School context
Drummond Memorial Public School has 152 students enrolled in K-6, 20 students enrolled in the Early Intervention Pre-School class and 5 enrolled in the Multi-Categorical class.
45% of these students identify as indigenous and 13% of these students are from other countries.

Principal’s message
It is a pleasure to introduce the Drummond Memorial Public School 2013 Annual School Report. This report will provide our school community with an overview of the fantastic programs, activities and events which have been integral to our school operation throughout this year.

This report will also highlight the students’ performance in literacy and numeracy and provide an overview of the progress we have made on the targets and outline some of our school improvement targets.

At Drummond Memorial Public School we have dedicated staff who are committed to the provision of a caring and cooperative learning environment. As a staff we have:

- Set high expectations for students and teachers in all areas.
- Developed strong foundations for our students, so they become lifelong learners.
- Provided quality teaching and learning programs which promote inclusive education and Aboriginal culture for all students.
- Promoted and valued individual differences amongst the student population.
- Expected and promoted respectful interactions between all members.
- Increased participation and engagement through the use of technology in the classrooms.

We also offer individual learning through the development of Personalised Learning Plans (PLPs) where parents and students are encouraged to set goals with their class teacher.

Drummond Memorial Public school has appreciated the benefits and opportunities it has been able to provide through the National Partnerships Low SES and Priority Schools funding received this year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Julianne Crompton

P & C and/or School Council message

Another year almost over and it has gone fast.

We have had a busy time with many different fundraisers which are not possible without your support.

Our Clothing Pool now opens twice a week for parents convenience to purchase cheap quality school uniforms for our children to show the pride in their school by proudly wearing our school colours and emblem.

The canteen has been run all year by two dedicated ladies to offer Healthy Lunches and afternoon teas on Fridays.

We offer weekly school banking with the Commonwealth Bank.

Also through the year we have had a Mother’s Day Stall, Pie Drive, two election day B.B.Q’s, Father’s Day Stall and last weekend’s Family Fun Fair.

We donated 500 dollars to the new curtain fund for the school auditorium, as well as the book awards presented at our Presentation Day and are planning to help out with the playground seating in the New Year.

The P & C is a group of dedicated Parents, Teachers and Friends of DMPS with a mission to raise money and work with the school to help our children to have the best possible equipment and learning facilities that we can.

I would like to thank the P & C Executive Nichole McDonall and Tamara Jolliffe for their tireless efforts this year and to the other members of the P&C who stepped up and helped out I thank you as your support was invaluable.

I wish everyone a safe School Holidays and to all that are leaving our school, Good luck in your furfure endeavors. I look forward to seeing you all next year at the Annual General DMPS P&C Meeting which will be held in February 2014.

Sharon Holden P & C President 2013
**Student representative’s message**

We have really enjoyed being school leaders this year. We have learnt that to be a good leader you have to be trustworthy, a good role model, display confidence and do the right thing at all times. If it wasn’t for the leaders Drummond wouldn’t be as good as it is now. We have also enjoyed being part of the Drummond Student Representative Council, making decisions on such things as fundraising, spending our Woolworths points on school equipment, Mufti Days and getting a new Australian flag for the school. We considered this a very important role.

As leaders we lead the fortnightly Gatherings. Our confidence has improved greatly due to running the Gatherings. We are now confidently getting up and talking in front of an audience. We found going around to all of the classes to choose the Best Class and Classroom very interesting because we were able to see how well all of the other classrooms looked with all of their artwork on display and how well the students were working together.

Over the year some of the 5/6 leaders have ventured down to work and play with the Transition, Kindergarten and Year 1 students. We feel the little students are so amazing to work with and they were always excited when we came over there.

The leaders and the 5/6 class ran two tabloid games afternoons. We got to know all of the students better and it boosted our organisational skills and we learnt how to give instructions clearly and run an activity properly.

We represented the school proudly at the Autumn Festival and during the Anzac Day march. We felt great pride holding the school banner at the front of our school group. We wore blazers and looked very important and official.

We helped run two school discos, a cake stall and helped at the P & C Family Fun Fair. We enjoyed helping with all of these events and raised money for the school blinds in the hall, saving the Tasmanian Devil, assisting the school chess team attend tournaments and for the white elephant stall at the fair.

We felt we represented the school well at Kentucky on the ‘Frog Dreaming’ camp and at the University of New England at ‘Science in the Bush’. We were also honored to receive awards at the ‘Fair Trading Art competition’. Drummond Memorial won more awards than any other school in Armidale.

Our time at Drummond has been fantastic and we will miss all of our friends and exceptional teachers who have taught us well and made sure we could move into high school with confidence. We are a little scared that we will get a little lost at high school but we will give our best and make the most of our future.

![Agurok Marial, Harley Aspinall and Brian Torio](image)

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>Female</td>
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<td>38</td>
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Student attendance profile

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<thead>
<tr>
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<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>School</td>
<td>K</td>
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<td>91.9</td>
<td>92.0</td>
<td>92.4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>90.5</td>
<td>94.4</td>
<td>93.6</td>
<td>89.7</td>
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<tr>
<td></td>
<td>2</td>
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<td>89.9</td>
<td>93.2</td>
<td>90.2</td>
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<tr>
<td></td>
<td>3</td>
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<td>88.0</td>
<td>96.2</td>
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<tr>
<td></td>
<td>4</td>
<td>91.3</td>
<td>90.9</td>
<td>94.4</td>
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<tr>
<td></td>
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<td>92.3</td>
<td>93.3</td>
<td>91.0</td>
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<tr>
<td></td>
<td>6</td>
<td>86.7</td>
<td>92.7</td>
<td>90.3</td>
<td>89.3</td>
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<tr>
<td>Total</td>
<td>92.0</td>
<td>91.2</td>
<td>93.1</td>
<td>90.1</td>
<td></td>
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</tbody>
</table>

| Region| K    | 93.2 | 93.0 | 93.2 | 93.5 |
|       | 1    | 92.3 | 93.0 | 92.8 | 93.0 |
|       | 2    | 93.0 | 92.9 | 93.4 | 93.0 |
|       | 3    | 92.9 | 93.3 | 93.1 | 93.3 |
|       | 4    | 92.7 | 92.9 | 93.0 | 93.1 |
|       | 5    | 92.8 | 92.6 | 93.3 | 93.1 |
|       | 6    | 92.0 | 92.7 | 92.5 | 92.7 |
| Total | 92.7 | 92.9 | 93.0 | 93.1 |

| State DEC| K    | 94.7 | 94.7 | 94.3 | 95.0 |
|          | 1    | 94.2 | 94.2 | 93.9 | 94.5 |
|          | 2    | 94.4 | 94.2 | 94.2 | 94.7 |
|          | 3    | 94.5 | 94.4 | 94.4 | 94.8 |
|          | 4    | 94.5 | 94.3 | 94.3 | 94.7 |
|          | 5    | 94.4 | 94.2 | 94.2 | 94.5 |
|          | 6    | 94.0 | 93.8 | 93.8 | 94.1 |
| Total   | 94.4 | 94.3 | 94.2 | 94.7 |

Management of non-attendance

Each classroom teacher monitors their student attendance on a daily basis and follows DEC and school policy regarding the following up of student non-attendance. More parents are aware of and are applying for Exemption when their child is going to be absent for more than one day.

The Learning Support team continues to meet each week to evaluate the attendance of students. The School Learning Support Officer implements the Phone Intervention Program each day. Students are rewarded for excellent attendance each term.

Parents are given a calendar each year with the absentee slips attached to encourage them to send in the explanations to the class teacher.

We work closely with the Home School Liaison Officer to implement a rewards program to decrease the number of students arriving late to school. We are constantly providing parents with attendance information through the weekly newsletter, workshops and at parent interviews.

Easter hat parade

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher – Suspension Centre</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Iterant Visual Disabilities</td>
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<tr>
<td>Home school Liaison Officer</td>
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<tr>
<td>SS Teacher of Behaviour</td>
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<tr>
<td>Pre-School Teacher – Children Disability</td>
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<tr>
<td>Teacher Aboriginal with Learn Difficult.</td>
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<tr>
<td>RFF teacher/Support Exec/Executive RFF</td>
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<tr>
<td>Priority School Funding/P/T teacher</td>
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<tr>
<td>Teacher of Behaviour Disorders</td>
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<tr>
<td>Primary AP Learning and Support</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>23.164</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We have an Aboriginal Education Resource Teacher (AERT) and 2 Relieving Aboriginal Education Officers (AEO) who are sharing the position and working in the school full time whilst the permanent AEO is relieving as the Aboriginal Community Liaison Officer in Regional Office.
Another initiative is a Transition Class with a teacher and an Aboriginal School Learning Support Officer employed to run the class two days per week for terms 2, 3 and 4. The Aboriginal School Learning Support Officer position was funded through the 2013 Aboriginal Education programs: Regional grant.

**Staff retention**

A permanent classroom teacher was appointed to the staff this year. The Aboriginal Education Resource Teacher is working as part of the Regional team and another teacher is on leave for the year.

Mrs Janet O’Callaghan is the School Administration Manager and Mrs Julie Tadman the School Administration Officer. Miss Jen Russell also works in the office when needed.

Mrs Lesley Widders and Mr Bobby Kelly are the relieving Aboriginal Education Officers, Miss Jen Russell, Ms Donna Frizzell, Ms Jen Thomas and Mrs Dianne Martin are the School Learning Support Officers who work in the various centres in the school.

SAS Staff participated in various training and development activities during this year. These included: Annual Financial Statement/Rollover Course, ERN Training, Excel Training, iTEC 13, AEO/AEW/ICT Professional Learning and the mandatory courses; Child Protection, Emergency Care, CPR and Anaphylaxis.

Mr. Rich and Mr. Jackson are to be congratulated on the excellent way in which they maintain the school grounds.

Mrs Helen Hobbs took leave and will retire at the beginning of 2014.

Mr Ron Jackson retired from his position and Mr Mark Harris will commence in 2014.

With the continued growth of enrolments in 2013 we saw the appointment of a permanent teacher who will commence in 2014.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>435746.96</td>
</tr>
</tbody>
</table>
School performance 2013

The Arts

In 2013 Drummond provided a quality creative arts program to the students.

The school has a junior and senior choir which performed at a number of events. The choirs rehearsed weekly and the senior choir performed as part of the Presentation Day Gathering.

Mikala Leggett with Tristan Green and Jeyden Nenedic

The end of year concert – “History of Rock” saw all classes perform an item showcasing the many talents of Drummond students, including dancing, singing and acting. Two classes perform an item each fortnight at the Gathering for the students and parents highlighting their learning in the classroom.

Two students, Natasha and Myles Livermore-Williams both participated in the Community of Schools Orchestra playing their violins. They performed in three concerts in various schools in the Armidale area.

Sport

The focus of the Sport/P.E programs at Drummond this year was to improve student participation in a variety of physical activity and enhance the fundamental movement skills of students.

School Programs:

- Daily P.E and sport – cricket, soft ball, basketball, tennis, golf, tee ball, Zumba, dance, table tennis and Oz tag
- Cross Country, Athletics and Swimming carnivals
- Intensive Learn to Swim
- Jump Rope For Heart
- Live Life Well @ School – Focus on Fundamental Movement Skills
- Skills clinics – rugby league, touch football, netball, hockey, AFL and basketball
- Active After School Community – hockey, cricket, athletics play, soccer and fundamental movement skills
- Tabloid sports days including indigenous games
- Lunch Time sport – soccer, basketball and touch football training and handball competition

Armidale PSSA Representatives in:

- Athletics
- Rugby League
- Basketball
- Touch Football

North West PSSA Representatives in:

- Basketball – Travelled to Sutherland finished 11th
- Athletics – Travelled to Sydney

State PSSA Knockouts:

- Girls Netball – 1st round
- Boys soccer – 1st round
- Boys Basketball – 1st round
2013 has been a successful year in sport at Drummond. We have had students achieve success in individual and team sports. Due to the programs implemented at Drummond during 2013 we have seen student engagement and participation in sport and P.E increase along with improved fundamental movement skills.

Learn to swim program

The 2013 Intensive Learn to Swim program was very successful. The program ran from Monday 18 November through to Thursday 28 November 2013. There were 55 students, 3 teachers, 1 parent helper and 3 swim instructors. Staff and students walked to the Armidale town pool each day and swam for one hour. Every student demonstrated a sound increase in their confidence around water and all students displayed a higher level of knowledge of water safety and survival strategies. The students in the top 2 groups could all swim 25 metres freestyle by the end of the program. The middle 2 groups could safely get themselves across the pool by the end of the course, which was a big improvement on the first day when many wouldn’t leave the edge of the pool.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3 - Reading

![Percentage in bands: Year 3 Reading](image)

We had 16 students sit the Year 3 National Assessment Program. In Reading 31.3% of students achieved in the top three achievements bands and 6.3% of students were placed in the bottom band; in Writing 18.8% of students achieved in the top three achievements bands and
6.3% of students were placed in the bottom band; in Spelling 49.8% of students achieved in the top three achievements bands and 12.5% of students were placed in the bottom band; in Grammar and Punctuation 43.8% of students achieved in the top three achievements bands and 0% of students were placed in the bottom band.

**NAPLAN Year 3 - Numeracy**

We had 16 students sit the Year 3 National Assessment Program. In Numeracy 43.8% of students achieved in the top three achievements bands and 12.5% of students were placed in the bottom band.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

We had 19 students sit the Year 5 National Assessment Program. In Reading 26.4% of students achieved in the top three achievements bands and 5.3% of students were placed in the bottom band; in Writing 10.6% of students achieved in the top three achievements bands and 36.8% of students were placed in the bottom band.

In Spelling 15.8% of students achieved in the top three achievements bands and 31.6% of students were placed in the bottom band; in Grammar and Punctuation 10.5% of students achieved in the top three achievements bands and 21.1% of students were placed in the bottom band.

**NAPLAN Year 5 – Numeracy**

We had 19 students sit the Year 5 National Assessment Program. In Numeracy 0% of students achieved in the top three achievements bands and 36.8% of students were placed in the bottom band.
The graph above shows the outstanding growth the students at Drummond MPS have made from Year 3 to Year 5 in Reading compared to the other schools in our area and within the state.

The following graph shows we are also achieving above state and region in growth for the students in Year 3 to Year 5 in Spelling.

The growth for Drummond students in Grammar and Punctuation is again above state and region.

Other school based assessments

The Reading Recovery Program is for Year 1 children. Entry to the program is based on being one of the group of children with the lowest literacy achievement in class. The Reading Recovery Program is in its 17th year of implementation at Drummond Memorial Public School.

This year, the school received funding for three students.

Outcomes:

- Eight students from the 28 enrolled in Year 1 accessed the program
- Three students successfully discontinued the program
- One student successfully discontinued the program
- Four students were referred for long time support, due to processing difficulties
- Eight students who accessed the program were from ATSI background
- Five boys and three girls accessed the program
- Classroom practices in the Year 1 and the K/1 classes were excellent. Teachers were supportive and operated appropriate Guided Reading Program based on L3 and Accelerated Literacy.
Issues
In Term 1, two teachers worked with the students. In Term 2, one teacher was now available and taught all Reading Recovery students. The cooperation of some students hindered their progress as well as many partial absences in the mornings.

Parental involvement was greatly encouraged, however, was not always possible. Phone calls went to message bank.

There was little support from home listening to the students read each night and it was difficult to have books returned.

Most students had difficulty in forming their letters correctly - such as ‘b,d,p,q, g, a’ as they were unaware as to where to start the letter correctly.

More formal handwriting lessons encouraging correct formation of letters.

The three children who have been discontinued, improved in confidence and ability.

L3
This year Drummond Memorial Public School has implemented Language, Learning and Literacy (L3) for the third year in the Kindergarten and Year 1 classrooms.

A new graduate student completed her first year of training while another teacher graduated after two years of training and will receive ongoing Professional Learning in the year to come.

Kylie Landrigan, Sue Brown, Amanda Coghlan

Language, Learning and Literacy (L3) is a research-based, effective Kindergarten classroom intervention, targeting text reading and writing. It has been designed to complement the daily Literacy program for students who do not bring a rich Literacy background to their first year of school.

Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students.

A L3 lesson in K/1

L3 addresses the following aspects of reading and writing processes that support the comprehension of texts:

- Phonological awareness
- Visual perception of letters
- Word recognition
- Word analysis
- Structural analysis
- Phrasing in fluent reading.

Small group teaching enables the teachers to see and hear students’ responses in instruction. Strengths can be identified and maintained and difficulties can be attended to early and quickly. Small group teaching enables the teacher to target the students’ current competencies and processes. The teacher is able to implement highly successful learning experiences for each student in ever L3 session.

Students also rotate to independent individual or group learning centres. These centres require them to practice and consolidate their learning. For part of the year we were fortunate enough to be able to have extra support during these L3 sessions and at least 2 extra teachers were working with small groups. These group-learning centres focused on the components of the best start continuum and were adjusted for each groups cluster level.

The school has seen great success and results this year and the program will be continued in 2014.
**Best Start**

The Best Start Kindergarten Assessment was implemented at Drummond Memorial Public School again in 2013. The Best Start Kindergarten Assessment is designed to identify each student’s literacy and numeracy skills and understanding at the beginning of Kindergarten.

The first standardised assessments are undertaken during the first days of the school year.

The literacy assessment tasks are designed to identify whether students can:
- recognise familiar print in the environment;
- recall details about a picture story book that has been read to them;
- write their name;
- understand how books work;
- recognise and use sounds and letters.

The Numeracy Assessment tasks identify:
- how well students can count
- which numbers they can recognise
- whether they can correctly collect a small number of objects
- whether they can add and subtract small numbers of objects
- whether they can recognise simple repeating patterns.

Teachers look at students’ early reading and writing, their ability to communicate with others, and how they recognise and work with numbers, groups and patterns. This assessment allows the teacher to identify the literacy and numeracy skills, knowledge and strategies that each child brings to school as they enter Kindergarten. The key idea is to find a baseline capability of all students to inform curriculum planning.

The teachers plot their students on both the Literacy and Numeracy Continuum twice each term. This enables the teacher to monitor students’ progress and ongoing development, appropriate teaching support and to see where to next.

**Other achievements**

**Significant programs and initiatives**

**Early Action For Success**

*Early Action for Success* is the Department’s strategy for implementing the NSW Literacy and Numeracy Action Plan in 2012.

There are four key features of *Early Action for Success*: instructional leadership; personalised learning; assessment for learning; and high quality professional learning with a focus on the early years of schooling K-2.

Schools were identified as eligible using an agreed methodology which included a range of criteria.

At Drummond MPS the Early Action For Success Program (EAFS) data was gathered through both formative and summative assessment to establish the schools focus areas for intervention.

**Transition Class**

In 2013 the Transition class at Drummond MPS ran for two full days for three terms. The children have participated in a wide range of activities to prepare them for Kindergarten next year. The Early Years Learning Framework has been followed to help develop creativity, social and cultural competence and to encourage learning through play.

The highly acclaimed Tucabia program has been followed for developing the children’s gross motor skills.

Fine motor skills have been developed through fun art and craft activities with an impressive portfolio of art work being presented to the families at the end of the year. A carefully planned and sequential scissor cutting and also prewriting program was followed with students showing a great improvement in these areas.
Phonemic skills have been explicitly taught with the Transition children raising their readiness for learning to read in Kindergarten. Numeracy skills have been extended the whole year with the Aboriginal ERT teacher spending one on one time with students during term 3.

Socialisation skills have been developed through play opportunities that have been provided with some great little friendships blossoming in the course of the year. We have regularly visited the Kinder and K/1 classrooms to familiarise the children with the routines of school and encourage friendships with their fellow school mates. In term 4, Year 5 and 6 students came each week for a special Buddy time, playing games, making constructions from materials and going on a treasure hunt. The Transition students have been made to feel very welcome and an important part of Drummond MPS.

Language development has been promoted with engaging stories being read each session, using the ‘thinking partners’ strategy whereby students discuss questions with a peer before reporting back to the teacher giving each child an opportunity to develop their thoughts before sharing them with the whole class.

Transition also regularly visited the Library for a story from Mrs Peach and books were available for the students to borrow from a classroom set. Over the year we have seen great improvements in the students’ language and speech skills.

Information Technology has been included in the program with the regular use of Ipads to engage the students as well as using the interactive smart board when visiting other classrooms.

Life skills have been encouraged by the children regularly participating in cooking as well as initiating and maintaining a vegetable garden.

Towards the end of the year all students were given a vision and hearing screening as well as an assessment by a speech pathologist.

We received funding through the 2013 Aboriginal Education programs: Regional Initiatives Funding to fund the School Learning Support Officer for the second day each week for term 3 and term 4.

Aboriginal Education

2013 saw Drummond Memorial Public School engage in many Aboriginal Programs across the school and within the wider community. These included:

- DMPS proudly displays the signed the Partnership Agreement document with the AECG.
- Connecting to Country program with the local AECG.
- Aboriginal perspective embedded into teaching programs.
- Celebrating NAIDOC week – community march
- Participated in the Fair Trading NAIDOC celebrations and Art competition
- The Strong Smart and Deadly program for students in Years 5/6.
- Personalised Learning Plans (PLPs) were again negotiated with parents, caregivers and students and used to inform planning
An additional aim of the program is to educate non-Indigenous and Indigenous students alike that to be Strong Smart and Deadly at School means understanding the notion of strength in a positive way, acting smart and making deadly decisions in all areas of school life.

- Employing local Aboriginal man to teach boys in years 2-6 to play the didgerdoo and then perform in a concert for parents.

- Drummond Memorial Public school was identified as a Focus School. We worked closely with the local Aboriginal community and local AECD in the Connecting to Country program.

- Staff had the opportunity to participate in cultural awareness training which involved visiting local Aboriginal sites in the Armidale area with the local community and aboriginal students from the local High schools.

- The National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) has been endorsed by the Council of Australian Governments to provide a consistent approach to the delivery and reporting for Aboriginal education. We are actively engaged in implementing actions on the following six domains to achieve significant progress for Aboriginal students.
Domain: 1 Readiness for School

Drummond Memorial Public School implements a:

- High quality and culturally inclusive **Readiness for School program** for Aboriginal students. We have a Transition class which runs in term 2, 3 and 4. There is a qualified Early Childhood teacher and an Aboriginal School Learning Support Officer employed to run this class.

This year the Transition class had 26 students. 7 students have identified as Aboriginal, 5 students ESL students. 11 students have siblings that also attend the school and 9 students have younger siblings. All of the students attend transition on both days and 2 students share their time between the Transition class and Early Intervention.

Domain: 2 Engagement and Connections

Drummond Memorial Public School works in partnership with families and the community to support the education of all students. We have implemented many programs during the year to ensure all Aboriginal students are included and are engaged in their learning.

Technology was extended into the 3-6 classes. Each of the three classes were given six Ipad to use for their literacy lessons. At the end of each term an evaluation was conducted to see if the use of Ipad made a difference to attendance and engagement, which it did.

Other strategies implemented at Drummond are:

- Promoting Aboriginal culture
- Celebrating NAIDOC week.
- Developing a Partnership Agreement with the local AECG.
- Involving Aboriginal families, teachers and Aboriginal education workers in the development of Personalised Learning Plans and strategies for students in all years Kindergarten to year 6
- Class budgets so each teacher could purchase items relevant for their students
- Excursions

Domain: 3 Attendance

As stated earlier the staff implemented many strategies to ensure the students feel culturally safe at school and to increase engagement between the school and parents to ensure students are arriving at school and on time every day. These include:

- Staff Cultural Awareness training to ensure staff have an increased understanding of the factors influencing the attendance of our Aboriginal students and planning effective and sustainable strategies to support their attendance. We provide:
  - Class incentive awards
  - Prizes each term for 85-90% attendance we evaluate and monitor the success of the students attendance
  - Certificates for improved attendance
  - Regular Communication in the newsletter for parents
  - Parent information sessions to inform parents of DEC policy and procedures on enrolment
  - Programs with the Home School Liaison Officer/ Aboriginal Community Liaison Officer to encourage improved attendance to develop an evidence based attendance strategy.
  - Good relationships have been developed with our parents/families
  - A Phone Intervention Program
  - A calendar to all parents with absent slips attached to encourage parents to explain absences.

Domain: 4 Literacy and Numeracy

Drummond MPS has many programs to improve Literacy and Numeracy outcomes for student. These include:

- Training staff in Aboriginal English Pedagogy and implementing strategies and assessment strategies to support the students
- Using an integrated and balanced approach to reading
- Using explicit teaching of literacy skills
- Staff trained in and implementing the New English Syllabus
• Introduction of an Instructional Leader to work with K-2 staff and students.
• L3- a literacy based intervention program
• Reading Recovery
• Speech pathologists training teachers to assist with speech improvement
• Using an integrated approach to numbers that include explicit teaching of Numeracy skills
• Count me in Too is implemented in class programs
• Using data to monitor individual student performance and to drive the teaching
• Norta Norta – employing aides to assist with low achievers from NAPLAN
• Providing appropriate professional learning training for all staff

Domain: 5 Leadership, quality teaching and workforce development
• Professional learning for the principal to assist in leading improvements in the learning outcomes of Aboriginal students
• All teachers participate in professional learning workshops to ensure they have the most up to date information for their students.
• All programs incorporate Aboriginal perspectives to engage Aboriginal students
• Strong Smart and Deadly lessons specifically on leadership skills and strategies.
• The student leaders organize and run the fortnightly Gathering.
• Immersion of Aboriginal cultural for staff
• Staff attend the local AECG meetings
• PLP’s for all students
• Teaching programs have perspectives embedded

Domain: 6 Pathways to real post-school options
• Inter school activities where the senior students are mixing with High School students.
• Working on Transition to High School programs with Aboriginal mentors.
• The senior boys joining the Clontarf group at Armidale High School to ensure a smooth transition into High school.
• Mentoring programs.
• Leadership programs.
• Employing two young Aboriginal Men to mentor senior boys who were excellent role models.
• Sports programs and in school competitions.

Multicultural Education
At Drummond Memorial Public School we continue to enjoy the benefits associated with our growing multi-cultural student population.

Sami Zahra, Raghad, Nwarf, Rahif

Our twenty seven English as a Second Language (ESL) students come from twelve different countries and enrich the lives of us all.

Identified students are provided with support from ESL teacher, Mrs Fay Paris, to develop their literacy and numeracy skills so that they are able to participate in the school and achieve equitable outcomes to the other students.

Students are either withdrawn from class in small groups or helped directly in class to use English effectively in their school work.

The ESL teacher has arranged for interpreters to be available for parent interviews and support on enrolment as required.
All teachers continue to include a multicultural perspective across the curriculum. Many of our ESL students have represented Drummond MPS this year in areas of sport and academics and achieved great success.

Harmony is promoted through the school policies and practices to counter racism, to promote tolerance and develop understanding of cultural, linguistic and religious differences. Teaching practices are inclusive. The school community promotes and enjoys an open and tolerant attitude to difference. The school has had an Anti-Racism Officer for many years to help promote understanding and unity in the school.

Our multicultural nature at Drummond MPS is observed with many events:

- Celebration of NAIDOC week
- Harmony Day was celebrated at school with online activities as well as wonderful 10 minute talks and displays of cultural items stationed around the school from parents from six different nationalities.
- A successful Multicultural Day in May with classes choosing a country each and organizing a presentation for the rest of the school explaining an aspect of life in that country.

In Term 4 English lessons for parents of ESL students was introduced with four parents currently attending and one indicating interest for next year. Mrs Paris is assisted by a recently qualified volunteer and caters for beginners to advanced in two one hour sessions a week.

Two after-school Homework Centre’s are jointly funded by DEC Equity, Northern Settlement Services, University of New England International Students Directorate, Armidale Dumaresq Council, the Sydney Myer Foundation and Barnados. These are hosted at Drummond MPS, coordinated by an ESL teacher and manned by community members and UNE students. Students come from seven public primary and high schools and are a mix of former refugees, migrants and children of international students. Many of our Drummond Years 2 - 6 ESL students attend one of these centres for support with their class homework.

Multiculturalism is thriving and is well catered for at Drummond Memorial Public School.

In 2013 the Library has continued to be a bright and inviting learning centre for the students, teachers, parents and the wider community.

We fundraised for books by holding a Book Fair in August during Book Week. This was a very successful Fair and we were able to get lots of books. We also held a Book Character Parade and a Guessing the Gummy Bears Competition during that week. The Library was decorated with the children’s Colouring Competition entries. It was a week enjoyed by all.

The Premier’s Reading Challenge, a N.S.W. Government initiative which requires children K-2 to listen to 30 books read by the teacher and children 3-6 to read 20 books by themselves, was run through the library again this year. The children from Kindergarten, K/1, Year 1 and Year 2 completed the challenge.

During the Library lessons over the year, the children learnt about the Library facilities, book
categories, authors and book characters. The children listened to variety of books and were encouraged to borrow a book or two each week.

The Library is used by Community groups and teachers from other schools as well, as our students and teachers. Teachers and Community members also use the Video Conferencing facilities.

The Professional Learning Centre, based in our library provides an excellent learning space open to all Regional staff to use for any Professional Learning sessions.

The Library is used by the children during the Lunch and Afternoon Tea breaks. They come to read, draw, use the computers and play games.

As you can see the Library is one of the special places in Drummond Memorial School that children, teachers, parents and community groups like to visit.

**Multi-Categorical Class (MC)**

There are six students in the MC class this year with Ms Elgar 4 days per week and Mrs Curry one day per week. Mrs Helen Hobbs worked for a few terms before retiring and Ms Donna Frizell is relieving in her position as the School Learning Support Officer.

The students in the MC class have their own Learning Plans which they work on in class and they have the opportunity to participate in many of the whole school activities.

They performed a wonderful musical item in the History of Rock Concert.

They take great pride in looking after the vegetable garden and cook each week using the fresh produce.

**Early Intervention**

The Early Intervention program operates five days per week with sessions running from 9.30 until 12 pm.

In 2013 the Early Intervention program had a total enrolment of twenty students with most students attending two sessions per week and three students on outreach caseload. Many students will transition to kindergarten in 2013.
The Armidale Teaching and Learning Centre provides the opportunity for students, who have been disengaged from school, to learn new skills in an intensive, highly structured environment, while maintaining contact with their home school.

The students are provided with access to a range of programs designed to enhance the individual educational experience. Whilst at the centre the students have access to a range of literacy and numeracy programs based on their individual learning plans, including Quick Smart and Multi-Lit. The students are taught strategies to manage their behaviour to become successful learners and reengaged members of their school community through programs such as You Can Do It. Towards the end of the student’s placement they begin a highly structured transition back into their home school or other educational institution. This transition is jointly designed by all stakeholders in order to best suit the needs of the individual students. Throughout the whole process students are provided with a range of support in order to make their transition as successful as possible.

In 2013 the students have had the opportunity to participate in a range of engaging activities, including the design and development of an outdoor xylophone for the K-2 playground. The students were also actively involved in the design and development of outdoor planter boxes for the growing of herbs for weekly cooking. The students have enjoyed redesigning the layout and colour scheme of the Armidale Teaching and Learning centre.

The Karayuna Learning Centre

The Karayuna Learning Centre (Long Suspension Centre) was established in 2007 and has completed its seventh year of operation. It is one of 22 Centre’s state wide that offers positions to students currently on Long Suspension from their home school. The Centre caters for primary and high school students from around the Armidale area including Walcha, Uralla and Guyra. Students who attended the Centre were from year 4 up to Year 10.

Students worked effectively on individual programs designed to accommodate for each particular student’s academic, social and behavioural needs.

During 2013 the Karayuna Learning Centre expanded its services to all Primary and High schools in our area with a pro-active early intervention strategy that supported schools in dealing with students at risk of being totally disengaged with education and consequently being suspended. The program is a positive response to the philosophy of Local Schools and Local Decisions.

There was two forms of support available to schools:

- Head Teachers visits the schools and works with individuals and/or groups of students;
- Students come to the centre for up to three weeks in the mornings for intensive programs and then attending their home school. This strategy is flexible and is negotiated between the school, centre and parents.
The Karayuna Learning Centre is now opened for five days from 9.00am to 1pm. The Centre is run by a Head Teacher with the assistance of a part-time Student Learning Support Officer.

This year the centre has seen a 14% increase in student numbers compared to last year.

**Transitional Equity Funding**

The committee decided to support the employment of an extra teacher to support students who were identified as not achieving at the stage level in Literacy and Numeracy.

Writing has been a major concern and teachers have participated in professional learning to assist students to achieve outcomes for their stage.

All staff participated in training in the new English Syllabus and this has been implemented into the teaching and learning programs.

Staff have participated in a variety of professional learning programs some of which are the mandatory training sessions. They have reflected on their teaching and planning in terms of the teaching/learning cycle.

Resources have been purchased for the classrooms to support the teaching of Literacy and Numeracy. Each class has a small set of Ipads to engage the students in literacy and numeracy activities.

Activities have been put into place to improve children’s attendance and parents have been counseled on the need for regular attendance and the DEC’s revised attendance policy.

A School learning Support officer was employed to assist in the K-2 classrooms each morning.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

Through the funding received from National Partnerships Low SES we employed a casual teacher to support the Early Action for Success program. With an extra teacher in the classroom several times per week, to team teach this ensured outcomes and learning experiences were thoroughly covered and lessons were engaging.

School Learning Support officers were employed to work alongside the teachers in the K-2 classes ensuring groups were small and outcomes were achieved.

Other programs funded by National Partnerships Low SES:

- Transition to Kindergarten program. Extremely successful with 26 students enrolled. A teacher and a Learning Support Officer was employed for two days per week from term 2.
- Strong Smart and Deadly. Positive program developing cultural awareness in the senior students.
- Professional Learning for the Principal and all staff.
- Professional learning to explicitly train the Executive staff.
- Extra time to work with the Instructional Leader.
- Leadership training for our school leaders.
- Assessment by a speech pathologist of all students in classes K-3 including the Transition class.
- Training for the teachers with strategies to assist students with identified speech problems.
- A Speech Pathologist worked with identified students one day per week throughout the year.
- Resources were purchased to organize the new reading resources.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

**School planning 2012—2014: progress in 2013**

**School priority 1**

Reduce the number of students in the minimum band of Reading aspect on NAPLAN at year 3 from 40% (2011) to 20% (2013)
Outcomes from 2012–2014

Improve literacy performance in the school so that student growth is higher than state growth on NAPLAN.

Evidence of progress towards outcomes in 2013:
The data which the Instructional Leader has collated during 2013
The Literature based Literacy embedded in Teaching and learning Programs and implemented over the whole school.
Staff attended fortnightly Professional learning workshops to ensure they are prepared to implement the new English Syllabus in their programs in 2014.

Strategies to achieve these outcomes in 2014
- Staff will continue to work with stage groups planning programs, discussing strategies, assess data and write units of work.
- Staff will have time to work with the Instructional Leader in Professional learning sessions.
- Staff will continue to collect data every five weeks and use the Literacy and Numeracy continuums for planning.

School priority 2

Reduce the number of students in the minimum bands of Numeracy aspect on NAPLAN at Year 5 from 22% (2012) to 14% (2013)

Outcomes from 2012–2014

Improve Numeracy performance in the school so that growth is higher than state growth on NAPLAN.

Evidence of progress towards outcomes in 2013:
- The data which the Instructional Leader has collated during 2013
- The numeracy strategies embedded in Teaching and Learning Programs and implemented over the whole school.
- Staff attended Professional Learning workshops in preparation for the implementation of the new Maths Syllabus and further training in 2014.

Strategies to achieve these outcomes in 2014:
- An Instructional Leader has been appointed to Drummond Memorial Public School under the Early Action for Success program to ensure improvement in Numeracy results in K-2.
- Training for teachers in analysing the SMART, NAPLAN and Best Start data and programing using the numeracy continuum
- Maths Consultant/Specialist to work with staff one day per week
- Development/evaluation of the whole school scope and sequence
- Professional learning sessions on the new Maths Syllabus for all staff.

School priority 3

To increase the number of ASTI students achieving at or above stage appropriate standards in language conventions on the K-6 literacy continuum from 15% to 45% by November 2013.

Outcomes from 2012–2014

Improve the performance of Aboriginal students in the school so they are achieving at or above stage appropriate standards.

Evidence of progress towards outcomes in 2013:
- Data collected showed improvement in student outcomes.
- Teachers used the five weekly assessment
- Student results collated on data walls.
- ASTI programs implemented to encourage cultural connection for students.
- Aboriginal Education Officers working with students on cultural programs
- Training for staff on Cultural Awareness

Strategies to achieve these outcomes in 2014:
- An Instructional Coach has been appointed to Drummond Memorial Public School to work
with staff as part of the *Early Action for Success* program.

- Professional learning sessions with the Instructional leader.
- Development/evaluation of the whole school scope and sequence
- Use of the Data wall and continuums.
- Working with the local AECG
- Training for the Aboriginal Education Officers
- Cultural Awareness training for new staff

**Professional learning**

In 2013 the Drummond Memorial School teaching, SASS and support staff participated in a range of professional learning throughout the year. The majority of professional learning undertaken this year was primarily based around becoming familiar with the new English Syllabus and how it is used to gain the best outcomes for our students. This included developing teaching and learning units based on the new English syllabus.

Alongside the introduction to the new syllabus, staff were provided with professional learning to include support documents such as the Literacy and Numeracy Continuum, assessment and DEC support documents into the teaching and learning cycle. These included:

- Developing a common pedagogical approach through Literature Based Literacy that entails a scaffold approach to English.
- Developing the idea of free writing and stimulus writing
- Linking components of the English session so there is a common link or theme throughout
- Developing scope and sequences based on the new English syllabus.
- Staff accessing data driven programming using Assessment for Learning
- Initial programming focus to begin with Formative, Summative and Peer Assessment to develop units of work using the new syllabi and related documents.
- Development of teaching and learning units in English using the new syllabus
- Development of whole school tracking
- Professional Learning in Spelling with a particular focus on DEC documents, four forms of spelling, programming and teaching and learning activities.
- Professional Learning in Accelerated Literacy
- Professional Learning in Prioritising Grammar
- Professional Learning in Writing using a scaffold approach
- Professional Learning in implementation of the new English Syllabus
- K-6 data entry using PLAN to provide a whole school tracking system using the Literacy and Numeracy Continuum
- Professional Learning in using Technology effectively in the classroom.

**Numeracy-**

In 2013 the primary focus was English, however, support and professional learning was provided to teachers involving;

- Training and implementation of Observation grids, SENA and Counting On.

All staff undertook mandatory DEC training which must be completed annually. This includes Emergency Care, Anaphylaxis, Code of Conduct and a number of teachers were trained in Non Violent Crisis Intervention. Teachers also completed several online learning modules. These included: PLAST training, professional learning on Differentiating the Curriculum and Inclusion of Learners with Speech, Language and Communication.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school and the professional learning provided to staff. Their responses are presented below.

We discussed the value of professional learning and the implementation in the classroom. Are all teachers receiving professional training and are the students receiving the benefits?

Below are comments from parents, students and teachers:

It is great to have the time to learn new things,

: I feel valued on this staff

: My confidence has improved and now I am able to do this better

: I can see the improvements in my students and now I have better understanding.

: The students are achieving at a higher level.

: I will now raise my expectations of the students.

: I like knowing we are learning current things.

: as long as we still get to use the I pads I like new things.

:Teachers can spend too much time off class but it is necessary if I want them giving my child a quality education.

: You can tell if they have been to a course as my kids tell me about the new things they will be learning about. They are very different from when I went to school.

It was determined through the data collected that there was a balance of training across the school specifically in welfare, special needs and ensuring all students are receiving learning adjustments and academic training in the new syllabus and strategies to implement it in the classrooms.

Program evaluations

Background

Early Action for Success is the Department’s strategy for implementing the NSW Literacy and Numeracy Action Plan in 2012.

There are four key features of Early Action for Success: instructional leadership; personalised learning; assessment for learning; and high quality professional learning with a focus on the early years of schooling K-2.

Schools were identified as eligible using an agreed methodology which included a range of criteria:

- schools’ performance data including NAPLAN and Best Start
- schools’ contextual characteristics including:
  - the degree of disadvantage of the schools or groups of schools using the Index of Community Socio-Educational Advantage (ICSEA)
- Enrolment size
- Student demographic data
- Participation in national partnerships – Literacy and Numeracy, Low SES and Teacher Quality

Findings and conclusions

Alongside the Early Action For Success Program (EAFS) data was gathered through both formative and summative assessment to establish the schools focus areas for intervention. English was decided as the greatest area of need and therefore became the primary focus for 2013. The following English interventions were agreed upon as priority. These interventions were primarily be based on a Tier 1 and Tier 2 approach as there is already interventions in place using a Tier3 approach.

Through the use of professional learning with the Eafs Instructional Leader the use of the syllabus to program the teaching and learning cycle and developing a common pedagogical approach through Literature Based Literacy that entails a scaffold approach to English was implemented in term 1 2013 in all classrooms K-6.
The implementation of specific cluster based activities in L3 groups using NP funding and Eafs was introduced programming specifically to target students in small groups in the identified greatest area of need through the use of the Literacy and Numeracy continuums. Funding from NP and Eafs was used to provide additional support for these groups. An aide was utilised to assist with the implementation of this program alongside the .4 teacher employed under Eafs. This will continue to be sustained through training of volunteers and the EAFS program.

Funding was also utilised to release teachers to linking components of the English session so there is a common link or Literary concept focus throughout and develop scope and sequences based on the new English and Mathematics syllabus.

Staff were empowered through professional learning to access data driven programming using Assessment for Learning. Initial programming focus began with Formative, Summative and Peer Assessment to develop units of work using the new syllabi and related documents. This then lead to the development of common assessment tasks in English using the new syllabus.

Through the use of NP funding and Eafs development of whole school tracking has been initiated and will begin to be implemented in term 4 2013.

A targeted Numeracy focus will begin in 2014 similar to the model implemented for English using a Tier 1 and 2 approach rather than the more focused individual student Tier 3 approach implemented in 2013.

Key to the effective implementation of the Early Action for Success strategy in schools will be the use of Best Start Kindergarten assessment and ongoing monitoring using the Literacy and Numeracy Continuums.
Success Stories
Data was gathered in late term 4 and since implementation of Professional Learning and in class support for teachers has begun I have found there to be greater collegial professional discussion within informal gathering times such as lunch times in the staff room. This has included sharing of data, teaching ideas and discussion around consistent teacher judgment based on writing samples.

Future directions
Early Action for Success 2014
Increase teachers understanding of Early Arithmetic Strategies and Place Value framework through professional learning around the Numeracy Continuum K-10 using DEC resources.

A targeted Numeracy focus will begin in 2014 similar to the model implemented for English using a Tier 1 and 2 approach rather than the more focused individual student Tier 3 approach implemented in 2013.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Julianne Crompton: Principal
Janet O’Callaghan: SAM
Heidi Waters: Head Teacher
Lynne Clarke: Assistant Principal
Peta Deiderick Instructional leader
James Grech: Classroom Teacher
Alex Moir: Aboriginal Education Resource Teacher
Fay Paris: ESL Teacher, Transition Teacher
Elizabeth Peach: Library Teacher
Jennifer Russell: SLSO
Amanada Falle: Reading Recovery Teacher

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