School context statement

Drummond Memorial Public School serves a diverse community in West Armidale. Our student enrolment of 168 includes approximately 44% of students who identify as Aboriginal and 14% of students present with English as a second language (ESL) and there are 12 different nationalities in the school.

There is an Early Intervention Pre-School class which can cater for up to twenty students and a Multi-Categorical class which currently has six students enrolled.

The Karayuna Suspension Centre is based on the Drummond School site and is staffed by a Head Teacher and a School Learning Support Officer and caters for up to seven students from Years 5 to 10 who have received a long suspended from their home school.

The Armidale Tutorial Centre is located on the Western side of the Drummond school site and caters for up to six students.

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>
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Student attendance profile

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Workforce composition

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<td>Teacher of ESL</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Drummond Memorial Public School has a full time Aboriginal Education Officer who can work in all classrooms assisting the aboriginal students. The AEO is always available to assist the Aboriginal parents and spends time assisting staff to build positive relationships with the community.

Drummond also has a full time Aboriginal Education Resource teacher who works closely with the AEO and the community.

Aboriginal Learning Support officers were employed to work with the Aboriginal students in years 3 and 5, through the Norta Norta program.

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>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation

In 2014 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 Mathematics 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 Mathematics syllabus using DEC Gender
resources such as: Teaching Measurement ES1/S1 and S2/S3, Talking About Patterns and Algebra, Fractions Pikelets and Lamingtons, DENS 1 & 2, Teaching Angles Stage 2, Teaching Space & Geometry K-6, etc.

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.

In 2014 the primary focus was Mathematics, however, support and professional learning was provided to teachers involving:

- Developing the idea of WALT and WILF and Short Sharp Frequent activities each day
- Continuing the development of teaching and learning units in English using the new syllabus
- Professional Learning in Writing with a particular focus on the need for explicit specific teaching of writing that forms an essential role in students being able to develop an understanding of written language. Training in Accelerated Literacy writing sequence provided students with a scaffold to develop and improve their own writing skills by moving through modelled, guided and independent writing activities. The professional learning for these daily activities allowed teachers to provide feedback and to support student learning. Teachers K-6 will continue to implement the AL pedagogy in their classrooms.
- Ongoing 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.
- Staff also 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.
- The staff dedicated one of the Staff Development Days to the new Science Syllabus. Working through the syllabus and preparing the scope and sequence for each stage.

**Beginning Teachers**

The beginning teachers worked closely with their mentor, supervisor and the Instructional Leader in all aspects of teaching. We arranged for the mentor and beginning teacher to work together every three weeks. This provided them with quality uninterrupted time to plan, program, write units and question each other. This plan worked well and quality programs were being written, taught and evaluated and the beginning teachers felt very supported and empowered.

Touch Football between DMPS and Armidale City Public.
Financial summary

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

Date of financial summary 30/11/2014

Income

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Balance carried forward 513436.59

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The Arts

In 2014 Drummond provided an exciting and quality creative arts program to the students. The junior school choir rehearsed fortnightly with a pianist and performed as part of the Presentation Day Gathering. At each Gathering two classes perform an item for the students and parent highlighting their learning in the classroom. The performances included – retells of books being studied in class, singing, dancing, skipping tricks, plays and presenting artworks. The end of year concert “History of Rock” saw all classes perform an item further showcasing their talents. A number of students participated in the Community of schools Orchestra. They performed in concerts in various schools in the Armidale area. Two students, Madeleine Landrigan and Natasha Livermore-Williams artworks were chosen as finalist in the NERAM “Lets Hang it” Exhibition. Madeleine received a Highly Commended certificate while; Natasha came second in the school aged division and won the public vote for her division. The Dumarsqu Shire Council’s and the Department of Fair Trading celebration’s NAIDOC art competition saw one of the Kindergarten classes come second for their class piece and a number of other students being commended or taking a place for their artworks honoring Aboriginal and Torres Strait Islander men and women who fought in defense of country. This year has also seen students participate in numerous extracurricular arts activities including; crochet club, guitar, talent quest and drama classes. These activities are open to all students to participate in during their breaks.

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.
Other achievements

Sport

The focus of the Sport/P.E programs at Drummond this year was the continued development of the student’s fundamental movement skills and increased participation in physical activities.

School Programs:

- Daily P.E and sport – cricket, soft ball, basketball, mini tennis, golf, tee ball, Zumba, dance, table tennis, boules, hockey, rugby league, netball, gymnastics, traditional indigenous games and Oz tag
- Cross Country, Athletics and Swimming carnivals
- Intensive Learn to Swim
- Jump Rope For Heart
- Fundamental Movement Skills
- Skills clinics – rugby league, touch football, netball and basketball.
- Tabloid sports days including indigenous games.
- Lunch Time sport – Basketball, netball, athletics cross country and touch football training. 3 v 3 basketball, soccer, touch football and handball competitions.
- Participation in Premier’s Sporting Challenge Sports Leadership day

Representatives at Armidale PSSA Zone Carnivals in:

- Athletics
- Cross Country
- Swimming

Armidale PSSA Representatives in:

- Rugby League
- Basketball
- Touch Football
- Netball
- Hockey
- Gymnastics

North West PSSA Representatives in:

- Girls Basketball – Travelled to Albury finished 13th
- Boys Touch Football – Travelled to Ulladulla finished 10th
- Boys Hockey – Travelled to Lynham finished 5th

State PSSA Knockouts:

- Girls Netball – 1st round
- Boys Touch Football – 1st round

2014 has been a successful year in sport at Drummond. We have had students achieve great results in a variety of sports. Due to the programs implemented at Drummond during 2014 we have seen student engagement and participation in sport and P.E increase along with improved fundamental movement skills.

Learning and Support

Playground K-6

This year Mrs Harwood has been working in the playground providing activities around social skills in both the K-1 and 2-6 playgrounds. Games have included social skills hunts and organised games such as backyard cricket, elastics, skipping, soccer, marbles and the development of the Loom Band Club and Crotchet Club in Term 3 on a Wednesday.

The social skills games have been based around the YCDI Program, which is a whole school social and emotional well-being program and gives teachers the opportunities to develop the language of the program in practical real life situations in the playground.

During the year staff members have undertaken YCDI Training during our Learning and Support team meetings therefore upskilling them in the areas that the school is focusing on each term following our YCDI scope and sequence.

Teachers referred students who were under achieving to the Learning Support Team who then worked with the school councilor and/or the Learning Support Teacher. Time is allocated to these students ensuring they receive assistance in the basic skills to improve their learning. All students who were on the Learning Support program improved.
Library

In 2014 the library at Drummond Memorial Public School has continued to be a bright and inviting learning centre for the students, teachers, parents and the wider community.

This year we fundraised for books by holding a Book Fair in August during Book Week. This was the most successful Book Fair we have held so far and the library gained many new books. During Book Week we held a Book Character Parade, a colouring-in and a ‘Guess the Gummy Bears’ competitions. It was a week enjoyed by all. Another Book Fair was held in November. It was a “Buy One, Get One Free” or “Buy One and Donate One to the Library” Book Fair.

The Premier’s Reading Challenge, a NSW Government initiative which requires children from Kindergarten to Years 2 to listen to 30 books read by the teacher and children from Years 3-6 to read 20 books by themselves. This was run through the library again this year. The children from both Kindergartens, Years 1, 2 and 3 completed the challenge as well as one boy from Year 6 and the children from MC. This year more children than ever have took up this challenge at our school.

During the library lessons over the year, the children learnt about the Library facilities, book categories, authors, illustrators and book characters. They made posters, wrote book reports and held debates. The younger children listened to variety of books and all were encouraged to borrow a book or two each week and return them the following week. Two well-known authors visited our school: John Heffernan and Duncan Ball and spoke to children from Years 3-6 and discussed aspects of writing and how to write a great story.

The Professional Learning Centre found within the library building is used by community groups, teachers from other schools, our students and our teachers for video conferencing, meetings and educational courses.

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

As you can see the library continues to be one of the special places in Drummond Memorial School, that children, teachers, parents and community groups enjoy visiting and staying a while.

Significant programs and initiatives – Policy and equity funding

Reading Recovery

Drummond’s Reading Recovery Program was allocated four half hour sessions for both Semester One and Semester Two as the teacher is within her first year of training. Most of the students taken on the program have made excellent progress. Of the four students taken on in Semester One, two have reached the Reading Recovery Level for a Year 1 student and been successfully discontinued from the program, and the remaining two students were referred to the Learning Support team for further support. All of the students need to be congratulated for their hard work, consistent effort and excellent attendance that have combined to make this program a success. We need to continue with this worthwhile program in 2015.

L3

This year Drummond Memorial Public School has implemented for the fourth year Language, Learning and Literacy (L3) into the Kindergarten classrooms. L3 is a classroom-based, early intervention program for students in their first year of school. This year a teacher is undertaking their first year of training.

The L3 program embraces a teaching style, which is supportive and interactive and is directed towards identifying student’s strengths and teaching to them.

Initially literacy instruction is conducted in small groups of students with similar processing and strategic behaviours. Small group teaching enables the teacher to see and hear students’ responses to instruction right from the start. As a result, strengths can be identified and supported. Difficulties can be attended to early and quickly. Small group teaching ensures that the teacher can pitch the teaching and the learning to the students’ current competencies and processes. The teacher is able to orchestrate highly successfully experiences for each student, day after day.

L3 address the following aspects of reading and writing process that support the comprehension of texts:
- phonological awareness
- visual perception of letters
- word recognition
- word analysis
- structural analysis
- phrasing in fluent reading

**L3 interactive learning**

L3 students engage in independent work, specifically related to literacy, for short periods of time each day. The independent tasks require them to practice and consolidate their learning, take responsibility for aspects of their learning and work with their peers as responsible learners.

Short, sharp and successful lessons are one of the identifying features of an L3 classroom. Another feature is young students engaged in learning that center’s on a sense of enjoyment and a feeling of success. Everyone is working towards the goal of learning how to read and write well in a learning environment, which is highly supportive.

**Best Start**

The Best Start Kindergarten Assessment has been implemented at Drummond Memorial again in 2014. The purpose of this Government initiative of early assessment is to provide information for Kindergarten teachers in areas of Literacy and Numeracy skills of each individual student.

Literacy Assessments include Reading Texts, Comprehension, Phonics, Phonemic Awareness, Concepts about Print, Comprehension, Aspects of Speaking, Aspects of Writing and Vocabulary Knowledge. In Numeracy, children are assessed according to their knowledge of counting sequences, numeral identification, number word sequences, counting as a problem solving process and patterns.

**Best start in practice**

It involves teachers administering standard assessment tasks designed to identify the literacy and numeracy knowledge, skills and understanding that each child brings to school as they enter Kindergarten.

The information provided by the Best Start Assessment allows the teacher to plan effective teaching and learning programs that cater for the needs of all students. The Best Start Assessment (twice per term) provides continuing support to identify the student’s ongoing development and appropriate teaching support.

The Best start continuum is used to plot the students’ progress and to see where to next. It is also used to report back to parents on their child’s strengths and weaknesses.

**Aboriginal education**

At Drummond 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 workforce and therefore has implemented programs to address these issues.

Activities that have been part of the Aboriginal Education program in 2014 included:

**NAIDOC Week**

- Community Barbecue
- A visit from local Indigenous Elders
- Performance by Indigenous performer Fred Reid
- Traditional Indigenous Games tabloid sports afternoon
- Boomerang painting – focus on the storytelling nature of Indigenous Art
- Participation in NSW Fair Trading art competition – Several of our students
received awards for their artworks based on the NAIDOC Week theme “Celebrating Service – Centenary and Beyond”

- Performance at special assembly by the Armidale High School boys Indigenous Dance Group.
- Guest speaker Steve Widders spoke about the importance of NAIDOC Week and Welcome to Country
- Invited a guest to speak about Aboriginal Artefacts and culture.

**Stronger, Smarter & Deadlier**

At Drummond this program is run for all students in 5/6 and is run once a week. In 2014 a focus of the program was developing leadership, teamwork, anti-bullying and resilience as well as aiming to assist in educating all students about Aboriginal culture and history. Elders, families & Indigenous community members are invited to be a major part of that process.

Activities that have been part of the Aboriginal Education program in 2014 included:

- Ongoing collaboration between the school and the Clontarf Foundation at Armidale school. This initiative was for male Indigenous students in 5/6. The aim of the program was to provide positive role models and mentoring for our boys and is seen as an important transition to high school for these students.
- Visits and workshops run by Medicare Local on the importance of living a healthy and active lifestyle.

**Other school activities and initiatives**

- In school Indigenous Dance Groups and workshops
- Students participated in the Armidale Dumaresq Council Apology Essay Competition. Some our students received awards based on their entries. Natasha Livermore Williams won first place in the Public Schools division.
- A collaboration between the school and the New England Regional Art Museum resulted in the installation of cultural artwork and Indigenous gardens on the school grounds.

**Multicultural education and anti-racism**

At Drummond Memorial Public School we continue to enjoy the benefits associated with our growing multi-cultural student population. Our twenty seven ‘English as a Second Language’ (ESL) students come from eleven different countries and enrich the lives of us all.

Identified students are provided with support from ESL teacher, 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 arranges 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.

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.

Zahra Alaradi, Raghad Alrashidi and Rahaf Shawdari making cakes for homework centre

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:

- Celebration of NAIDOC week
This year we celebrated Harmony Day at school with online activities as well as wonderful 15 minute talks, children’s games and displays of cultural items stationed around the school from parents from six different nationalities.

Multicultural Day was celebrated in October with each of the classes choosing a country/continent and organizing a presentation for the rest of the school explaining an aspect of life in that country/continent.

In Term 3 a bold initiative was undertaken with a special Transition Day just for ESL students enrolling in Drummond in 2015. Within a few weeks nine youngsters were attending each Monday to be immersed in language activities with the goal of having improved English so they can fully engage in the Kindergarten program next year.

As a part of the ESL Transition Day, one hour Adult English classes were offered for parents of current Drummond students.

The program was coordinated by the ESL teacher, Fay Paris, and implemented by volunteers from the Tuesday and Wednesday ESL Homework Centres (see below). Six adults took up the opportunity for these lessons.

Two after-school Homework Centre’s jointly funded by Northern Settlement Services, University of New England International Students Directorate, Armidale Dumaresq Council and the Sydney Myer Foundation.

These are hosted at Drummond MPS, coordinated by an ESL teacher and manned by community member 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 Drummond’s years Kinder – yr 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.

The Multi Categorical Class

There are six students in the MC class this year with Miss Felton, Mrs Curry and Miss Donna Frizell 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.

Early Intervention

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

In 2014 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 2015.

The Armidale Learning Centre

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 2014 the students have had the opportunity to participate in a range of engaging activities. 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 design of the Armidale Teaching and Learning centre mural and have started planning for an outdoor learning place.

**The Karayuna Learning Centre**

The Karayuna Learning Centre (Suspension Centre) was established in 2007 and has completed its eighth year of operation in the grounds of Drummond Memorial Public school. It is one of 22 Centre’s in NSW that offers positions to students currently on Suspension from their home school. The Centre catered 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. The centre catered for over 90 students during the year.

During 2014 the Karayuna Learning Centre continued to expand its services. This included a joint program between us, Armidale Dumaresh Waste Management Centre and the Armidale Care for Seniors Splinters group. This allowed students to interact with seniors from our community through woodwork.

Students making a coffee table from a cable drum.

This year also saw the introduction of a Year 6 Transition into High School program. This program aimed to provide Year 6 students with the skills to cope with the transition into High School. This was piloted at Drummond Memorial Public School.

The centre continued to provide its successful Re-Engagement program through students attending the centre and the Head Teacher mentoring students at their home schools. The program continues to provide a positive response to the philosophy of Local Schools and Local Decisions.

The Karayuna Learning Centre is opened for five days from 9.00am to 1pm. The Centre is run by a Head Teacher position with the assistance of a part-time Student Learning Support Officer.

This year the centre has seen a 37% increase in student numbers compared to last year.
Science and Science professional learning

Developing students enquiring minds and a fostering a love of science has been a whole school focus this year.

Drummond staff participated in Training and Development to understand and learn effective ways to implement the new NSW Science and Technology syllabus that becomes mandatory in 2015.

The Term 3 Staff Development Day focused on developing an understanding of the syllabus with staff also attending a Saturday workshop to increase their knowledge and also learn about the new Science Primary Connections units of work. We have adopted a whole school approach to Science with all classes learning from the Primary Connections units.

The Primary Connections have students work through a 5E phase, where students Engage, Explore, Explain, Elaborate and Evaluate.

Evaluate: Students re-represent their understanding and reflect on their learning journey.

We have purchased some exciting new science equipment to support the teaching and learning of science. The 27 new Primary Connections kits are well resourced to provide engaging learning activities and explorations.

In Science week (Monday 18 – Friday 22 August) the Year 5 and 6 students ran hands on science workshops for all students in the school to learn some exciting new scientific concepts. The students explored these concepts using equipment such as microscopes and slides, cogs and gears, electrical circuits, human body explanations and bug catching. It was fantastic to see the whole school engaged in science and our school leaders taking on the role of peer-tutoring.

Science will continue to be a focus at Drummond as we fully engage students in the learning from the new science syllabus. It is exciting to see the student’s love of science increasing and their scientific minds becoming more interested and enquiring.

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 25 students. 4 students have identified as Aboriginal, 7 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. The ESL students also attend the
new class on a Monday with Mrs Paris. Teachers Mrs Thorne and Miss Caton writing Units of work.

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 are using their six iPads for their literacy lessons. At the end of each term an evaluation was conducted to see if the use of iPads made a difference to attendance and engagement.

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:

We provide:

- Class incentive awards
- Prizes each term for 85-90% attendance we evaluate and monitor the success of the students 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

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 and Maths Syllabus
- An Instructional Leader who works 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 through the new syllabus
• 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 working with the Clontarf group at Armidale High School to ensure a smooth transition into High school.

• Mentoring programs.

• Leadership programs.

• Employing young Aboriginal Men to mentor senior boys who were excellent role models.

• Sports programs and in school competitions.

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 2014 the Transition class at Drummond MPS ran for one day in term 2, two full days for terms 3 and 4. 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.

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

Other significant initiatives

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, Science and Mathematics Syllabi and this has been implemented into the teaching and learning programs during 2014.

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.

Other significant initiatives:

- A School Learning Support officer was employed to assist in the K-2 classrooms each morning.
- Transition to Kindergarten program. Extremely successful with 25 students enrolled. A teacher and a Learning Support Officer 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 two mornings per week throughout the year.
- Resources were purchased to organize the new reading resources.
- Resources purchased to assist teachers with the implementation of the new maths Syllabus. 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:

- Parents and students were asked to complete a survey which was used to gain valuable feedback to assist us in determining our school vision and strategic directions for the next three years.
- Teachers asked parents opinions and thoughts at Parent Teacher interviews.

**School planning 2012-2014:**

**School priority 1**

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 2014.

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 achievement of outcomes in 2014:**

- 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
• Evaluations of explicit teaching and learning programs

Strategies to achieve these outcomes in 2014
• An Instructional Leader 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

School priority 2
Reduce the number of students in the minimum bands of Numeracy aspect on NAPLAN at Year 5 from to 14% (2013) to 10% (2014).

Evidence of progress towards outcomes in 2014:
• The data which the Instructional Leader has collated during 2014
• 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 planned for 2015.

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.
• Working with parents so they can support children at home.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

From the survey responses:
• The parents believed the staff had high expectations of the students learning and behavior.
• The teaching and support staff are very professional providing an excellent education to their children.
• The school’s reputation is improving as the educational /academic results are improving.
• The school recognizes, values and addresses the diverse learning needs of the students.

Future Directions 2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
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.

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Janet O'Callaghan  SAM
Peta Deiderick  Instructional Leader
Heidi Waters  Head Teacher Karayuna Centre
Lynne Clarke  Assistant Principal
Fay Paris  ESL Teacher
Elizabeth Peach  Librarian
Kylie Landrigan  Class teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: