

# 2022 Annual Report

## Drummond Memorial Public School



1058

# Introduction

The Annual Report for 2022 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.

## School contact details

---

Drummond Memorial Public School  
250 Rusden Street  
ARMIDALE, 2350  
<https://drummondm-p.schools.nsw.gov.au>  
[drummondm-p.school@det.nsw.edu.au](mailto:drummondm-p.school@det.nsw.edu.au)  
6772 3736

## 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 complex. The school has 242 students across 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 refugee and Ezedi Homework Centres two afternoons per week.

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

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.

Two English as an Additional Language/Dialect (EAL/D) teachers work with all of the Ezidi and ESL students. They build 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, English as a second language, 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 students 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## 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

**Aboriginal background:** \$113,383.23  
**AP Curriculum & Instruction:** \$180,685.20  
**Socio-economic background:** \$425,193.17  
**6101 Carry Forward Funds:** \$221,357.00  
**Integration funding support:** \$100,085.00  
**English language proficiency:** \$137,905.20  
**Refugee Student Support:** \$24,756.50  
**Professional learning:** \$2,200.00  
**School support allocation (principal support):** \$13,945.00

### Summary of progress

Evidence of Activity: What have you done this year?

Evidence of Process Quality: How did you implement it? What is the routine?

Evidence of Impact? What has been the impact on students?

What has been the impact on the teachers? Change of teaching practices??

What have been the enablers and what have been the barriers?

Our focus for 2022 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most stages, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for is required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide feedback on implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

### 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

Achievement of 2022 system-negotiated targets for all students to achieve Top 2 bands (or equivalent) in NAPLAN Reading will be at or above baseline data of 19.6%.	2022 NAPLAN data indicates 9% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however we are working towards our baseline of 19.6%.
Achievement of 2022 system-negotiated targets for all students to achieve Top 2 bands (or equivalent) in NAPLAN Numeracy will be at or above Baseline data of 14.5%.	2022 NAPLAN data indicates 4.55% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however we are working towards our baseline of 14.5%.
The school will work towards the 2022 system-negotiated target for expected growth in NAPLAN reading - 35%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The school will work towards the 2022 system-negotiated target for expected growth in NAPLAN Numeracy - 26%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
67.3% of all students will be in attendance at school >90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 18.4%. This decline was due to parents keeping students at home due to COVID symptoms .
Full implementation at a Tier 3 level with intensive intervention support for the top 20% of students having difficulty accessing the curriculum.	Data analysis (PLAN2, NAPLAN, Reading levels and Check-in) of Tier 3 level intensive support programs indicate learning adjustments made to accommodate 20% of individual student decreased by 5%, therefore leaving 15% of students requiring intensive support in Years 4, 5 and 6.

## 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

**English language proficiency:** \$81,519.90

**Professional learning:** \$23,046.43

**Socio-economic background:** \$5,000.00

**Low level adjustment for disability:** \$91,936.80

**Aboriginal background:** \$5,135.04

### Summary of progress

At the beginning of Term 2, senior executive reviewed data and identified systematic collection and reflection of data as a focus area for improvement for 2022. Mid-Term 2 all teachers were supported by professional learning run by senior executive to analyse student data to identify areas of need in reading. and numeracy. Baseline data was captured by all teachers on students' completing DoE assessments.

At the end of Term 2, senior executive completed PL on an evaluative thinking focus and planned a consistent approach to leading this with teachers. Stage teams focusing evaluative thinking around reading and numeracy data. Stage teams worked collaboratively with the A P C & I to embed strategies on data analysis and how to identify target groups. Staff planned teaching strategies for their teaching and learning programs and scope and sequences. Teachers engaged in PL in preparation for the implementation of the new K-2 curriculum.

Teachers delivered updated teaching and learning programs and captured data to evaluate progress. A session was run by executive to reflect on what worked well and why, what didn't work and why and what further support was needed.

### 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 is collected, collated, listed and analysed as evidence of meeting the minimum requirements. The analysis of the school data collected from PLAN2, NAPLAN, Check In and Reading Levels will be part of school's core business, discussed at executive, stage and whole-school meetings as part of our responsive approach to curriculum implementation.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering, working towards Sustaining and Growing in the element of Data Skills and Use.
Explore the theory of play and why play is fundamental for education in the early primary years.	25% of teachers have attended professional learning on the Walker theory of Play Based learning in the K classes. 33% of staff currently training in Inquiry learning for Years 3-6.
Understand the latest neuroscientific breakthroughs and how this impacts	All K-2 classrooms have the Walker Learning Pedagogy being implemented 4 or more times a week. This program is developing language and social life

<p>our understandings of young children's development.</p> <p>Discover innovative ways to add value to the teaching of literacy, numeracy, STEM and life skills.</p> <p>Provide strategies for children to explore learning through investigations which link to intentional teaching of all curricular areas.</p>	<p>skills as the students work at various stations around the room. These stations are carefully planned to meet student learning outcomes.</p> <p>The students are working through activities in STEM, reading, writing, numeracy, language, fine motor and social skills.</p> <p>The school received a Google grant for \$15, 000 which has been used to form communities of practice with the small alliance in the New England region. Students have been able to demonstrate their knowledge at UNE open days and developed school resources to support the integration of digital technologies into literacy and numeracy programs.</p>
<p>All students have learning goals based on determined 'expected growth' data using literacy/numeracy progressions which are tracked and monitored using PLAN2.</p> <p>Expert use of Authentic Self Assessment processes to embed reflective practice for all school, teaching and learning practices.</p>	<p>Students have shown an increase in achieving their literacy and numeracy Personalised Learning Plan goals, through staff monitoring PLAN 2 data.</p> <p>Staff completed a Self Reflection tool at the beginning of 2022 and this was used to set personal goals.</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

**Aboriginal background:** \$49,143.18

**Low level adjustment for disability:** \$5,720.76

**QTSS release:** \$21,605.15

**Location:** \$1,424.16

**Per capita:** \$22,251.00

## Summary of progress

Last year we continued the implementation of PBL Tier 2 classroom systems and began the discussion around where to next Tier 3 implementation.

As part of the Intercultural Understanding Partnership students and families were able share aspects of their culture, food and religion. We spent a day sharing cultural identity, language and knowledge on Anaiwan land. The impact of this has been a greater intercultural understanding and shared value of the differences heritage at our school both between students, their teachers and the wider school community. This shared understanding and value for the multiple cultural groups and families in our school saw a direct impact on the number of incidents that resulted from cultural misunderstandings. This supported teachers not only to better understand the cultures and heritage of the students in their class, but also to better engage with their students and the community.

The staff, students and community members' eagerness to be involved in this project heavily supported the success of this program. The barriers were the time involved in organising the events and scheduling staff. We hope that into the future we can include more and more of the students at our school in this program and expand it beyond the Aboriginal, Torres Strait Islander and Ezidi students.

## 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
The PBL framework Tier 1, classroom systems has been implemented to improved student engagement leading to improved student attendance and literacy and numeracy data.	<p>75% of students reported positive wellbeing outcomes. This is an increase of 42%.</p> <p>Attendance data demonstrated an increase in parents informing the school when their child was absent and also an increase in attendance. The literacy and numeracy data located in PLAN 2 and reading levels showed an improvement in student attainment.</p> <p>Positive postcards were sent home to parents/carers at the end of each day throughout 2022 to acknowledge students success and engagement in learning. This was also evident through an increase in the number of positive incidents recorded in Sentral.</p>

The ICUPS team will facilitate learning through 4 strategic approaches under the PBL Framework mantra of Respect-Connect-Succeed by the end of 2022 therefore improving student wellbeing, attendance, Literacy and Numeracy across the school.

Tell Them From Me data indicates 77% of students report a positive sense of well being (Expectations for success, advocacy, and sense of belonging at school). However, improving in literacy and numeracy has not yet impacted from the programs

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,085.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> <li>• implementation of targeted programs to differentiate teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The engagement of the A P C &amp; I 's has ensured there is a more consistent approach to data collection and analysis. The staff completed Professional Learning (PL) around curriculum reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enact on the K-2 curriculum and then allocate the IFS funding to support the individual student needs.</p>
<p>Professional learning</p> <p>\$35,095.51</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Data skills and use</li> <li>• A culture of high expectations and explicit teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The staff were able to access the professional learning to build their capacity to ensure students are receiving quality up to date information.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide the teachers with up to date PL for the implementation of the K-2 Curriculum, Walker Learning, ICUPS and PBL.</p>
<p>Refugee Student Support</p> <p>\$24,756.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>Refugee Student Support</p> <p>\$24,756.50</p>	<ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• additional staffing to map individual students against the EAL/D progressions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensured that the EAL/D students have the support to access the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The support will continue with new refugees as they arrive.</p>
<p>Socio-economic background</p> <p>\$517,948.17</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• A culture of high expectations and explicit teaching</li> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support (PiP) Phone Intervention Program to support attendance</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> That all students are valued and cared for. Providing uniforms and learning equipment so all students can access the curriculum and feel included.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will continue to be supported so all students are valued, seen and cared for and feel part of the school.</p>
<p>Aboriginal background</p> <p>\$167,661.45</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 educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• A culture of high expectations and explicit teaching</li> <li>• PBL</li> <li>• ICUPS</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• 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.</li> </ul>

<p>Aboriginal background</p> <p>\$167,661.45</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>          These programs ensure Aboriginal students were provided with all support required. Small intervention groups formed by teachers identifying targeted students needing extra support. Interventionists employed for specialist programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Staff to continue using data to identify the targeted students for extra support from the interventionist teacher.</p>
<p>English language proficiency</p> <p>\$296,878.49</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Data skills and use</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Staff trained in the EAL/D progressions and which phase they are in for planning.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          The EAL/D teachers to ensure students progress into the next phase from the one they are in in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$137,797.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A culture of high expectations and explicit teaching</li> <li>• PBL</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention PBL to increase learning outcomes</li> <li>• engaging a learning and support teacher to support the EAL/D students and teacher. Due to the high number of EAL/D students on individualised learning plans, the SLSO provides extra support for these students on the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Staff embed the What Works Best strategies in their teaching and learning programs.</p>

<p>Low level adjustment for disability</p> <p>\$137,797.82</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To introduce the tier 3 part of the PBL program.</p>
<p>Location</p> <p>\$1,424.16</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• ICUPS</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• subsidising school uniforms to enable students to have a sense of belonging</li> <li>• multicultural professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding enabled staff to be trained by the ICUPs team in " Multicultural Understanding" to support students suffering from racism. Professional Learning around Intercultural Understanding and 'On country'. This funding has also enabled every student equitable access to everyday learning through the provision of classroom resources. It also provided every student access to school excursions, day trips, and incursions as well as providing a subsidy for school uniforms.</p> <p>The school will continue to provide the students with equal access to internal and extra-curricular learning experiences, uniforms and resources to ensure that the learning environment for the students is conducive for learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continued work with What Works Best, high expectations and cultural understanding to support the ICUPs program. The school will continue to provide the students with equal access to internal and extra-curricular learning experiences, uniforms and resources.</p>
<p>QTSS release</p> <p>\$58,035.11</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• PBL</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum including weekly PBL lessons, teaching students the appropriate and expected positive behaviours.</li> <li>• assistant principals provided with additional release time to support classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The assistant principals were able to support the classroom teachers, giving them time to collaborate together.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Move into tier 3 PBL and revise the tier 2 with the new students and staff.</p>
<p>COVID ILSP</p> <p>\$123,506.00</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</p>

<p>COVID ILSP</p> <p>\$123,506.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• providing intensive small group tuition for identified students who were identified from the data collected regularly.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The interventionists were employed to support students in the K-2 classes in literacy and numeracy and 2 other interventionists in the 3-6 years. The students were identified through data which was regularly collected by the class teachers and analysed by the APC&amp; I.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The APC&amp;I will continue to collate the data to identify the students requiring extra interventionist support and implement the use of targeted groups that will receive additional support. The APC&amp;I will continue to provide teachers and SLSOs with targeted professional learning around the teaching of reading strategies and explicit teaching in numeracy.</p>
<p>Per capita</p> <p>\$68,172.98</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Drummond Memorial Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• ICUPS</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff training in cultural understanding.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through explicit teaching and demonstrating the skills of respectfulness and inclusion the playground and classrooms are more harmonious.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure this respect is carried over into the new year, revise the program with new staff and students especially in Stage 2.</p>
<p>6101 Carry Forward Funds</p> <p>\$221,357.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Drummond Memorial Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• To provide enough resources to ensure all students can and are accessing the curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> To purchase the equipment for all students to access the curriculum. All students to have access to equipment to increase their physical fitness.</p>

6101 Carry Forward Funds

\$221,357.00

**After evaluation, the next steps to support our students will be:**

To update our data equipment and provide resources for ICT.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	97	101	100	127
Girls	75	73	73	96

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.0	87.4	87.7	81.9
1	87.2	88.4	83.1	82.9
2	90.3	82.8	86.4	83.4
3	91.9	84.5	84.5	82.9
4	86.0	85.4	90.0	82.7
5	88.5	88.0	89.4	87.6
6	89.9	88.5	86.1	79.6
8			100.0	67.7
10				70.8
All Years	88.5	86.6	86.8	82.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
8			86.7	82.1
10				78.9
All Years	92.8	92.0	91.8	86.0

Staff are implementing positive programs to encourage attendance. Parents are informed in the weekly newsletter to encourage attendance.

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	5.2
Head Teacher(s)	1
Classroom Teacher(s)	12.71
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	7.22
Other Positions	1.8

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	924,763
<b>Revenue</b>	5,204,346
Appropriation	5,161,144
Sale of Goods and Services	14,823
Grants and contributions	25,811
Investment income	1,969
Other revenue	600
<b>Expenses</b>	-5,078,759
Employee related	-4,402,631
Operating expenses	-676,127
<b>Surplus / deficit for the year</b>	125,588
<b>Closing Balance</b>	1,050,351

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.

Drummond employed a School Learning and Support Officer for each of our classes to support the progress of students in their learning as well as a Wellbeing Support Teacher and SLSO to support students with a variety of significant behaviour and wellbeing needs.

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	124,842
<b>Equity Total</b>	1,120,286
Equity - Aboriginal	167,661
Equity - Socio-economic	517,948
Equity - Language	296,878
Equity - Disability	137,798
<b>Base Total</b>	2,732,681
Base - Per Capita	68,173
Base - Location	1,424
Base - Other	2,663,083
<b>Other Total</b>	995,179
<b>Grand Total</b>	4,972,987

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.

## Parent/caregiver, student, teacher satisfaction

According to our Tell Them From Survey (TTFM), of the staff surveyed, teachers feel well supported by the school leadership team in monitoring student progress, assessment and noted a relatively improved school culture across the board.

Of the parents surveyed, 78% feel welcomed at our school and 81% feel they are able to approach our principal if they have an issue.

Students reported teachers set clear goals for learning, established high expectations and provided helpful feedback on learning tasks.

The data shows that our students feel a strong connection with at least one member of staff who they can talk to when they need support.

The data showed that we are 6% below the state average for students feeling accepted by their peers and connected to other students, which we will address in 2023.



# 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

---

Drummond has a strong culture of cultural acceptance and inclusion which stems from a very diverse student group and staff team. Our Aboriginal Education Officer (AEO) worked closely with families to improve attendance, cultural understanding and commitment to learning. Our AEO delivered two sessions to staff from Drummond and other local primary school to improve the understanding of local Aboriginal culture, how to be sensitive to this in schools and include Aboriginal perspective and language in classrooms. Anaiwan language was taught across the school by the AEO and each class had a display in the room of language and cultural items.

Drummond also received a grant from the Intercultural Understanding Partnership (ICUPs) which was used to bridge the gap between the various cultural groups in our school through shared experiences and learning of other cultures. Students and parents from our Aboriginal and Ezidi communities spent time together on country sharing culture, food, and games. The impact of this program was extremely positive for all participants and it was discovered that we have far more in common than is different.

## 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.

## Anti-Racism - School statement

---

Our school has three trained Anti-Racism Contact Officers (ARCO), however they were used very little on account of the ICUPs program. While there are many cultural divisions in the community, this very rarely makes it into our school on account of the work our staff, AEO and student leaders have done to make Drummond a culturally sensitive and respectful place to work and learn.

## 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

---

At Drummond, we have employed multiple bilingual SLSOs to work alongside our Kurdish Kurmanji speaking students and trained English as an Additional Language/Dialect (EAL/D) teachers. This has helped to improve communication with

parents by translating of school reports and parent teacher interviews and calling to support with welfare and health issues.

Our Anaiwan language and Aboriginal Culture program has supported staff to improve our curriculum delivery of Aboriginal History and perspectives.

### Other School Programs (optional)

---

In 2022, we offered a Readiness for school program which was implemented for our incoming 2023 kindergarten students. This program funded a teacher, SLSO, school uniforms and resources through equity funding. We offered a breakfast and lunch club for students who need it, in partnership with Food Bank and Bakers Delight.

We funded a Behaviour Support Practitioner as an additional SLSO to support students with additional behaviour needs.

The school continued to implement the Positive Behaviour for Learning program which supported teachers and staff to have a shared understanding of the expectations for behaviour across the school in various domains.

We have updated Information Communication Technology (ICT) across the school and have and now have 1:1 devices for students with either laptops or iPads.

We also received a substantial grant from Google to buy equipment, cover staffing and develop leadership in our students to deliver workshops on how technology can be used to access different aspects of the syllabuses to other local small schools. Our STEM teacher was recognised for outstanding contribution to the teaching of STEM in Armidale.

We have also improved the infrastructure of the school grounds by building a covered walkway from one end of our school to the other to protect students from sun and rain.

We have also funded the building of an additional covered outdoor learning/play area in our K-2 area to provide additional shelter for our students. We have continued to make additions to our K-2 playground to improve the resources available for outdoor learning keeping in line with the Walker Learning Pedagogy.

Teachers across stage 1 now have been trained in Walker Learning Pedagogy which will be implemented across the school into the future.

Aboriginal Education Funding has been used to support all of our Aboriginal students to have access to uniforms, school resources and the ability to attend excursions, incursions and special events.

EAL/D funding has provided translation support to improve communication of newsletters, notes, reports and teacher contact with families through bilingual translators. The translators are also in class supporting the students the with understanding of concepts.