

2021 Annual Report

Drummond Memorial Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 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.

School context

Drummond Memorial Public School is very complex. With 10 main stream classes K-6, 1 Multi categorical, 1 Tutorial Centre (TLC) 1 Suspension centre (Karayuna) and 1 Early Intervention class. Drummond is also the host for the refuge and Ezedi Homework Centres two afternoons per week.

We have 250 students enrolled across the school with 43% Aboriginal students and 37% Ezedi and ESL students. We have 43 staff consisting of 1 Principal, 4 Assistant Principals, 1 Assistant Principal Special Education, 1 Head teacher, 3 beginning teachers, 10 experienced teachers, 1 SAM and 2 SAO's in the office, 2 Grounds men, 2 EAL/D teachers, 1 bilingual translator, 3 permanent SLSO's in the special ed classes, 7 temporary SLSO's, 1 HSLO, 1.2 Assistant Principals Curriculum and Instruction, 1 Vision disability Itinerant teacher, 1 hearing disability Itinerant teacher, 1 teacher of pre school, 2 special Education teachers and 1 behaviour High school teacher and other temporary teachers working on other programs across the school.

We run unique programs - Learning through Play - a joint research project with the University of New England, an Acara Digital Technologies in focus project, PBL, Barking Books, Breakfast and lunch club, Social Workers in Schools with the University (SWiS).

We have a full time and another staff member for one day per week as the Assistant Principals Curriculum and Instruction who works with K-6 students and all staff building capacity to increase outcomes in Literacy and Numeracy.

Drummond receives significant equity funding to provide the students with these engaging programs and also the well being programs to ensure all children have something to eat and are in full school uniforms.

The 2 EAL/D teachers work with all of the Ezedi and ESL students. building relationships with teachers and school. They work individually and in small groups to support their learning of English. All students are assessed using the EAL/D framework and ESL scales. The bilingual translator translates our newsletter and in meetings with parents and teachers, students and teachers.

We run a Readiness for School program in Terms 3 and 4 to support them coming to school the following year.

Our AEO (Aboriginal Education Officer) works closely with the students and families bridging the gap with education , attendance and school. The AEO works with the teachers when unit planning, ensuring that aboriginal perspective is covered and represented in all learning.

The P & C is small in number though extremely dedicated in providing for our students.

As a result of a thorough Situation Analysis and consultation with the school parent community, the school has identified areas for evaluation and improvement for the school and students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum and attendance provision for every student is underpinned by evidence-informed strategies and embedded evaluation practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- Attendance

Resources allocated to this strategic direction

Integration funding support: \$101,183.00
Early Action for Success (EAFs): \$102,908.00
English language proficiency: \$96,783.20
Literacy and numeracy: \$4,507.00
Refugee Student Support: \$25,673.00
Socio-economic background: \$194,876.00
Professional learning: \$29,189.00
QTSS release: \$41,035.00

Summary of progress

Q: Did the students improve and were state targets reached?

State Targets were not all achieved. New supports to be in place for 2022 to provide intensive support for all students ensuring NAPLAN targets are achieved.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 26% increase (system-negotiated target baseline) of students perform in the top two NAPLAN bands in Literacy and Numeracy.	3% of students achieved in the top two bands in NAPLAN Numeracy and 15% in Literacy indicating progress toward the lower-bound target.
Increase the percentage of students to 30% who attend over >90% or 95% of the time. Reduce the percentage of unexplained absences for students in Years 3, 5 and 6 by 5%.	There was a slight increase though not enough to reach this target. The number of students attending greater than 90% of the time or more has increased by 28.47%.
Full implementation at a Tier 3 level with intensive intervention support for the top 25% of students having difficulty accessing the curriculum.	The staff identified the Tier 3 level students and they are working with COVID PLAST with intensive support to access the curriculum. COVID interrupted learning.

Strategic Direction 2: Expert visionary staff

Purpose

To empower our teachers to maximise learning outcomes for every student through a culture of explicit teaching, data use and high expectations, a shared sense of responsibility for student engagement and leadership capacity that inspires authentic learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- A culture of high expectations and explicit teaching.

Resources allocated to this strategic direction

Professional learning: \$13,700.00

Socio-economic background: \$100.00

Summary of progress

Data Use and Skills

Q: Have staff been able to determine an increase in self-monitoring by students using class Student Checklist and the impact this is having on their learning?

D: Teachers Observation and Feedback, Progression Data and Class Data.

A: There was clear evidence over the course of the year that student self monitoring behaviours had increased to 85%. Growth data demonstrated more students reaching expected growth on internal tracking sources.

I: Staff are ready to target more individualised goals for students and providing opportunity to self-assess.

Self Directed Learning

Q: In what ways did Self Directed Learning ensure high levels of family engagement with the process as well as the ongoing attainment of student learning goals demonstrated the effectiveness of co-developed PLPs.

D: Did tracking developmental progress against the progressions and syllabus outcomes ensured that learning behaviours observed across different KLAs and times.

A: Is there clear evidence of differentiating learning through data use was a key focus and teacher programs reflected revisions based on observations of learning.

I: Staff are ready to target more individualised goals for students with parent/ carer consultation and providing opportunity to self-assess.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Data Skills and Use Curriculum Monitoring All staff are to participate in the Department's Curriculum Policy Monitoring (CPM) . School leadership teams in consultation with teachers,	Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs. Executive completed all training sessions. DMPS Scope and Sequence documents checked to ensure they contain the information to meet NESA requirements.

<p>select appropriate documentation from all classes.</p> <p>Current curriculum is mapped ensuring that DoE and NESA subject requirements are met for each year.</p> <p>Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.</p>	<p>Teachers provided with NESA/CMP checklists to ensure requirements are included when writing each unit.</p> <p>The NSW curriculum was followed and "What Works Best" discussed to build staff capacity to ensure understanding of the importance of data collection and EAFS IL lead sessions on use of data collected.</p>
<p>Self Directed Learning</p> <p>Walker Learning Play Based Pedagogy</p> <p>Introduce Walker Learning major play and project-based holistic pedagogy to staff</p>	<p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>Evidence shows attendance of Kindergarten increased on days with Play for Learning.</p> <p>Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.</p>
<p>Self Directed Learning</p> <p>Individualised Education Plans and Personalised Learning Plans developed collaboratively sharing student goals and progress in Literacy, Numeracy and a chosen area</p>	<p>90% of teachers completed the PLP's for all students in their class.</p> <p>100% of students requiring IEP's have them for in class support, which have been completed with parent consultation.</p>

Purpose

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

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- PBL
- ICUPS

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Professional learning: \$10,000.00

Summary of progress

The number of students attending greater than 90% of the time or more has increased 23%.

Proportion of students reporting a positive sense of well being (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 80%.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Has the PBL framework and implementation of Tier 1 classroom systems improved student engagement leading to improved student attendance and literacy and numeracy data?	Internal measures indicate an increased percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes. Increase of students attending above 90% of the time by 23%.
ICUPS Through professional learning and targeted teacher release time DMPS will develop an understanding of agreed approaches to effectively facilitate improved social cohesion and cultural responsiveness for students, teachers and the school community.	100% of teachers have a deeper understanding of the ICUPS program and the aim to improve cultural responsiveness for students. 85% of students now understand and demonstrate the ICUPs skills and strategies in the playground.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$189,183.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Drummond Memorial Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around curriculum adjustments and how to support students. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals.</p> <p>All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>All staff identify the teaching strategies they are using in reading and evidence of baseline data.</p> <p>SLSO's trained by EAfS leader to support reading.</p> <p>Staff training and support in literacy and numeracy.</p> <p>Updating reading resources to meet the needs of students.</p> <p>Teacher release to engage staff in with EAfS Instructional Leader using base line data to assist with learning tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate Integration Funding decision making into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. The use of Integration Funding will be adjusted throughout the year in response to student PLSPs reviews. This will ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$9,014.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Drummond Memorial Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • Staff released to work in stage groups to analyse data and identify targeted groups. <p>The allocation of this funding has resulted in:</p> <p>The purchase of online program subscriptions to support literacy and numeracy in each classroom. Teachers used the online programs in group</p>

<p>Literacy and numeracy</p> <p>\$9,014.00</p>	<p>rotations in each classroom for students to practice literacy and numeracy tasks at their point of need. The funding supported targeted professional learning to improve literacy and numeracy. This benefited the teachers, support staff and students, which led to an improvement in student learning and engagement in learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue in the training and development of our teaching and support staff in what works best for student learning and academic progress in literacy and numeracy. We will continue to supplement literacy and numeracy programs through resourcing each classroom with skill development technology and equipment to assist our students in gaining mastery of what they are learning.</p>
<p>Professional learning</p> <p>\$52,889.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Drummond Memorial Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Data skills and use • ICUPS <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. This led to an increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching in stage ability grouping.</p>
<p>Refugee Student Support</p> <p>\$25,673.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</p>

<p>Refugee Student Support</p> <p>\$25,673.00</p>	<p>Staff increased understanding of trauma identified students, how to support them in the classroom and how to develop a safe environment where learning would flourish. Teachers now have an understanding of how to identify students effected by trauma and what is needed to make the student feel safe in an educational environment. Once the student feels safe the learning outcomes will then be achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: Focused on professional learning for classroom teachers and support staff on language scaffolding and vocabulary development. This will lead to our identified students having greater access to the content of our syllabuses thus making learning accessible for them.</p>
<p>Socio-economic background</p> <p>\$606,898.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Drummond Memorial Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • A culture of high expectations and explicit teaching. • PBL • ICUPS • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy and Numeracy to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through Early Action for Success to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Professional development of staff through ICUPs and EAfS to support student learning. This resulted in staff having a deeper understanding of literacy and numeracy strategies to increase student outcomes and all staff having a better understanding of the other cultures in our school. We also employed external providers to support students with additional learning needs which resulted in more explicit training and staff having a deeper understanding. The employment of an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level was implemented K-6. This resulted in the teachers being able to identify the lower achieving students and working individually with them to increase student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the Literacy and Numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$94,879.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Drummond Memorial Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$94,879.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process. An increase of (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 90% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$96,783.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Drummond Memorial Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development</p>

<p>English language proficiency</p> <p>\$96,783.20</p>	<p>will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$129,834.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Drummond Memorial Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,506.93</p>	<p>The location funding allocation is provided to Drummond Memorial Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions and uniforms to enable all students to participate and feel a sense of belonging. <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Drummond Memorial Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<ul style="list-style-type: none"> • This funding was used to employ as SAO as an extra in the office to assist the Principal with ensuring paperwork/programs were completed submitted on time. • To assist with extra administration tasks like surveying parents over the phone and assisting with the PIP program each morning for non attendees. <p>The allocation of this funding has resulted in: The principal had more time to actually lead the school. complete class visits and speak with students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ a School Administration Officer as an extra in the office to assist the Principal with ensuring paperwork/programs are completed and submitted on time.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Drummond Memorial Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation. The Instructional Leader led the analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementing the 'Plus One Growth Model' to identify future professional learning and actions. We will also focus on formative assessment as a priority across the school with the focus on immediate feedback.</p>
<p>QTSS release</p> <p>\$41,035.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Drummond Memorial Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy

<p>QTSS release</p> <p>\$41,035.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students' needs. 82% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Drummond Memorial Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>Employment of an additional Learning and Support intervention teacher. As a result of this there was an extra staff member to assist the students identified in the lower bands of NAPLAN.</p> <p>Staff was released to work in stage groups and moderate student work, analyse data and identify targeted groups in order to cater for student learning needs and to plan to provide uplift in each students learning in literacy and numeracy. All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classrooms. The majority of the students in the program achieved significant progress towards their personal learning goals. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN 2. 52% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engagement of additional teaching staff using other flexible funding to</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$195,963.03</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN 2.</p> <p>52% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>51% of students answered all in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN 2.</p> <p>21% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	68	97	101	100
Girls	57	75	73	73

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.1	87	87.4	87.7
1	92	87.2	88.4	83.1
2	88.7	90.3	82.8	86.4
3	94.6	91.9	84.5	84.5
4	90	86	85.4	90
5	91.3	88.5	88	89.4
6	88.5	89.9	88.5	86.1
8				100
All Years	90.6	88.5	86.6	86.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
8				86.7
All Years	93.4	92.8	92	91.8

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day

absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	10.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher ESL	0.4
School Administration and Support Staff	6.82
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,017,205
Revenue	4,417,758
Appropriation	4,333,187
Sale of Goods and Services	11,470
Grants and contributions	72,738
Investment income	264
Other revenue	100
Expenses	-4,510,200
Employee related	-4,099,192
Operating expenses	-411,008
Surplus / deficit for the year	-92,442
Closing Balance	924,763

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	106,105
Equity Total	715,643
Equity - Aboriginal	94,879
Equity - Socio-economic	394,146
Equity - Language	96,783
Equity - Disability	129,835
Base Total	2,346,464
Base - Per Capita	44,378
Base - Location	1,507
Base - Other	2,300,580
Other Total	899,328
Grand Total	4,067,540

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

This year was slightly disrupted due to COVID where the school was on a very different journey for some of the year. The home school program in terms 1 which were used with some children, due to them having COVID were well received. The teachers were familiar with the internet platforms, which made this an easier transition. The students received packages of work to complete at home which they would then send back to the school for marking.

We surveyed our parents through See Saw, phone calls and the skoolbag app to inquire 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 inquiring 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 access the on line packages for their children due to 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.

Some students returned to school with a slightly lowered ability. The COVID learning from home periods impacted some families needed more support to return.

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.

Aboriginal Education - School statement

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 who is a parent of the school.

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 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

The EAL/D team has continued to grow during 2021 to include teachers, Fay Paris, Maria Craven. SLSOs include KhoKha 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.

Unfortunately we have had no new Arrival students at Drummond MPS due to COVID across the world. Our teachers continue to provide support with the EAL/D teaching team to develop literacy and numeracy skills so that the students are able to participate in their classes and achieve equitable learning outcomes to their peers. 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 border 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)

During 2021, 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 using senses to create tension in writing.

In 2021 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 all learning and Support staff- COVID PLASTS access all students across the school k-4 to have a firm understanding of the results of their intensive support throughout the year and to assist with planning for 2022.