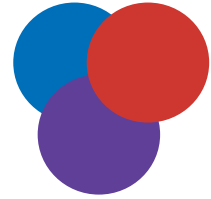


DRUMMOYNE PUBLIC SCHOOL Annual Report



1774

2015

Introduction

The Annual Report for 2015 is provided to the community of Drummoyne Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gail Charlier
Principal

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Message from the Principal

Drummoyne Public School is a dynamic and innovative Sydney metropolitan public school. I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented to create high quality learning experiences for our students. Our school's success is underpinned by three key elements that promote quality teaching and learning programs that are valued and appreciated by our students, staff and parents.

Firstly, we have an experienced and dedicated staff who work collegially to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Secondly, our students are empowered to confidently demonstrate our school values by displaying respect and tolerance. Whilst taking responsibility for their learning and behaviour, students are always encouraged to strive for their personal best and to demonstrate kindness and fairness in their relationships with others. Personal worth is consistently recognised and learning is highly valued. Thirdly, Drummoyne Public School enjoys tremendous support from our highly engaged parent body. Parent helpers are actively involved in classroom programs and are keen participants in their child's learning. The P&C continues to work in close partnership with the school, focused on delivering quality learning experiences for all students.

A major achievement of 2015 included embedding the principles of Formative Assessment into every classroom across the school. This has involved a program of professional learning focusing on teachers providing meaningful feedback to students to drive learning forward. Each stage has trialed and evaluated a range of strategies with great success and increased student engagement.

2015 was also a 'performance' year at our school. Every child from K - 6 participated in a stage based performance. Early Stage One (Kindie) explored fairy tales; Stage One (Years 1 & 2) took us on a trip around Australia; Stage Two (Years 3 & 4) took us on a journey back in time; and Stage Three (Years 5 & 6) performed a comic adaptation of 'Alice in Wonderland' (see reports).

The Parents and Citizens Association (P&C) fund the employment of additional staff to further enhance the learning of students with additional learning needs. This encompasses students requiring additional support in learning and identified gifted and talented students.

I would like to thank the wonderful students, teachers and parents that make up the Drummoyne Public School community. 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.

Gail Charlier
Principal

Message from P&C

2015 was a great year for the P&C working in collaboration with the school. There were significant milestones in the areas of fundraising, school services and community engagement. It has been wonderful to see P&C funds invested in technology including laptops, iPads and WiFi, plus our ongoing support of literacy resources and learning support.

A comprehensive calendar of events was delivered throughout the year. The annual school fete is the largest community event on the P&C calendar and our most significant fundraiser. In 2015, the P&C engaged broadly with the business community to support the event and resulted in an excellent financial outcome. In particular, our thanks and gratitude must go to the committee, volunteers and supporters who made the day such an outstanding success.

Other significant events including the Activitython, Cancer Council Morning Tea, Champagne Night, School Disco, Trivia Night and Picnic in the Playground continue to be hugely successful and it has been great to see participation of students, parents, school staff and the broader community. We are fortunate in having such a dedicated group of committees and volunteers ensuring these events are successful.

The P&C also continued to provide the important services of the Uniform Shop and Canteen. The Canteen thrived under the management of Dominic Blasonato, our Canteen Manager. A special thank you is extended to the volunteers and co-ordinators of both the Uniform Shop and Canteen who continue to keep these valuable services open every school day.

We would like to recognise the hard working co-ordinators, volunteers and school staff supporting our other activities including the Mother's and Father's Day stalls, Entertainment Book, Kindergarten Orientation, Class Parents initiative, Band/Entertainment, Newsletter and Playground Development. These significant initiatives of the P&C contribute greatly to the vitality of the school.

Our final thank you must go to our dedicated teachers, staff and executive at Drummoyne PS who support the P&C so generously and, of course, for everything they do in the interests of our children's education and wellbeing.

Mr Chris Gough
P & C President

Message from SRC

This year has been a very successful one for the Student Representative Council (SRC). The prefects were allocated leadership roles and were responsible for preparing the agenda prior to each meeting, running meetings and coordinating fundraising and school events. Class representatives attended regular meetings, voicing issues and making requests that had been raised during class discussions. These included the possibility of relocating the flag to a more prominent position and using the grass area for extra playing space. Decisions made and actions to be taken were then recorded so they could be reported back to the class.



In 2015 the SRC supported 'Walk to School Safely' Day, hosted the Anzac Ceremony, promoted Kid's Trivia Night, assisted at the Fete and collected class donations for the Exodus Christmas Food Drive. Primary students held 'Jersey Day' to raise awareness of the concept of organ donation. They also hosted a whole school 'Pirate Day' which raised funds for research into children's brain cancer.

The SRC addressed concerns about playground littering and assisted students in finding solutions to other playground issues raised by class representatives such as inconsiderate behaviour, canteen lines and respect for school property.

Ms Jacqui Hill
SRC Coordinator

School background

School vision statement

At Drummoyne Public School we are committed to providing quality teaching and learning for all students in a nurturing, inspiring and challenging environment. We promote equity, respect and excellence through diverse opportunities that enable our students to be confident and creative individuals, successful learners, and active and informed citizens (The Melbourne Declaration on Education Goals for Young Australians).

School context

Drummoyne Public School is a dynamic Kindergarten to Year 6 Inner West primary school which has been educating students for over 125 years. It has an enrolment of 704 students including 44.5 percent from a non-English speaking background, and is dedicated to maximising learning outcomes through quality teaching across all key learning areas. The community languages of Greek and Italian further enrich curriculum delivery. The school enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students. Current priorities across the school include literacy, numeracy, curriculum differentiation and formative assessment with an emphasis on engaging students using future focussed learning methods and tools. The school provides a range of extra-curricular programs including choir, band, debating and sport. Our core values of respect, responsibility, kindness, fairness and personal best are embedded across the school. The parents are valued partners and are actively involved in the school with high expectations of teaching and learning. There is a strong ethos of inclusion, student wellbeing and teamwork.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, the staff of Drummoyne Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Throughout Terms 3 & 4, time was dedicated at professional learning meetings and executive planning days to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. In consultation with our Principal Liaison Officer, executive and staff reflected on the progress being made across the school in relation to the Framework. This process has enabled us to ensure that our improvement efforts align with the expectations of the Framework.

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing and assessment and reporting processes. The strong performance of our school reflects the positive and productive learning culture evident amongst staff and students. This is based on our five core values of respect, responsibility, kindness, fairness and personal best. The fundamental importance of wellbeing is providing a significant pathway to build a culture of trust and mutual respect, ensuring optimal conditions for student learning and engagement. Attention to individual learning needs of students has been another component of our progress throughout the year. Students with high learning needs are being identified early in their education and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of students requiring significant learning adjustments at the school.

Self-assessment using the School Excellence Framework (cont.)

Our major focus in the domain of Teaching has been on effective classroom practice. The embedding of formative assessment strategies across the school has provided staff with a framework to provide explicit, specific and timely formative feedback to students on how to improve. Teachers are developing their skill set in using student performance data and other student feedback to inform and evaluate the effectiveness of their teaching practices. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through reflections and feedback, and the development of expertise in the implementation of new syllabi, all highlight a teaching culture that is moving student learning to a new level.

In the domain of Leading, our priorities have been to develop and build leadership capacity across the school. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic learning culture.

The achievements and identification of future priorities are outlined in the following pages of this report. Our self-assessment process will assist the school to refine the strategic directions in our School Plan, leading to continuous improvements in the delivery of quality education for our students.



Strategic Direction 1

Promote learning success for all students.

Purpose

To improve student engagement and achievement through quality teaching across the curriculum, ensuring learning is personalised and differentiated.

To motivate students to reach their full potential through creative and innovative teaching and with effective use of new technologies. Students will develop the capacity to learn through taking an active role in independent and collaborative learning contexts.

To engage the school community in learning processes and student achievement.

Overall summary of progress

Our school wide focus on embedding formative assessment for learning has enabled us to achieve significant progress in this strategic direction. Staff have trialled specific strategies including: learning intentions and success criteria; effective feedback that moves learning forward; engineering effective classroom discussions; and activating learners as owners of their own learning.

Stage teams and support staff work collaboratively to analyse data, plan, implement, monitor and evaluate differentiated learning programs that meet individual student needs.

The Learning and Support Team process has been refined to better plan and monitor student progress in literacy and numeracy. This has enabled the school to improve early identification and intervention to provide stronger more focussed support to individual students in partnership with their parents.

Progress towards achieving improvement measures	Resources (annual)
80% of students achieve at or above expected achievement on the DoE Literacy and Numeracy Continuums.	<ul style="list-style-type: none">Teaching and learning programs reflect evidenced based practice and the consistent tracking of student achievement on the Literacy and Numeracy Continuums.Intervention programs including English as an Additional Language / Dialect (EAL/D), Reading Recovery, Gifted and Talented (G&T) education, Learning and Support Teachers (LaST), target students who require curriculum adjustments. \$52 763 (RR) \$271 287 (EALD) \$95 695 (LaST)
Increase the percentage of students achieving at or above expected growth from Year 3 to Year 5 in NAPLAN	<ul style="list-style-type: none">The analysis of school based and external data is used to inform teaching and learning programs and drive student improvement.Intervention programs including EAL/D, Reading Recovery, G&T and LaST target students who require curriculum adjustments. \$52 763 (RR) \$271 287 (EALD) \$95 695 (LaST)
Formative assessment strategies are embedded across the school and evident in every classroom. Students reflect on, and take responsibility for their learning, monitor progress and design personal learning goals.	<ul style="list-style-type: none">Classroom observations, work samples and reports all reflect a deep understanding of the role of feedback in moving learning forward.Negotiated learning goals are visible in classrooms and students can articulate their areas of focus. \$7 500

Strategic Direction 1

Next steps for 2016

- All teachers will continue to embed formative assessment strategies particularly Learning Intentions and Success Criteria (LISC) in every classroom through developing a stage specific goal for LISC. This goal will be incorporated into the Professional Development Plans (PDP) of all stage teachers. Teacher professional learning will be provided for staff on implementing LISC.
- Student progress will be tracked against the Planned Literacy And Numeracy (PLAN) continuums and used as evidence to differentiate teaching and learning for all students. Teacher professional learning will be provided on PLAN continuums.
- Learning environments will enable students to monitor and track their progress towards achieving learning outcomes through data walls ('Bump It Up Walls') and student friendly continuums.
- Students will negotiate learning goals with their teachers and share their goals with parents in term 1 during 'three-way' parent - teacher - student interviews. Semester 1 student reports will include individualised student learning goals to be reflected on in the semester 2 student reports.
- The Learning and Support Team will further refine the roles of specialist and executive staff and processes to identify, support and use software to track students in need.
- Specialist staff will work collaboratively with teachers in classrooms to build the capacity of teachers to personalise student learning through adjustments and accommodations and through developing, implementing and monitoring Personalised Learning and Support Plans (PLaSPs).



Strategic Direction 2

Build a collaborative and dynamic professional learning community.

Purpose

To inspire a collaborative and dynamic professional learning community that supports teachers in their delivery of quality learning experiences for students.

To develop the skills of teachers to promote and ensure high quality, effective teacher performance that aligns with the Australian Professional Standards for Teachers and improves student outcomes.

Overall summary of progress

Staff members continue to deepen their understanding of the new English, Mathematics and Science Syllabi. Executive and staff are leading and supporting colleagues in the effective implementation of curriculum and Future Focussed Learning principles. This is facilitated through participation in the Canada Bay Executive Teachers Learning Alliance.

The implementation of the new Performance and Development framework has led staff to engage in deeper reflective processes. This has supported the development of all staff, at an individual and collective level. Regular and effective monitoring processes are being developed to discuss progress, support and to plan for growth in preparation for our Teaching in Partnership (TiP) initiative.

Progress towards achieving improvement measures	Resources (annual)
All teachers annually develop 3-5 professional goals that reflect DoE and school priorities, personal / career aspirations and accreditation requirements. Goals are documented in Performance and Development Plans (PDPs).	<ul style="list-style-type: none">At the end of 2015 all staff have a performance and development plan based on the new Department policy. Staff members are developing an understanding of how to formulate meaningful goals that drive their professional growth. \$ 6 000 (TPL)
Curriculum programs demonstrate knowledge and understanding of Future Focussed learning principles and teaching practices are evidence based.	<ul style="list-style-type: none">All staff have contributed to the development of the school's scope and sequences in English, Mathematics and Science.Staff are regularly using and updating PLAN data to track and monitor student progress. This is used to plan targeted literacy and numeracy programs. \$ 5 000 (TPL)

Next steps for 2016

- All staff will be trained in the 2016 Performance and Development Framework guidelines, develop a Professional Development Plan (PDP) in term 1 and a timeline for implementation.
- PDPs will be reviewed to identify common professional learning needs of staff for the teacher professional program.
- All staff will collaboratively plan and implement Lesson Studies in each semester and jointly reflect on the lessons taught.
- Teacher professional learning and resources will be provided for teachers to support the implementation of the new History and Geography syllabuses.
- The Australian Professional Standards for Teachers, Leadership Pathways and Profiles will be used to build the capacity of teachers, executive and aspiring leaders.

Strategic Direction 3

Provide a wellbeing program that promotes a safe, respectful and empowering learning environment working in partnership with the community.

Purpose

To provide a wellbeing program that promotes a safe and inclusive learning environment.

To work in partnership with the community to give our students the knowledge, skills and experiences to become confident, creative, respectful and resilient citizens.

Overall summary of progress

Our school wide focus on five core values continues to drive our approach to student wellbeing and learning culture. The school community values, supports and appreciates the award system. This is evident by the increasingly large number of parents attending weekly assemblies where Principal's awards and badges are presented.

All classroom teachers are confidently using ebs4 to record student attendance. Administrative staff work collegially with teachers to monitor and highlight issues relating to attendance.

The staff have engaged in professional learning in preparation for the 2016 implementation of Positive Behaviour for Learning (PBL) program throughout the school. The wider community have been consulted and endorse this initiative.

Progress towards achieving improvement measures		Resources (annual)
Trend data reflects improved student and community engagement, wellbeing and effective teaching strategies.	<ul style="list-style-type: none"> Trend data from the <i>Tell Them From Me</i> Survey 1 indicates that over 90% of students believe they have positive behaviours and try hard to succeed 85% of students reported being interested and motivated in their learning 	
Consistent school wide practice acknowledges achievement and citizenship. This is reflected in a 5% growth in students receiving value badges.	<ul style="list-style-type: none"> 2014 – 90 students received values badges 2015 – 150 students received values badges representing a 40% increase A Principal's afternoon tea was held to celebrate the achievements of students 	\$5,500 spent on awards, badges and the principal's afternoon tea.
Improved student behaviour as measured by a 10% reduction in Time Out referrals to the executive team by 2017 end.	<ul style="list-style-type: none"> 2014 – 255 timeouts 2015 – 235 timeouts representing an 8.5% decrease in timeouts 	
School systems including Synergy and ebs4 are utilised by all staff to record information and track student wellbeing.	<ul style="list-style-type: none"> All classroom teachers are using ebs4 to record attendance The Learning & Support Team review attendance reports on a fortnightly basis and respond to any concerns raised All Reading Recovery and EAL/D interventions are recorded on Synergy 	

Strategic Direction 3

Next steps

- Establish a 2016 PBL project team including executive and staff representatives with members of the team to participate in initial and follow-up training in the PBL program.
- The Department's PBL team leader will visit the school and through conversations and observations establish baseline expectations of student behaviour.
- Students, staff and parents will complete the Tell Them From me (TTFM) surveys. The data will be used to determine three 'behaviour expectations' and the priority area for implementation.
- A software program will be employed to record and electronically track student behaviour and welfare including time-outs and suspensions.
- The executive will raise awareness with students, staff and parents of the need for social and emotional learning (SEL) to be taught so that students develop life skills of resilience and perseverance and a growth mindset.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>This equity loading reflected both the number and proportion of Aboriginal students in the school.</p>	<p>In keeping with the Aboriginal Education Action Plan, personalised learning plans for our Aboriginal students (<1% of enrolment) were developed and implemented to recognise achievement and provide support in the classroom and for excursions.</p>	\$902.00
<p>English language proficiency funding</p> <p>This equity loading is calculated using the school's reported level of English language proficiency need, as reflected in the English as an Additional Language or Dialect (EAL/D) Learning Progression.</p>	<p>The English language proficiency equity funding was used to provide professional learning for the EAL/D teachers on the EAL/D learning progression and on formative assessment strategies for EAL/D students. This initiative improved teaching practice and student learning outcomes.</p>	\$9 083.00
<p>Socio-economic funding</p> <p>This loading is based on a combination of student and school needs using the Family Occupation and Education Index (FOEI).</p> <p>The FOEI measure was developed by the Department of Education having identified that parental education attainment was a strong predictor of student and school achievement. Parental occupation was added to this to strengthen the predictive power of the index.</p>	<p>Socio-economic background funding provided students with equitable access to the full range of programs and activities organised by the school throughout the year.</p> <p>Supplementation was provided to families to support participation in school excursions, sporting and cultural programs.</p> <p>The funding helped develop and sustain a positive and inclusive school culture.</p>	\$5 952.00
<p>Low level adjustment for disability funding</p> <p>This loading is based on the number of students with a low level disability and learning support needs. Student needs at a school level is determined using the most recent literacy and numeracy data from NAPLAN to create a Student Learning Need Index (SLNI).</p>	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies.</p> <p>Learning adjustments for students were recorded using a common template.</p> <p>Individualised education plans and personalised learning plans (IEPs & PLPs) were stored centrally on the network.</p> <p>Clear guidelines were established for reviewing, updating, negotiating and communicating IEPs to parents annually or as required.</p>	\$35 394.00

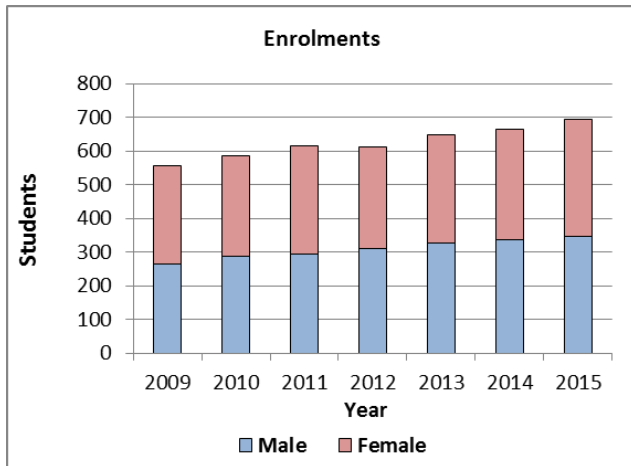
<p>Low level adjustment for disability funding (cont)</p> <p>A school's SLNI is a needs based index drawn from three years of longitudinal NAPLAN data.</p>	<p>Funding was used to employ School Learning Support Officers (SLSO's) to provide in-class support for identified students. Feedback from teachers indicated an increase in student engagement of students receiving SLSO support.</p> <p>Making Up for Lost Time In Literacy (MULTILIT) and MINILIT programs were implemented for identified students.</p> <p>Support was provided for participation in the Nationally Consistent Collection of Data (NCCD) on students with disability.</p>	
<p>Support for beginning teachers</p> <p>The Great Teaching, Inspired Learning (GTIL) reforms have a key focus on beginning teachers receiving high quality induction to support their entry into the profession and to enhance their teaching skills.</p> <p>The Department has introduced a new model of enabling support that provides increased release time for all permanent beginning teachers as well as release time for executive to mentor beginning teachers.</p>	<p>In 2015 there were two teachers in their first year of permanent employment.</p> <p>Under the GTIL model, they each received funding equivalent to two hours additional relief a week and an additional hour a week for their mentor.</p> <p>This funding was used to provide teachers with time for planning, programming, reflection, reporting, working with their mentor and attending professional learning.</p> <p>A third teacher returned from maternity leave in Term 4 and accessed their additional hour of RFF to continue their induction, professional learning and achievement of accreditation at the level of Proficient teacher.</p>	<p>\$12,719</p>



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



Student attendance profile

	Year	2012	2013	2014	2015
School	K	97.0	96.3	96.4	96.4
	1	95.2	95.5	96.7	95.8
	2	94.7	96.0	96.4	95.7
	3	95.5	94.8	95.9	95.8
	4	95.1	96.5	95.3	95.3
	5	95.7	95.7	96.2	96.0
	6	94.6	95.5	95.8	95.4
	Total	95.4	95.7	96.1	95.8
State DoE	K	94.3	95.0	95.2	94.4
	1	93.9	94.5	94.7	93.8
	2	94.2	94.7	94.9	94.0
	3	94.4	94.8	95.0	94.1
	4	94.3	94.7	94.9	94.0
	5	94.2	94.5	94.8	94.0
	6	93.8	94.1	94.2	93.5
	Total	94.2	94.7	94.8	94.0

Structure of classes

Roll class	Year	Total in class	Total per year
KA	K	21	21
KB	K	19	19
KC	K	19	19
KD	K	20	20
KR	K	20	20
1C	1	22	22
1J	1	22	22
1M	1	21	21
1R	1	22	22
1T	1	21	21
2A	2	25	25
2L	2	25	25
2T	2	25	25
2X	2	25	25
3A	3	31	31
3D	3	31	31
3J	3	31	31
4B	4	30	30
4M	4	29	29
4S	4	29	29
5H	5	28	28
5M	5	28	28
5P	5	27	27
6C	6	27	27
6F	6	26	26
6W	6	24	24
1/2P	1	13	25
	2	12	25
3/4N	3	16	29
	4	13	29

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24
Teacher of Reading Recovery	0.525
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
RFF Teachers	2.46
Teacher of ESL	2.6
Community Language Teachers	2
School Administrative & Support Staff	4.472
Total	43.857

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our teaching staff were from culturally diverse backgrounds, however, none were from an indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Teaching staff were actively involved in professional learning. School based and external professional learning opportunities were linked to school improvement targets. Administrative staff participated in professional learning activities to support them to effectively meet the demands of their roles and responsibilities.

In 2015 professional learning included the following.

- All staff were trained in the principles of Formative Assessment and the research of Dylan Williams and John Hattie.
- Training of staff on the new History curriculum.
- Cooperative planning included the development of English and mathematics units of work that met the requirement of the new syllabus.

- Mandatory training of e-Emergency Care, Child Protection Update and Code of Conduct for staff.
- Continued the collaborative development of units of work to support the implementation of the new Science syllabus.
- Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, technology, student engagement, music, sport and visual arts.
- All staff were trained in the use of the school's new tracking and development of IEPs, PLPs and Learning Adjustments.
- Stage based professional learning included cooperative programming and the writing of report indicators, learning goals and general comments for students.
- In Term 4 staff engaged in reviewing PDPs and in planning for the school's Teaching in Partnership 2016 initiative.

Under the Great Teaching, Inspired Learning (GTIL) reforms additional professional learning funds were received for our beginning teachers.

In 2015 there were two teachers in their first year of permanent employment. They each received funding equivalent to two hours extra relief a week and an additional hour a week for the mentor. This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.



Financial information

Financial summary for 229 (SAP) schools

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

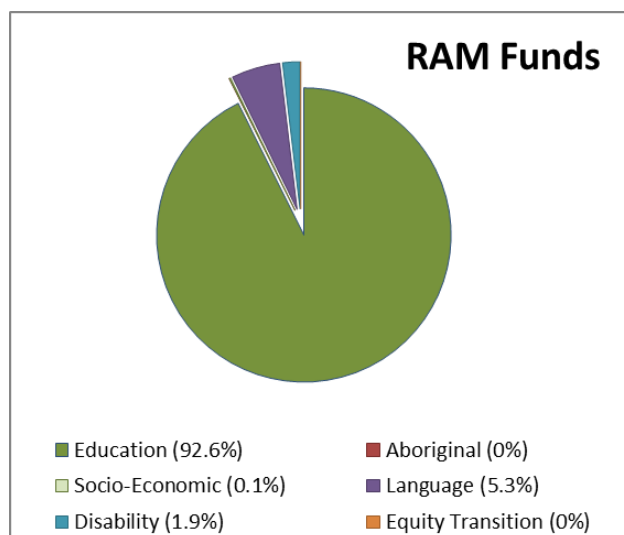
A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary table for the year ended 31 December 2015

	2015 Actual (\$)
Opening Balance	(204,730)
Revenue	(5,646,582)
Appropriation	(5,153,470)
Sale of Goods and Services	-
Grants and Contributions	(484,391)
Investment Income	(8,721)
Gain and loss	-
Other Revenue	-
Expenses	5,330,710
Recurrent Expenses	5,330,710
Employee Related	4,752,430
Operating Expenses	578,280
Capital Expenses	-
Surplus/Deficit for the Year	(315,872)
Balance Carried Forward	(520,602)

Funds received through the Resource Allocation Model

Component	RAM		
Base	4,275,444	0.92639	Education (92.6%)
Location	-		
Other Base	4,275,444		
Equity	372,935		
Aboriginal	902	0.00018	Aboriginal (0%)
Socio-Economic	5,952	0.00117	Socio-Economic (0.1%)
Language	270,386	0.05337	Language (5.3%)
Disability	95,695	0.01889	Disability (1.9%)
Equity Transition	-	0	Equity Transition (0%)
Targeted Total	157,704	0	Targeted Total (0%)
Other Total	260,283	0	Other Total (0%)
Total	5,066,366		



School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

YEAR 3 NAPLAN - Literacy and Numeracy

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	99.1
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	99.1

YEAR 5 NAPLAN - Literacy and Numeracy

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	98.8
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Parent/caregiver, student, teacher satisfaction

In 2015 the school sought the opinions of students, teachers and parents about the school using the *Tell Them From Me* (TTFM) surveys. Responses from the surveys are presented below.

- The majority of parents felt welcome when they visited the school and could easily speak with their child's teacher. They felt well informed about school activities and administration staff were perceived as extremely helpful and caring.
- Over 90% of students reported feeling a high sense of belonging and tried hard to succeed.
- Staff highly valued the ongoing support of the parent community and the students' enthusiasm for learning.
- To further improve student wellbeing, staff and community were supportive of the implementation of the *Positive Behaviour for Learning* program that will be implemented in 2016.

Policy requirements

Aboriginal education

The school celebrated Reconciliation Week in June and participated in the Didjeribone Spectacular incursion. Tjupurru, a descendant of the Djabera Djabera Tribe of the Western Australian Kimberlies, was invited to the school.

Tjupurru played the Didjeribone instrument that fuses elements of the didgeridoo and trombone. Students were entertained and educated by his personal journey, the history of his culture and the expressions of Aboriginal art and music. Students contributed to Tjupurru's interactive performance to create innovative songs and soundscapes that blended elements of the traditional with contemporary.

NAIDOC Week was celebrated in July by the Student Representative Council (SRC) selling 'Respect' armbands to fundraise for the 'Koori Kids' Foundation. 'Koori Kids' promote public awareness, reconciliation, cultural diversity as well as equal opportunity for Indigenous children. Our students explored Aboriginal and Torres Strait Islander culture and achievement by studying artworks, music, dance, and history and dreamtime stories in their classrooms.

Kindergarten classes participated in creating artworks, based around the NAIDOC theme, *We all Stand on Sacred Ground: Learn, Respect and Celebrate*. Students explored Aboriginal connections to the sea and created works which were inspired by contemporary Aboriginal artists. A selection of their artwork was entered into the Koori Art Expressions Exhibition and was selected to hang in the Australian Maritime Museum.

Class teachers continued to integrate Aboriginal perspectives into everyday teaching and learning programs. Respect was shown to the traditional owners of the land at the Infants and Primary assemblies by including an Acknowledgment of Country at the beginning of each school assembly.

Multicultural Education and Anti-racism

Students in Years 3-6 participated in the Multicultural Perspectives Public Speaking Competition, which aims to heighten awareness of multicultural issues and promote democratic values in the context of the family and the wider community. All students were given an opportunity to explore topics related to cultural diversity and voice their opinion on issues of concern to them. These included asylum seekers, stereotypes, racism and religion.

Candidates were nominated from each class to enter the school competition where they delivered a prepared and impromptu speech. Four students were selected to compete at the local final and all were highly commended for their speeches.



Community Languages

2015 has been a wonderful year for languages. The students began their learning in their chosen language from Year 1 through to Year 6.

Each language was given a demountable classroom which helped to immerse the students in their own language space.

The Italian extension program continued, alongside the introduction of the Greek extension program, which were both held before school on Tuesdays.



In Term 3 both Greek and Italian language classes held an excursion to a Greek and Italian restaurant where they ate traditional food and practised their language skills.

Debating

In 2015, the school entered two teams in the Inner West Friendly Debating Competition. Fourteen students were rotated to gain experience in each position on the team. The teams were responsible for the setting up and running of the debates, including meeting and greeting visiting teams, chairing, timekeeping and hosting afternoon tea.

Debates took place every three weeks with an away and a home team arguing either side of the case. The topics covered a wide range of issues in the context of the Stage 3 PDHPE, HSIE and Student Welfare curriculums. These included 'Anzac Day should be our national day', 'It is necessary to cull sharks' and 'Social media has a positive influence on society'.

Training sessions were held on Wednesdays before school and at lunchtimes when required. Students researched topics and collaborated as a team to create logical and coherent arguments. They developed confidence and skill in presenting their point of view in a convincing and sincere manner.

Performances

Early Stage One Performance

A highlight for our Early Stage One students was performing their version of 'Who's afraid of the Big Bad Wolf' on stage for their peers and families. The performance built on the rich learning and

investigation that Early Stage One classes had done in their Term 3 English Unit. Each class adapted a traditional fairy tale to fit into a larger story that ran through the entire performance. The students worked hard to learn a range of choreography and dramatic movements to portray their characters. Each student was also involved in the opening and closing items providing them with many opportunities to move on and off stage with their peers. Students, teachers and parents worked together to make costumes, props and sets.

The students performed two matinees for the school and we were excited to have students from two neighbourhood preschools attend as part of their transition to school programs. We performed our final performance in the evening to a full house of parents and grandparents.

The Early Stage One students expressed a sense of pride and satisfaction at achieving their goal and working together to produce a fantastic production.



Stage One Performance

A highlight of 2015 for students in Years One and Two was performing in the Stage One performance "Land Down Under". Having earlier in the year explored and investigated the different natural environments of Australia as part of the HSIE curriculum, the Stage One team and students set to work to showcase the diversity of our natural environment. Students began learning songs and complex choreography.

Stage One Performance (cont)

Together with their class teacher, students designed and constructed backdrops and stage props for their item in the program. Teachers and parents worked together to source and make costumes to compliment the Aussie theme.

The result of many hours of rehearsals came together with a matinee performance for the school's students and staff, and the final performance in the evening for parents and family.

The Stage One students felt proud of their performance as it showcased the development of not only their performance skills but also their confidence and collaborative skills.

Stage Two Performance

Travelling through time was magically made possible by the talented Stage Two students and teachers. With the assistance of two famous time-travelling doctors, each class transformed the school hall into scenes from various decades, centuries and even millennia. The doctors' famous time machines were used to transport the audience from one year to another.

During the journey, they watched and listened, in awe, as their children, grandchildren, brothers and sisters showed off their talents. Well-choreographed dance routines, creatively designed backdrops, brave solo performances, time-consuming costumes, dedicated rehearsals and the outstanding teamwork displayed by all involved with Stage Two, made for an enjoyable and unforgettable performance.

Stage Three Performance

Stage 3 performed 'Alice in Xanthiland', a comic adaptation of 'Alice in Wonderland' in which the characters were on a quest to find missing jam tarts.

The play was written, cast and directed by our Drama teacher, Ms Christine Firkin and showcased some outstanding performance skills in both acting and singing by our senior students.

The production had great audience appeal, featuring colourful props made by the children and an array of inventive costumes.



Band

Drummoyne Public School P&C has offered a Band Program for students in Years 3 - 6 for many years. Children are encouraged to consider learning an instrument at the end of Year 2 ready for the commencement of tutorials and band practice for Year 3. The Band Program helps students to develop musical ability, while helping them to forge new social connections and teamwork, thereby giving them a skill for life. Band practice and individual tutorials are run outside of direct teaching periods.

Our DPS P&C Band Program consists of three bands – Junior, Senior and Stage Bands. Junior Band is predominantly for beginners and Senior Band is for students with one or more years of experience. Membership of the Band includes a half hour small group tutorial session with professional music tutors and a one hour band session every week. The following instruments are available as part of the Band Program: flute, clarinet, saxophone, trumpet, drums, trombone, euphonium and percussion.

Band highlights of 2015 included the Senior Band receiving a Silver Award at the NSW School Band Festival, performances at the school fete, showcasing their musical talent at the Annual Winter Soirée, hosting the Royal Australian Navy Band for an afternoon band workshop and the end of year concert that showcased the school's music program.



Senior Singers

2015 was a successful year for our senior students. Some 48 students committed themselves to weekly rehearsals and learnt a wide repertoire of choral pieces. In Semester 2, Mrs Leigh Russ led the Senior Singers and the choir to prepare for the Festival of Music choral performance at the Sydney Opera House.

The Senior Singers successfully auditioned and 36 students represented our school as part of a 700 strong choir. Other performances throughout the semester included the school fete and our annual music evening. Our Senior Singers also performed at Stage 1 and Stage 3 presentation assemblies.

Learning and Support

Throughout 2015 the Learning Support Team provided support aimed at catering for the diverse learning needs of our students. Those students identified as having additional learning needs had targeted learning plans that supported and extended their learning. Initiatives included:

- The Reading Recovery Program that supported the literacy needs of 11 Year One students (see below)
- Additional teacher time was provided to implement targeted literacy and numeracy programs. This enabled students to work in small groups. The program was collaboratively planned with class teachers
- Mrs Ross, our Learning and Support Teacher provided specialised learning and behavioural support for our students. In particular, Mrs Ross implemented the MULTILIT program for identified students.
- Mrs Keating worked three days a week and coordinated the School Learning Support Officers (SLSO). Our dedicated and highly professional SLSOs worked with identified students in the classroom and playground. Students who received integration funding have individual learning plans and these were reviewed each semester with parents and the school.

Reading Recovery

Reading Recovery is a school program offering special help to Year 1 students to enable them to become better readers and writers. A specially trained Reading Recovery teacher, who is externally supervised, worked with five students individually for 30 minutes each day.

Eleven students from the total Year 1 enrolment of 123 were involved in the program (8.9%). Text levels for entry to the program ranged from 1-2 (Semester 1) and 10-14 (Semester 2). All students successfully discontinued the program.

The completed text levels of successful students ranged from 17-20 in Semester 1 and ranged from 20-25 in Semester 2. Students required between 9 and 20 weeks to reach the class reading level before exiting the program.

