

# Drummond Memorial Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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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# 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## 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.

### Improvement Measures

**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)

**100% of** students will engage with technology as a tool to achieve growth in syllabus outcomes.

### Overall summary of progress

The current teachers all participated in training and stage workshops working through the Literacy and Numeracy progressions ensuring their judgements were accurate and students plotted correctly. All students were encouraged to strive for academic excellence and provided with many opportunities to demonstrate their understanding of technology. Our senior students worked with the other local schools – students and staff leading groups on an ICT day.

Sharing in the cultural days with our many culturally diverse families developing and nurturing empathy and tolerance within our school.

### Progress towards achieving improvement measures

#### Process 1: Using Technology to support innovative learning:

Embed new curriculum within a highly technological and innovative learning environment to achieve enriched learning outcomes.

Evaluation	Funds Expended (Resources)
All teachers have evidence of the effective use of ICT in most subject areas within teaching and learning programs, supported by classroom observation data.  PL training requirements for 2020, from teacher observations recorded in programs.  Student technology surveys indicate improved engagement, capacity and significance of technology use.	surveys from Martin Levin

#### Process 2: Meeting individual learning needs:

Refine and further develop identification, monitoring and support processes and programs to ensure the individual needs in literacy, numeracy and curriculum of all students are met.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Each 2020 teacher has an information page per child highlighting individualised learning needs, successful strategies for effective handover from 2019 to 2020 teachers, to ensure all teachers facilitate continuity of student learning.

### Process 3:

Evaluation	Funds Expended (Resources)
<p>All teachers will participate in the training sessions on making clear judgements using student work samples for Literacy and numeracy.</p> <p>Teachers will participate in stage discussions regarding placing students and analysing where to next.</p>	

## Next Steps

The Executive will ensure all new staff have an understanding of the Literacy and Numeracy progressions ( creating texts, interaction, quantifying number, additive strategies), and can form accurate judgements on the evidence as to where to plot students against the progressions.

All staff will collate their data and the executive will lead stage sessions in analysing this data and delving down on each child's data results to ensue accurate and quality teaching programs to ensure individual learning needs are addressed and met.

## 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.

### Improvement Measures

Using a Five point scale to show an increase of staff knowledge and confidence in understanding and implementation explicit 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

Using a Five point scale to show an increase staff confidence to commit to continuous improvement of self.

### Overall summary of progress

The teachers were exposed to using a five point scale to evaluate a training session or workshop.

Teachers participated in many professional learning workshops explicitly learning about "high expectations" and how this will look, sound and feel in their individual classrooms and then the whole school.

Teachers in each stage developed a deeper understanding regarding a shared sense of responsibility for student engagement, learning, development and success within an open mindset.

Through our professional learning workshops, training and group sessions teachers were enabled to be active risk takers, collaborative facilitators and coaches in all learning.

### Progress towards achieving improvement measures

#### Process 1: Supporting what works best in teaching:

Establish a professional learning culture using an explicit teaching and Wellbeing focus.

Evaluation	Funds Expended (Resources)
Changes of staff at Regional Level prevented this program , training and implementation to be completed for Tier 2 for the inside of school buildings, due to the transfer of the PBL Coordinator. This will be completed in 2020.  Decrease in welfare /red slips.	

#### Process 2: Visionary Leaders:

All staff are leaders within the school and are supported to commit to continuous improvement. for self

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Programs and lessons reflect teachers understanding and knowledge of Visual Learning strategies they are implementing in their classrooms, including teachers' next steps for further implementation..	

### Process 3: Creating students as Leaders:

Develop their capacity to learn and play an active role in their learning

Evaluation	Funds Expended (Resources)
Data to show impact of project Implementation discussed with whole staff Planning for 2020	

## Next Steps

All staff, through their PDP's identified an area of interest which they wished to further develop. Several teachers committed to improve the learning of others. They were provided with training and the opportunity to share their learning with the other teachers. Several teachers have become very active leaders in their learning and are eager to provide opportunities to share their learning for the other staff.



## 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.

### Improvement Measures

100% of students display an increase in positive behaviours leading to a reduction in negative incidents.

School shows improvement on the SET.

All staff show increased level of understanding and confidence to utilise of ICT as a tool in their teaching in an authentic way.

### Overall summary of progress

Through our whole school PBL program we can demonstrate the positive progress of building staff, students and parents 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.

### Progress towards achieving improvement measures

#### Process 1:

Evaluation	Funds Expended (Resources)
A decrease in the welfare systems Red slips.	PBL co ordinator, PBL team
Better communication with parents – less parent complaints	

**Process 2:** Further develop our educational partnerships with our local high schools, primary schools and universities to support ICT curriculum implementation.

Through a collaborative interschool project with the University.

Evaluation	Funds Expended (Resources)
Did the leaders deliver quality ICT sessions at the ICT days?	Martin Levis
Did the students demonstrate increased knowledge and understanding of different ICT pieces of equipment.	High School student leaders ICT equipment

**Process 3:** School community develops a deeper understanding of school wide approaches to student wellbeing and support, including Positive Behaviour for Learning (PBL). Staff will access professional learning training on PBL to plan for and implement across the school.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Do we have community members on our PBL team?  Do the community members know and understand the whole school approach with PBL	Training sessions

**Process 4:** Develop awareness to further engage the school community in activities which celebrate the diverse cultures within the school to promote inclusivity.

Evaluation	Funds Expended (Resources)
Did the community participate in the Multicultural day celebrations.  Did the students participate and were they able to recall some of the many cultural traditions	Parents

## Next Steps

The staff will show an increased level of understanding and confidence by utilising ICT as a tool in their teaching and demonstrating this in an authentic way. in their teaching and learning programs.

The new class teachers for 2020 will participate in team teaching situations to learn the skills required to implement the ICT equipment in their teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AECG AEO, Aboriginal policy Early years teachers and slso	Was the quality of work demonstrating the students level of understanding Number of teachers participating in the Welcome to Country training Students in the transition class
<b>English language proficiency</b>	STTARTS	Number of teachers trained level of understanding of ESL scales
<b>Low level adjustment for disability</b>	Sensory equipment	All staff trained in the NCCD reporting procedures Is the equipment selected to go in the sensory room correct by meeting legal requirements
<b>Socio-economic background</b>	ICT Breakfast foods and equipment Instructional Leader training and casual staff uniforms, hats, excursion, Grab Box- attendance photos and rewards/badges etc	Number of students we are feeding breakfast- do we need to extend to Lunch Uniforms – all students need to belong All students deserve the opportunity to participate in all excursions, and programs at school.

# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	73	68	68	97
Girls	49	49	57	75

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.3	92.3	89.1	87
1	90.6	90.2	92	87.2
2	89.5	91.9	88.7	90.3
3	91.8	88.8	94.6	91.9
4	91.8	89.5	90	86
5	93.7	90.4	91.3	88.5
6	84	88.5	88.5	89.9
All Years	89.4	90.3	90.6	88.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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

Each term we meet to discuss the students raised in the Learning Support Meetings. The Departments attendance letters are sent if required. Parent meeting are held to assist with the issues stopping students from getting to school.

Teachers provide engaging and stimulating programs to encourage attendance.

Support of uniforms is given to parents to ensure all students have a sense of belonging.

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

Class teachers have rewards and incentive programs to encourage students.

School has regular contact with parents and families – email, letters, phone calls etc to discuss any issues and continue developing a positive rapport with parents.

Programs are implemented to encourage students to attend– Barking Books, Breakfast Club

Social workers work in school and work with the parents on any issues they may have with ensuring their child is at school – bed times, coming to school.

### **Management of non-attendance**

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	9.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	5.82
Other Positions	1.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The staff at Drummond participate in a variety of professional learning – on line, face to face, peer mentoring or self directed.

We are very fortunate to have qualified staff in many curriculum areas who lead other professional learning sessions.

Our Instructional Leader presents the most up to date Literacy and Numeracy strategies and research to build staff capacity to ensure all teachers are using this knowledge to ensure students are able to reach their full potential. Other staff members present PBL, new syllabus – Science and Tech and we often have visiting Lectures/professors from the University of New England attend our sessions to present on ICT – Digital Technologies – embedding the capabilities into our scope and sequences/units and using the new syllabus, and the assisting and training staff for our Play based learning project.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	478,975
<b>Revenue</b>	3,821,656
Appropriation	3,698,099
Sale of Goods and Services	-27
Grants and contributions	114,252
Investment income	1,797
Other revenue	7,535
<b>Expenses</b>	-3,672,508
Employee related	-3,293,426
Operating expenses	-379,082
<b>Surplus / deficit for the year</b>	149,147

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.

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

2019 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 2020 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 each term

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

Update ICT equipment

Playground equipment and supplies to assist in the introduction of our Play based learning project.

Welfare – uniforms and hats for many students including a full uniform for the new refugee students on enrolment and other students, eg: risk students.

We had four beginning teachers so their funding was used to support their introduction to teaching as per the guidelines.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	734,810
<b>Equity Total</b>	438,026
Equity - Aboriginal	85,643
Equity - Socio-economic	194,015
Equity - Language	37,824
Equity - Disability	120,545
<b>Base Total</b>	1,408,901
Base - Per Capita	29,935
Base - Location	1,860
Base - Other	1,377,106
<b>Other Total</b>	782,576
<b>Grand Total</b>	3,364,313

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

We had all students in Years 3 and 5, including the Multi categorical students complete the NAPLAN Literacy Assessment (40 students), except for two children who were withdrawn by their parents.

There was an increase in the number of Year 3 and 5 students achieving in bands 4, 5 and 6 for Reading (63%). In 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 5 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.

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

In Year 5: majority of students achieved pleasing results for Writing.

In Spelling majority of students achieved satisfactory results.

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

### Numeracy

In Year 3 numeracy the students achieved in various bands 2 through to 6 with majority showing an increase in bands 2 and 4. 3% of our students scored in the top band

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

## Parent/caregiver, student, teacher satisfaction

This year we obtained feedback from the parents on our Transition to Kindergarten Program. Parents enrolled their 4 year old children into the program for one day per week in Term 3 and two days in Term 4.

We employ an Early Years teacher and an SLSO with experience with pre-school aged children to assist in the room each day.

The parents enjoyed the class program (100%) and being able to speak to the class teacher on their child's progress each week.

There was 100% level of satisfaction of the art and craft work being sent home each week. The parents expressed they liked the way the skills were outlined so they understood what the child was to achieve.

This year we trialled the Kindergarten teacher taking one day per week in the fourth term. This was a very successful strategy as the children were getting to know their teacher for 2020 and the teacher will have a better understanding of the children's knowledge and abilities.

There was 95% satisfaction regarding the choice of days though 100% satisfaction that the class ran all day.

We held a small graduation/ afternoon tea on the last day of the Transition class with 65% of parents in attendance. Each child received a certificate of completion and a small gift from the teacher. 100% satisfaction by children and parents for the effort the teachers made to make their child feel special.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 2019 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 dancer – Mr Dion Drummond.

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 2020 when the two schools have combined.

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

2019 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, we now have 52 Ezidi students and their families in the Drummond school community.

Refugees – 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 support and working with the Anti-Racism Contact Officer (ARCO) . We have four trained teachers who can support students as the ARCO. We had one incident which was raised with the ARCO and by working with our Welfare teacher PBL lessons were written to help resolve the incident. Parents were asked to join mediation meetings and the concerns were discussed and resolved.

Teaching units of work and consistent PBL lessons the students are very tolerant of people from other countries.

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 a several Anti-Racism Officers to help promote understanding and unity in the school.

Our multicultural nature at Drummond MPS was observed with: Celebration of NAIDOC week, Harmony Day and Multi-cultural day activities.

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.

## **Multicultural Education Policy**

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

### **Multicultural education – 2019**

2019 has been another big year for Multicultural education at Drummond Memorial Public School. In August 2017 Armidale was declared a refugee settlement location and in February, 2018, refugees from Northern Iraq started to be settled in the town. Drummond MPS was amongst the first schools to enrol students.

During 2019 we have grown from having thirteen Ezidi students enrolled to now having 45 Ezidi students enrolled. Drummond MPS also has students from China, Vietnam, Nigeria, DR Congo and Mexico.

The EAL/D team has continued to grow during 2019 to include teachers, Fay Paris, Maria Craven and Ruth Nussbaumer. SLSOs include Grace Paris, Izzy Williams, Gaylia Bigg and Verity Wolfenden. We have also highly valued Mr Nash Nozad as a bilingual SLSO. He has 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. The school newsletter, the Drumbeat is now translated into Kurdish Kurmanji with parents able to access an audio version by using their phones and a QR code.

New Arrival students at Drummond MPS are provided with support from the EAL/D teaching team to develop their literacy and numeracy skills so that they are able to participate in their classes and achieve equitable learning outcomes to their peers. Some of our EAL/D students commenced the year at the Beginning stage on the EAL/D Learning 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 schoolwork.

We have continued to focus on child centred play as part of the trauma informed teaching approach to working with students of a refugee background. Members of the EAL/D team facilitated play sessions to enhance the therapeutic properties of play for 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.

## **Other School Programs (optional)**

### **Early Action for Success**

During 2019, professional learning that builds teachers' understanding in teaching literacy and numeracy skills and knowledge continued. Teachers engaged in professional learning in writing instruction and using the outdoors to improve professional practice and improve student achievement and engagement using effective strategies such as journey sticks. This linked with Explicit Teaching as a milestone within the brief. EAFS has continued to build upon teacher knowledge in the identified area of writing and the '7 Steps to Writing Success' program using senses to create tension in writing.

In 2019 teachers at DMPS effectively monitored student learning progress and identified skills gaps for improvement. Tracking sheets were used to monitor the progress of students and to inform group structure and future teaching. Target students were identified and short and frequent activities were planned and integrated to build on the students' ability to visualise numbers. Teachers regularly used data to focus their teaching and support the individual learning needs of students.

### **Future Focus**

Teachers will continue to be upskilled and supported to demonstrate currency of content knowledge and evidence-based teaching practice in all teaching areas. The Instructional Leader will share the expertise developed from external and state training with the rest of the staff to extend curriculum knowledge, build capacity of teachers and develop expertise and create targeted PL based around whole school and individual classes and teachers needs resulting in improved differentiation and students outcomes. DMPS will undertake professional learning in Literacy and Numeracy for Early Action for Success, Effective Reading: Phonemic Awareness and Phonics, Oral Language using Dialogic Teaching and Additive Strategies in Mathematics, which are the key elements within our school plan. This evidence links to the journey from identification of targeted need for PL around identifying students on the Additive Strategies framework.

### **Learn to Swim**

Over 40 students from Stage Two and Three participated in intensive swimming and water safety lessons for two weeks at T.A.S pool travelling by bus with staff. All students gained and further developed skills and confidence in the water, learning how to safely enter and exit the water, float as well as some more advanced skills like improving swim strokes. All students enjoyed the in water support and encouragement from Drummond staff and the amazing swimming instructors from Harwoods swim school. Overall a great success and a enjoyable experience that students have already asked to repeat.

### **EARLY INTERVENTION**

The Early Intervention class at Drummond Memorial Primary School provides targeted educational support for children with a diagnosed disability, aged between 3–5 years. The Early Years Learning Framework forms the basis of the curriculum, and individualised programmes, developed by the Early Intervention teacher in partnership with families and other service providers, ensure that each child is given the opportunity to develop the skills and dispositions necessary for the best possible start to Kindergarten.

In 2019, 20 children were enrolled in the Early Intervention class. Children attend 1–2 mornings per week, with a maximum of 7 children per day.

The Early Intervention teacher also provided Itinerant Support to 1 child attending Kindergarten at an Armidale primary