

2023 Annual Report

Drummond Memorial Public School



1058

Introduction

The Annual Report for 2023 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
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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: 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
Refugee Student Support
Socio-economic background
AP Curriculum & Instruction
Integration funding support
Low level adjustment for disability
QTSS release
Professional learning
English language proficiency
Literacy and numeracy
Location

Summary of progress

In 2023, we implemented the new syllabus documents for English and Mathematics in K-2 classrooms through explicit teaching of the Department of Education New Units of work for English and Mathematics.

All staff participated in high impact professional learning with the Education Curriculum Advisor - Teaching, Quality and Impact Directorate with other local primary schools and all Assistant Principals Curriculum and Instruction. K-2 staff also completed the online Introduction to the new curriculum professional learning sessions in both literacy and numeracy. In school staff meetings all staff had the opportunity to read through, discuss, look at stage units with colleagues and ask questions of Assistant Principal Curriculum and Instruction leaders about how to best implement the new syllabuses.

Drummond Memorial Public School implemented the Units of Work in all K-2 classroom by following the unit lessons 5 days a week in all classrooms. Class teachers worked collaboratively with Assistant Principals and Assistant Principal Curriculum and Instruction at regular Curriculum Reform Days. Stage teams worked together to adapt units to the context of Drummond Memorial Public School. In Early Stage 1 and Stage 1, class teachers worked together to create writing rubrics for the fortnightly lessons to assess student writing and adapt the next cycle of learning to student needs. Units were adapted to ensure students received differentiated support to meet their diverse learning needs, including students from EALD backgrounds.

Across Drummond Memorial Public School, we worked on the implementation of consistent assessment in Mathematics. Data was collected and entered into PLAN2. Stage meetings were used to discuss data and evidence of teaching and learning.

Consistency across teacher's practice occurred through fortnightly stage meetings and Curriculum Reform days as teacher's increased their understanding of the research base for the changes in the new syllabus. In particular, teachers increased their knowledge of the Science of Reading.

Teachers in some K-2 classrooms were initially reluctant to introduce decodable readers in their reading groups.

As a result of the training throughout the year, teacher knowledge regarding the changes in the K-2 syllabus increased. They were more receptive to these changes and when reading and working collegially with other stage teachers they were able to write the differentiation activities needed with better understanding. Teachers with Assistant Principals and Principal support, then gained the efficacy to utilise decodable texts for beginning readers in their classrooms. This then lead to more students increased in their reading skills, sight word knowledge and sounds. Teachers also had a better understanding of the new units of work.

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
72.2% 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 increased to 42.2% and we are above network: 40.3% and state: 41.7%.
Full implementation at a Tier 3 level with intensive intervention support for the top 15% of students having difficulty accessing the curriculum	All students were able to access and be exposed to the curriculum with targeted support.
Reading Growth The number of students achieving growth on internal Reading data improves from the previous year.	Internal data showed that all students achieved growth in Reading.
Numeracy Growth The number of students achieving growth on internal Numeracy data improves from the previous year.	Internal data showed that all students achieved growth in Numeracy.

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

Socio-economic background

Aboriginal background

English language proficiency

QTSS release

Per capita

AP Curriculum & Instruction

Professional learning

Low level adjustment for disability

Integration funding support

Summary of progress

The Assistant Principal Curriculum & Instruction (APC&I) continued to build the capacity of the executive team to ensure teaching strategies met the learning needs of all students across a variety of student backgrounds and learning profiles including Aboriginal and Torres Strait Islander students. All staff revised the What Works Best :Effective Feedback, Explicit teaching and these elements were evident in classrooms.

We employed extra staff to support unofficially diagnosed students in classes K-3 and 5/6 to ensure all students had access the curriculum which ensured the students had had more support and confidence to access the internal and external (NAPLAN, Check -in assessments). The data generated from these assessments have shown student progress against syllabus standards. When the Assistant Principals Curriculum & Instruction were working weekly with the principal looking and analysing the data collected we were able to specifically identify the top 5% of students for targeted support.

With staff entering their student data every 5 weeks and every 10 weeks into PLAN 2, the executive had this data to then discuss at the following executive meeting. Challenging questions were put to the Assistant Principals to ask at their stage meeting the next week and this was used to guide the teaching and tier one and two supports for the Learning and Support teachers. The stage leaders were then able to monitor the identified students more closely, and tier 3 supports were able to be accessed to support their learning.

Having these procedures in place the teachers were in the routine of regularly collecting data, entering data and then they were able to drill down to identify areas where extra supports were needed. They identified exactly where their students were at, and where they needed to go. There was a change in some staff attitudes knowing that their data was important, how it was used and how to better ask for support for their students. Time was a barrier and sometimes having all staff together was a bit difficult, with finding time to have catch up sessions. The APC&I's were the point of contact used with teachers and supervisors.

All students completed a Personalised Learning Plan with their class teacher, Aboriginal Education Officer or parent stipulating a cultural goal as well as a literacy and numeracy goal.

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
<p>Data is collected, collated, listed and analysed as evidence of meeting the minimum requirements. The documents will be part of school's core business for curriculum delivery.</p>	<p>Data was regularly collected, analysed and discussed at all level within the school. As a result of this data collection tiered support was arranged to ensure all students received support at their point of need. Teachers were able to differentiate their teaching delivery to enable all students to be catered for. Students were identified for Intensive Learning Support thorough extensive data analysis.</p>
<p>Learning Intentions and Success Criteria exist in all rooms for both Literacy and Numeracy and are based from Walker Learning Pedagogy and creating spaces that nurture, inspire and scaffold children's learning.</p>	<p>Working with the Curiosity and Powerful Learning program guided the executive to further develop the learning intentions to be displayed and explained to the students. Students were aware of what they were to learn, why and how to recognise when they had achieved it.</p> <p>Staff participated in Quality Teaching Rounds at another local school with the intention to guided the same process within the classrooms of Drummond Memorial Public School. Due to time, illness and lack of casual teachers we were unable to release the newer/beginning teachers to complete the walk arounds so the program was postponed until 2024.</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 SelfAssessment processes to embed reflective practice for all school, teaching and learning practices.</p>	<p>Students met with their teacher, parent and Aboriginal Education Officer to discuss and complete their Personalised Learning Plan, including one literacy and one numeracy learning goal.</p> <p>PLAN 2 data was used to guide discussion with parent. As a result, parents had a better understanding of exactly where their child was at with very specific skills.</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

New Arrivals Program
6101 Consolidated Fund Carry Forward

Summary of progress

In 2023, Drummond Memorial Public School had several staff changes, therefore this inhibited the Positive Behaviour for Learning committee to meet on a regular basis. At the conclusion of Term 3, a new smaller team met and planned, then implemented new lessons designed to teach the students skills, such as conflict resolution, maintaining friendship and safe play. An Assistant Principal was released to assist new staff in writing of the Positive Behaviour for Learning (PBL) weekly lessons. The PBL lessons also incorporated activities which ensured greater harmony between cultures. This resulted in less conflict, in particular, during soccer games.

Harmony day was well attended by the parents from each of the different cultures. They shared dance, their national dress and food which was funded through the ICUPs program. The ICUPs program also funded the next two visits to the Aboriginal 'On country' block - Newara. The students, parents of both the Ezidi community and Aboriginal community attended these excursions. They shared a meal and talked about their culture, discovering they shared similarities. This led to all students being more tolerant of each other.

Another funded activity we ran was each week a different country flag was raised, discussed and the students shared important facts about their country/culture with the rest of the school. Their photos were taken and placed in the newsletter, and the students were very proud to see their culture being celebrated. This ensured the families and their cultures were recognised and included in our school. All students had a better understanding of just how big the world is and many then went on to do their own research into another country to share with the classes. When raising the flag from another country the students had the opportunity to learn how to count to five in the different languages represented in our school. In 2024 we will introduce greetings in the different languages.

Students are becoming more aware of the other cultures in our school. They are developing respect for others traditions and they are more aware of similarities and differences they share. This has led to the greetings becoming known by all. Greetings will be painted on our large concrete snake in the middle of the playground for everyone to see, read and share. Teachers have learnt more about their students and about the many different days and traditions we need to be aware of across the school. For example: do not plan any water activities like a swimming carnival on a Wednesday, as the Ezidi students can not get wet on a Wednesday. Also, during the fasting week for the Ezidi students there should be no strenuous activities in the heat when they cannot have food or water during day light hours.

We are all becoming more tolerant of others and learning about these countries has ensured our students are becoming more knowledgeable about our world. It doesn't start and stop with Armidale.

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

<p>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>	<p>The review, then implementation of Positive Behaviour for Learning across the school enabled lessons to be written and taught in all classroom settings. In order to maintain consistent processes to be embedded across the school., lessons were revisited frequently because of new enrolments. New teaching staff were trained in Positive Behaviour for Learning. As a result, attendance data increased by 5%, especially in the junior classes due to Walker learning where they participated in problem solving and inquiry learning activities including pulling a keyboard apart, studying bugs under microscopes, writing, and many STEM based activities. This program ran for an hour each day in the Kindergarten classes. There were also many literacy and numeracy opportunities in the sessions for reading, reporting and recording what students were doing and how they were achieving the learning intention for the week.</p>
<p>New staff and returning staff have an understanding of Classroom systems and All settings systems to target our top 5% problem behaviour students by using the PBL Problem Solving framework at a targeting level.</p>	<p>All staff completed the Positive Behaviour for Learning training on line, which meant that all staff had a better understanding of the Positive Behaviour for Learning philosophy and its implementation across the school. Consistent Positive Behaviour for Learning language was used across the school. Due to all staff being invested in Positive Behaviour for Learning philosophy and processes, there were less suspensions in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$95,079.00</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 • A culture of high expectations and explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Small group tuition • Individualised Education Plans supported by the School Learning Support Officer employed to support students in class • Hugely differentiated learning programs <p>The allocation of this funding has resulted in the following impact: The employment of School Learning Support Officers ensured that learning support was provided in the small group tuition program to ensure students had equal access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue providing the students with differentiated curriculum.</p>
<p>Professional learning</p> <p>\$36,172.26</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 • A culture of high expectations and explicit teaching • Other funded activities <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 • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Professional Learning funds were allocated to provide staff with training on the new curriculum for K-2 to improve literacy and numeracy outcomes. All data was collated and research into Initial Lit literacy program to support all students undertaken.</p> <p>After evaluation, the next steps to support our students will be: The full implementation of the Initial Lit program.</p>
<p>Refugee Student Support</p> <p>\$18,783.83</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>

<p>Refugee Student Support</p> <p>\$18,783.83</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"> • Release time to engage staff in targeted professional learning • Employment of additional staff for targeted student support • Intensive English language and learning support to increase educational outcomes for students • Additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: The EAL/D teacher and bilingual translators supported all refugee students arriving at Drummond.</p> <p>After evaluation, the next steps to support our students will be: To continue with all current programs and levels of support. To employ another EAL/D teacher in 2024 due to the high number of students requiring intensive support.</p>
<p>New Arrivals Program</p> <p>\$57,470.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • ICUPS • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Another translator was employed to assist with the New arrivals.</p> <p>After evaluation, the next steps to support our students will be: In 2024 another EAL/D teacher and extra translator will be needed to ensure all students have access to the curriculum.</p>
<p>Socio-economic background</p> <p>\$501,794.06</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 • Data skills and use • A culture of high expectations and explicit teaching • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff release to increase community engagement • Providing students without economic support for educational materials, uniform, equipment and other items • Employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$501,794.06</p>	<p>Parent support with uniforms and excursions. Funds were used so no child missed out on a learning opportunity. A Wellbeing Health Inreach Nurse (WHIN) was utilised to support parents and carers with accessing medial support which was required for their child.</p> <p>After evaluation, the next steps to support our students will be: Continue working with the WHIN nurse to support families. Increase the budget to support more families in need in 2024 with uniforms, excursions and meals.</p>
<p>Aboriginal background</p> <p>\$183,066.42</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>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 • A culture of high expectations and explicit teaching • Attendance • 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 • Employment of additional staff to deliver personalised support for Aboriginal students • Employment of specialist additional staff such as Learning and Support Teachers (LaST) to support Aboriginal students • Employment of specialist additional staff such as an Aboriginal Education Officer (AEO) to support Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans (PLP's) <p>The allocation of this funding has resulted in the following impact: An AEO is working across the school supporting Aboriginal students with literacy and numeracy. Aboriginal Language program was implemented across the stage two classes run by local Aboriginal consultants. Teachers were released from class to work with parents on PLP's. Two teachers were employed for three stage classes to support as Learning and Support Teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue with employing LaST staff, to provide individualised support for Aboriginal students in reading and numeracy. AEO to implement more boys and girls cultural programs using local mentors.</p>
<p>English language proficiency</p> <p>\$178,254.59</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 • Data skills and use • A culture of high expectations and explicit teaching • Other funded activities <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

<p>English language proficiency</p> <p>\$178,254.59</p>	<ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Provide EAL/D Progression levelling professional learning to staff • Provision of additional EAL/D support in the classroom to encourage classroom differentiation <p>The allocation of this funding has resulted in the following impact: The EAL/D staff provided training to staff on plotting students against the learning progressions. Having extra bilingual translators across the school enabled one per stage to support students, staff and parents. The bilingual translators attended social events to ensure all families understand what was happening and feel welcome and included.</p> <p>After evaluation, the next steps to support our students will be: Bilingual translators to be employed across the school in 2024 as it was evidenced that this enables better communication across the school. QR code recording of help tips, for Ezidi families to access and listen to in Kurdish, on website about supporting reading in the home.</p>
<p>Low level adjustment for disability</p> <p>\$159,573.22</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"> • Reading and Numeracy • A culture of high expectations and explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention to increase learning outcomes • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Equity loading provided support for Drummond students in mainstream classes who had a disability or additional learning needs. APC&I's, LaST teachers, bilingual translators employed and working across the school with staff so all students needing an adjustment had equal access to the new curriculum. A Speech Pathologist was employed to assist with students.</p> <p>After evaluation, the next steps to support our students will be: To continue collaborating with Speech Pathologists to support our students and to differentiate learning as required for these students to meet their identified needs.</p>
<p>Location</p> <p>\$1,375.07</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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$1,375.07</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Extra technology purchased to use specifically to contact parents to increase attendance. Rewards at the end of each term to encourage students to come to school everyday.</p> <p>After evaluation, the next steps to support our students will be: To continue with See Saw messages directly to parents regarding their child's learning. SMS messages will be used to notify parents of student absences.</p>
<p>QTSS release</p> <p>\$51,963.55</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 • Data skills and use • Other funded activities <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 • Assistant principals (AP's) provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Extra support for classroom teachers from their supervisors (AP's) and APC & I's to collaborate in the implementation of high quality curriculum.</p> <p>After evaluation, the next steps to support our students will be: To provide staff with time to collaborate and participate in collegial conversations for curriculum implementation.</p>
<p>COVID ILSP</p> <p>\$143,522.83</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 2023.</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 and numeracy in years 2 and 4. • Providing intensive small group tuition for identified students who were in the bottom 10 %. <p>The allocation of this funding has resulted in the following impact: Students demonstrating improved confidence to have a go with improved results in numeracy and writing.</p> <p>After evaluation, the next steps to support our students will be: To provide on going small group support to targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	101	100	127	120
Girls	73	73	96	96

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.4	87.7	81.9	81.3
1	88.4	83.1	82.9	83.4
2	82.8	86.4	83.4	88.8
3	84.5	84.5	82.9	85.0
4	85.4	90.0	82.7	84.2
5	88.0	89.4	87.6	83.2
6	88.5	86.1	79.6	81.1
8		100.0	67.7	100.0
9				100.0
10			70.8	69.2
All Years	86.6	86.8	82.8	83.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
8		86.7	82.1	84.6
9				82.8
10			78.9	81.1
All Years	92.0	91.8	86.0	88.5

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6.2
Head Teacher(s)	1
Classroom Teacher(s)	11.73
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher EAL/D	1
School Administration and Support Staff	7.22
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	908,448.29
Revenue	5,558,965.99
Appropriation	5,467,915.79
Sale of Goods and Services	14,389.58
Grants and contributions	70,092.92
Investment income	6,267.70
Other revenue	300.00
Expenses	-5,309,732.12
Employee related	-4,794,993.61
Operating expenses	-514,738.51
Surplus / deficit for the year	249,233.87
Closing Balance	1,157,682.16

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.

	2023 SBAR Adjustments (\$)
Targeted Total	97,292
Equity Total	1,022,688
Equity - Aboriginal	183,066
Equity - Socio-economic	501,794
Equity - Language	178,255
Equity - Disability	159,573
Base Total	2,855,022
Base - Per Capita	59,381
Base - Location	1,375
Base - Other	2,794,266
Other Total	1,005,801
Grand Total	4,980,803

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

The 2023 TTFM Parent Survey did not receive the minimum amount of parent submissions to generate a report.

The link to the survey was distributed via the school newsletter, but unfortunately, this did not garner an adequate response.

Drummond Memorial Public School does, however, have a healthy and energetic Parents and Citizens committee with many families, who meet monthly, to discuss programs being implemented in the school, ask questions about their child's education, provide ideas and suggestions, discuss new initiatives and to receive feedback on the school's provision of services. They are very active parents who are always trying to encourage new parents to be active in their school.

We value the feedback from parents and plan to greatly improve the participation of parents in the next TTFM survey by: asking parents to complete the survey on iPads at the morning and afternoon gates and at our annual Big Breakfast. This will ensure teachers are introducing themselves and building relationships with the parents of their students. We believe that the personal invitation of teachers at these events will encourage our busy families to provide the feedback we need to continue to improve the performance of our school.

The 2023 TTFM survey of students and teachers has given the school many things to be proud of and just as many things to continue to develop. Most notably, the aspirations of our students are high - with 60% of our students believing that when they finish high school they will attend university, 86% of our Aboriginal or Torres Strait Islander students feel good about their culture in our school, with 72% of those same students agreeing or strongly agreeing that their teachers understand culture. Majority of teachers felt through training and working closely with our last AEO they had a better understanding of the local culture and could support children with the support of the AEO. The two newest teachers to join our school, stated they need to participate in training, need more relationship building time and to spend more time with our current AEO to learn more about the local culture.

70% of respondents have a positive sense of belonging at school and 73% value their schooling outcomes and believe that their schooling will have a strong bearing on their future. Students feel the high expectations of their teachers in every class, with 71% of students telling us that they receive clear learning goals, established expectations, opportunities to check for understanding and receive feedback on their progress. 95% of teachers felt that they have high expectations for all students in their class and the other 5% felt they have high expectations for majority of their students, but some students were not rising to it.

Further, 70% of our students set challenging goals for themselves in their schoolwork in Years 4 and 5. Unfortunately, this number reduced dramatically for students enrolled in Year 6.

54% of students across the school agree or strongly agree that they are Known, Valued and Cared for, while 61% of students said there is a staff member who they can talk to when they need support. However when teachers and bilingual translators asked each child to nominate a staff member they would feel comfortable speaking to, if they had a concern, 100% of children could nominate a staff member they felt safe to approach. We believe there was a language barrier with understanding and reading the TTFM survey questions.

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 2023 have included:

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

The students from Drummond Memorial Public School participated in a variety of activities including an excursion to the local Aniwaniwan On Country -Newara, participating in many cultural activities on site. Also, guest speakers from the Department of Education and a local Indigenous dancer and artist. The program has been an outstanding success with all girls participating gaining more self-confidence to help find their path in life and community members commenting and commending our girls for their outstanding participation and behaviour when out visiting the above mentioned services.

The stage 2 classes participated in the Cultural Language Program, presented by Dave Widders which ran for 6 weeks.

Visits and workshops run by Medicare Local on the importance of living a healthy and active lifestyle were presented to Stage Three students as part of the PDHPE program and mentors for several senior boys.

The senior students participated in the Leadership program at the beginning of the year and were provided with many opportunities to lead and use their skills around the school.

Students lead the SRC and fortnightly Gathering. Meeting and speaking with parents and community members at morning tea and lunch functions. Participating in sporting teams after school hours representing Drummond with pride.

School Learning Support Officers are working in all classrooms to ensure all children have access to support. Teachers work with small groups ensuring all students are receiving explicit instructions and have full opportunity to participate in a comfortable setting.

The Assistant Principal Curriculum and Instruction program has been supporting all students including the Aboriginal students. The data is collected every five weeks, analysed and then in stage groups the teachers work with the Curriculum Instructional leaders to read the data and plan for the next five weeks.

K-6 staff initially placed all students using the progressions. All students will have support in class and several students received support from the COVID LaST funds. These students were identified from data .

The AEO is working in classroom supporting and encouraging students. She is working with all Aboriginal students on cultural awareness programs. She is also working with Year 5 and 6 in preparation for NAPLAN.

The AEO was working with the High School on an exchange of duties. Drummond receives a male AEO and Drummond's AEO supports an art program at the local High school with Aboriginal girls.

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.