

# 2020 Annual Report

## Drummond Memorial Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Drummond Memorial Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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. 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.

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>

## 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

As we had new staff this year they participated in the training and stage workshops working through the Literacy and Numeracy progressions ensuring their judgements were accurate and students were 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 were booked to work with other local small schools leading technology lessons for staff and students, however these were cancelled due to COVID.

### 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)
No activities were completed due to COVID restrictions.	ICT equipment Martin Levins  <b>Funding Sources:</b> • Professional learning (\$2000.00)

#### 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)
Due to COVID ICT became a huge focus all class teachers participated in small training sessions on using see saw to communicate with families and to	SEE SAW program

## Progress towards achieving improvement measures

provide work for all students.

Training was via Zoom due to number of participations in one session

Beginning teachers received extra support from IL in preparing student work packs for Lit and numeracy lessons at home.

Handover sheets

RFF time for each staff member to fully complete their handover sheets accurately

Progressions

IL training with K-3 staff

### Funding Sources:

- Professional learning (\$3850.00)
- Early action for success (\$133869.00)
- Literacy and numeracy (\$4507.00)
- Socio-economic background (\$322919.00)
- Support for beginning teachers (\$30000.00)
- Aboriginal background loading (\$76277.00)
- Low level adjustment for disability (\$87507.00)

### Process 3:

Evaluation	Funds Expended (Resources)
Q: What can we cover in term 4 2020	

## Next Steps

Staff participated in urgent PI on using see saw, zoom and google docs with their families so we will carry this into 2020 and provide more homework and extra extension work for students using these platforms.

Staff can arrange parent communication via see saw for 2020.

To ensure all new families and all Kindergarten parents are connected to see saw and the skoolbag app on enrolment to ensure open and available communication with parents or carers.

## 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

At the start of the year the staff, including new staff to DMPS were asked to complete the five point scale several times so the executive could assess the need and area for Professional learning and teacher support.

Each executive member was to present the areas of the What works best document to all staff using their expertise in certain areas.

Staff were then able to work closely with their supervisors on more precise strategies and implementation of these in their classrooms.

Due to COVID the class walks were cancelled and so was many class observations due to the change of student needs and no students at school for majority of the year.

Teachers did work on high expectations with parents to encourage work packages to be completed at home or on their rostered days at school.

The executive worked on staff wellbeing and this continued when they returned to school due to the concern of the lack of student progress due to work not being completed at home.

LaSt teacher and IL were working on targeted students from K-4 who showed obvious and large decrease in 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)
PI was moved to zoom sessions. staff wellbeing was a priority	paper

## Progress towards achieving improvement measures

when students returned teachers assess and identified target groups of students for the LaST and IL to work with.

### Process 2: Visionary Leaders:

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

Evaluation	Funds Expended (Resources)
<p>The Bilingual translators were need more often to translate the many lessons for the Ezedie families.</p> <p>EAL/D teachers worked on differentiating student work packs</p> <p>ICT teacher required to set up devices to be taken home</p> <p>Equipment had to be purchased to ensure teachers could upload lessons for students and programs to run the platforms.</p> <p>We needed to purchase more devices for school use at the end of 2020 and for 2021</p> <p>Staff were very skilled in zoom meeting, see saw parent communication and student lesson presentation by the end of the COVID lockdowns.</p> <p>Teachers were able to continue using see saw for student work and communication with parents in term 4.</p>	<p>1/2 day release for 8 class teachers</p> <p>extra LaST teacher employed</p> <p>EALD bilingual SLSO employed to translate student work</p> <p>EALD teachers</p> <p>lpads and laptops</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$22910.00)</li> <li>• Targeted support for refugees and new arrivals (\$14583.00)</li> <li>• English language proficiency (\$64000.00)</li> <li>• Aboriginal background loading (\$35937.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$35659.00)</li> </ul>

### Process 3: Creating students as Leaders:

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

Evaluation	Funds Expended (Resources)
<p>Students had to take responsibility for their learning at home with the packs of work provided by school.</p> <p>some completed this extremely well and others did not attempt any work.</p> <p>Junior students when they received an Ipad were very eager to complete their work and took on the responsibility very well. they demonstrated their understanding of see saw and were able to up load their completed work to their teachers.</p> <p>We need all students and parents connected to see saw and other platforms in the school.</p>	<p>equipment</p> <p>travel to small school</p> <p>release teachers to accompany</p> <p>AEO to work with families</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$35937.00)</li> </ul>

## Next Steps

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

Student leaders to participate in leadership activities in 2020.



### 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

There was a reduction of negative incidents across the school, mainly in the K-2 playground.

The SET was not completed due to COVID and no replacement of the PBL consultant in the region.

Due to COVID all staff showed a huge improvement in confidence and ability to utilise ICT in their teaching and learning.

#### Progress towards achieving improvement measures

##### Process 1:

Evaluation	Funds Expended (Resources)
We were able to hold one big breakfast before COVID lock down so some parents were surveyed.	Bi Breakfast to survey parents
Consultant not available to complete the SET on staff and students	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$200.00)</li></ul>

**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)
Due to Covid the above was not achieved .	ICT equipment
The student leaders had the opportunity to train however they were not able to go out into the local small schools due to COVID.	ACARA staff

**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.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Due to covid the PBL program was on hold.</p> <p>No teacher training for indoor spaces,</p> <p>No consultant to come to DMPS to complete SET.</p>	<p>PB:L consultant</p> <p>SET materials</p> <p>Parent, staff and student surveys</p> <p>PBL teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$10000.00)</li> </ul>

**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)
<p>Due to covid activities were cancelled or minimised due to restriction on numbers.</p> <p>Parents used zoom as contact to school as they were not allowed on school sites.</p>	<p>Materials</p> <p>breakfast supplies</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$100.00)</li> <li>• Socio-economic background (\$100.00)</li> </ul>

## Next Steps

Apply for the training in PBL as soon as possible.

plan on introducing indoor spaces framework start of 2021

Due to no P and C meetings in 2020, in 2021 we will need to re establish the committee and encourage parents back into the school when allowed.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Early action for success</b>	IL AEO ICT <b>Funding Sources:</b> • Aboriginal background loading (\$76 277.00) • Early action for success (\$133 869.00) • Literacy and numeracy (\$4 507.00)	IL worked with K-3 staff for term 1 till COVID cancelled PI sessions with staff  AEO worked with families to ensure they had access to learning for their children  ICT equipment was purchased to ensure every family had access to learning during COVID  Small group P/L sessions term 4 to build capacity of K-2 teachers
<b>Integration funding support</b>	SLSO's <b>Funding Sources:</b> • Integration funding support (\$27 000.00)	SLSO was employed to support students in class and in the playground as per Access request
<b>Professional learning</b>	training PBL ACARA program <b>Funding Sources:</b> • Professional learning (\$24 910.00) • Quality Teaching, Successful Students (QTSS) (\$35 659.00)	Due to covid majority of PL sessions were cancelled , then in term 4 most was via zoom so less money was spent on PL.  Sessions had to be shorter and not with all staff so all PL for 2020 was not completed due to lack of time and casuals to cover teachers.
<b>Targeted support for refugees and new arrivals</b>	EAL/D supplies, teaching resources  postage  EAL/D framework and ESL scales	Did the teachers plot all EAL/D students using the EAL/D framework and ESL scales?
<b>Aboriginal background loading</b>	Transition class	Did the transition class run term 3 and four? Due to covid it was a shorter program in term 4.  However the program was run along side kindergarten due to staffing issues. No casuals around.
<b>English language proficiency</b>	LaST teacher Interventionist IL <b>Funding Sources:</b> • English language proficiency (\$4 507.00) • Low level adjustment for disability (\$40 140.00)	Casuals could be employed until term 4.  Last completed most of the interventionist teaching during COVID then 2 casuals employed to assist.
<b>Low level adjustment for disability</b>	SLSO, teacher interventionist	Did the students identified with learning difficulties receive support in class?
<b>Quality Teaching, Successful Students (QTSS)</b>	Induction programs IL	Did the beginning teachers feel supported through PI and working with Executive members on programming, behaviour

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$35 000.00)	management, Lit and numeracy strategies and skills.?
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$105 600.00)	Did the employment of an extra teacher make class sizes workable to ensure outcomes were being achieved.?
<b>Support for beginning teachers</b>	IL  Literacy and numeracy PL	Did the beginning teachers use their funds to build their capacity in areas of identified need?
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$14 538.00)	Do the Ezedie students and families feel welcome, safe and supported at Drummond?

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	68	68	97	101
Girls	49	57	75	73

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	89.1	87	87.4
1	90.2	92	87.2	88.4
2	91.9	88.7	90.3	82.8
3	88.8	94.6	91.9	84.5
4	89.5	90	86	85.4
5	90.4	91.3	88.5	88
6	88.5	88.5	89.9	88.5
All Years	90.3	90.6	88.5	86.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	4
Head Teacher(s)	1
Classroom Teacher(s)	11.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	7.22
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	628,122
<b>Revenue</b>	4,547,481
Appropriation	4,492,249
Sale of Goods and Services	13,359
Grants and contributions	32,942
Investment income	619
Other revenue	8,313
<b>Expenses</b>	-4,158,398
Employee related	-3,771,582
Operating expenses	-386,817
<b>Surplus / deficit for the year</b>	389,083
<b>Closing Balance</b>	1,017,205

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.



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	103,331
<b>Equity Total</b>	637,719
Equity - Aboriginal	112,214
Equity - Socio-economic	333,858
Equity - Language	64,000
Equity - Disability	127,647
<b>Base Total</b>	2,451,863
Base - Per Capita	42,401
Base - Location	1,674
Base - Other	2,407,788
<b>Other Total</b>	1,020,178
<b>Grand Total</b>	4,213,092

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

This year was extremely disrupted due to COVID where the school was on a very different journey for most of the year. The home school program in terms 1 and two had the teachers becoming very familiar with internet platforms. The students received packages of work to complete at home which they would then send back to the school for marking. In term 3 COVID still influenced a lot of teaching and learning and many students did not return to school. Then in term 4 we seemed to return to normal though parents were not allowed in the schools.

We surveyed our parents through See Saw, phone calls and the skoolbag app to enquire about how they were going with the home schooling program.

Many parents were very pleased with the teacher contact, the stories read onto See saw and the way the teachers interacted with them and the students.

Teachers were commended for talking to the parents enquiring how they were going and then speaking to the students.

Our EAL/D community were extremely appreciative of the two EAL/D teachers who dedicated a lot of time to ensuring they could access the work at their level and also in their language.

Some parents couldn't work with their children due to not enough devices at home or no internet but would collect their paper packages for their child to complete. A small percentage could not support their children at home and no work was completed.

Parents were impressed with the differentiation the teachers did for their children.

Many students returned to school in term 3 with lowered ability. Some parents would accept this and would try to send their children to school to improve. Many Ezedi families did not send their children back until term 4 when they felt it safer.

# Policy requirements

## Aboriginal Education Policy

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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.

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 working 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.

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## Anti-Racism Policy

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.

Refugees - Their acquisition of English is progressing well with support from the EAL/D team either in a withdrawal situation or in-class support. 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 cancelled due to covid: Celebration of NAIDOC week was later in the year and only celebrated at school with the students. we accessed online workshops and information sessions for the students.

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

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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.

The EAL/D team has continued to grow during 2020 to include teachers, Fay Paris, Maria Craven. SLSOs include Farham, KhoKha and Gaylia. We have two lovely bilingual SLSO's. Who have 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. Due to COVID we have not enrolled any new students due to boarder closures.

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)

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### Early Action For Success

During 2020, 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.

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 2020 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.

Term 4 saw many interventionists employed to support the K-3 students after home schooling.

## **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 school and 2 children attending pre-school.

## **Mutli-Categorical class**

Drummond Memorial Public school is committed to an inclusive environment for people with disability, through policies, practices and high quality services that reflect, recognise and respond to their diverse needs. The Multi-Categorical Class at Drummond known as the Kookaburra Class aims to assist students with disabilities to reach their full potential through individualised planning and highly specialised teaching strategies.

In 2020, The MC class had 7 students enrolled from years K- 4. Our normal operations were impacted by COVID-19 which forced students to learn from home during &hellip;&hellip;.

While many families of students with disabilities found this difficult the school provided extensive support via online teaching using SeeSaw, regular phone contact and learning packages containing a range of resource materials, stationary and worksheets. Students gradually returned to school and were back to full-time attendance in la June.

## **The Karayuna Learning Centre**

The Karayuna Learning Centre (Suspension Centre) which is situated in the grounds of Drummond Memorial Public School was established in 2007 and has completed its thirteenth year of operation. It continues to be one of 22 Department of Education, Public School Centres in NSW that offers positions to students currently on suspension from their home-school.

During 2020 numbers were low due to the Covid pandemic and schools being closed during a lengthy period of time. The centre was not involved in providing any students with support during this time as no students were suspended.

The centre operates with a head teacher and Special Learning Support Officer, SLSO and specifically cater for students from Year 5-10, while they are on long suspension (10-20 days on length) from school.

While attending the centre all students worked effectively on individual programs designed to accommodate each student's academic, social and behavioural needs. Behaviours are addressed through learning and discussion around strategies to support positive thoughts and making good choices. The personalised and challenging learning environment has enabled students who are often disengaged and resistant to learning becoming motivated to improve their academic performance and behaviour back at school.

Additional programs included the very successful Sista Speak program at Drummond Memorial Public, Wags the Dog Program, and a Hip-Hop Program facilitated by Nate Weatherall.