ensure the individual needs of all students are met. All staff accessed initial training in National Literacy and Numeracy Progressions (NLNP). K-6 staff initially placed all students on the NLNP using the EAFS target elements of Quantifying Number and Creating texts including crafting ideas, texts forms and features and vocabulary. PLAN2 is used across the whole school to monitor growth and differentiate learning to improve student outcomes using the NLNP.

All teachers have been provided with quality professional learning to ensure the implementation of high quality learning and support programs using tiered intervention and learning support professional learning is evident and incorporated into teacher's teaching and learning programs in the form of adjustments.

All teachers will continue to plan, teach and assess using all NSW syllabuses, from K to Year 6 to allow creativity to embed Digital Technologies and Creative and Critical Thinking. Professional learning has been provided to create share Key Learning Area units with a focus on the Mandatory English Text Requirements that have a whole school approach and opportunity for whole school interaction.

In 2019, the Early Action for Success will be implementing Big Ideas and Talk Moves in Numeracy and building vocabulary and interaction through play based curriculum in all KLA's.

Major Seniors Excursion

The Great Aussie Bush Camp

It was with great excitement that 33 students from DMPS boarded the bus at 6am on Monday 3 December, 2018 to attend a 3 day excursion to The Great Aussie Bush camp at the Tea Gardens. These were students from Stage 2 & 3 who had been fundraising since Term 1 to ensure this opportunity was possible. Families were required to pay a deposit to confirm a place, then given the option of paying \$7.50 per week. This made the excursion accessible for all students. 5 deserving students were given support from the Principal to assist with the financial cost.

This group of students consisted of 20 girls and 13 boys. 16 students were Stage 2 and 17 students were Stage 3. 14 of these students identify as Aboriginal.

This was a fantastic opportunity for students to develop resilience and persistence, and to build on the skills necessary to work cooperatively with others. There were a variety of activities that pushed all students out of their comfort zones and challenged them physically and mentally. These included: a flying fox, a giant swing, a mud challenge, archery, canoeing and snorkelling. For some students, this was their first visit to the beach and for a large number, their first time away from home.

School excursions provide students with the opportunity to develop independence, confidence and organisation skills. All students showed increased self awareness and responded to the challenges presented to them. They are already talking about this exciting opportunity in the years to come.

Transition to Kindergarten Class Program

In 2018 Drummond Memorial Public School has successfully run a Transition class for 18 students on Tuesdays and Thursdays each week during term 3 and 4. The Transition class is a program designed to introduce students to the structure of school and classroom environments by letting them experience these situations for themselves. Having a Transition class allows the children to build connections with other students and the wider school community resulting in a more prepared, less stressful and more settled start to school in kindergarten. Transition follows the Early Years Framework, children experience a range of hands on engaging activities such as art/craft, cooking and gardening activities as well as imaginative and creative play sessions to grow and further develop their own self-confidence and sense of identity as well as make connections with peers and school staff. Through experiencing a variety of experiences transition students become more confident and involved learners able to communicate more effectively with others. The teaching staff involved with transition this year has been Mrs Jennifer Platts and Miss

Courtney Ryan and the amazing support staff have been Judy, Nina and Miss Baker, with a special thank you to Mrs Rogers who came along weekly to sing and dance with Transition.