2010 Annual School Report
Mount Druitt Public School
Our school at a glance

Students
This year saw continued growth for our school in a number of key areas. These included growth in the number of parents working throughout our classrooms, growth in student enrolments and growth in learning for all members of our community – students, parents and teachers.

Staff
As it is in many schools, staff has worked beyond the call of duty in its endeavours throughout the school year. May I thank those that have given their time away from their own families to attend overnight camps, those who have coached PSSA teams after school, those who have taught dance throughout their lunchtimes and those who have engaged students with an eye to the future.

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

Significant programs and initiatives

Funding made available through the Federal Government’s National Partnership Program has enabled Mount Druitt Public to embark on a number of innovative directions.

Such funding has allowed the school to continue with its successful Writing Program, employ 13 parents as teachers’ aides, increased the training of staff in professional development targeting areas aligned with selected school targets such as in L3 (Language, Learning and Literacy) and allowed teachers of high expertise to mentor and guide other colleagues in an effective manner in the development of pedagogy.

Student achievement in 2010

Once again, the high percentage of NESB students at our school has implications for learning throughout the classrooms P-6. As previously stated, this is an aspect in our community that we see as a positive rather than a negative. Our student enrolment reflects that of our surrounding community with children of varying cultural backgrounds and religions sitting alongside each other in our classrooms learning together and mixing in our playgrounds.

Messages

Principal’s message

Mount Druitt Public School (MDPS) continues to build strong partnerships with the many families that make up its community. This involves the continued development of the understanding that learning is a shared responsibility and the fact that we are all learners in our own ways. Maintaining open lines of communication between the school’s classrooms and those of the many homes involved throughout our community has developed common and shared expectations and this remains a priority for the future. In an approach that has encouraged and welcomed parental participation in the decision-making processes at the school rather than isolating the families in our community, learning has been opened to all - students, teachers and parents. Over time, MDPS has rediscovered the important role it plays in supporting the families that make up its population, while parents have become more aware of just how strong the classroom can be in not only teaching their children to read, write and count but also in providing those skills and values that allow them to play their part in a just society. Through the use of technology, the sharing of school facilities with local community schools, a negotiated approach towards behaviour management within the school and through the opening up of classrooms MDPS has ensured that it is a place for learning for all; a place where learning is focused upon the development of its community members rather than its positioning on a league table of data. At MDPS we are responsible, respectful learners. Visit the school website. 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.

Michael Kelly
Principal

Overseas guests enjoying MDPS hospitality
P & C and/or School Council message

Work commenced on our two new buildings early in the year and took most of the year to complete. This was most exciting for the whole school community and the wait was well worth it. However, along with the joy of the new buildings came the constant debate with hierarchy over how the money was being spent and what we were actually getting for the money. The great debate began when we informed that the buildings would not be air-conditioned or landscaped. Apparently it isn’t hot enough in Mt Druitt for air-conditioning! In the end, the buildings were landscaped to an acceptable standard and realizing that the air-conditioning debate was one that we were never going to win, the school decided to fund the cost of the air-conditioning ourselves and get it done before the hot weather set in. The P & C was asked to help out with the cost and we were fortunate enough to provide $7250.00 towards the bill.

A donation of this amount was only made possible by the great support of our fundraising efforts throughout the year. Mufti days are always well supported and the added bonus of a prize for the class who raises the most was a great incentive. It was nice to see different classes win the prize each time. We also held out usual Mothers’ Day and Fathers’ Day stalls which the children always delight in. We were also kept busy with an Easter Raffle, many BBQ’s which are great fundraisers and enjoyed by all.

The uniform shop, whilst not very profitable, continues to provide a good service to the school community. The uniform shop is currently open Tuesday, Thursday and Friday from 8.30-9.00am and 2.30-3.00pm. It has been consistently busy throughout the year and parents enjoy the convenience of being able to purchase uniforms straight from the school.

The P&C also participated in the Coles Sports for Schools promotion where vouchers were given for purchasing items from Coles and these were then traded in for sporting equipment for the school. We ended up with a total of just under 19,000 vouchers and are now waiting for our free sporting equipment to arrive.

2010 sees the end to my run as President of Mt. Druitt Public School P&C after just on 10 years of being involved with the P&C in one way or another. Thank you to all the staff, students and parents who have supported both the P&C and myself over the years and continue to do so today. Whilst it saddens me to break these ties, I am looking forward to having extra time on my hands and know that the P&C will remain an important part of Mt. Druitt Public School. Best wishes to everyone as we move forward to 2011.

Gail Thick
P& C President

Student representative’s message

A great experience has come to an end for the Year 6 (2010) students at Mount Druitt Public School. Everyone has worked hard since the beginning of this hectic year and thanks to all of the teachers, the year 6 students know what is in store for them in high school and are ready for the new changes.

A lot of excitement has buzzed around this year, especially because of the newly built administration office and library, this addition has been very helpful for the school because everyone gets a lot more space to move around in.

There have been many fun and educational excursions throughout this year, with students going to two different, interesting camps and a selected class exploring marine life at a beach. All stage 3 students have worked hard to the best of their ability to run our annual Gala Day, Performance Day and Presentation Day and after all of our hard work, we achieved some fantastic treats like Movie Day and the Year 6 Farewell.

We could not have possibly achieved all of this on our own though, so we would like to thank all of the teachers and Mr. Kelly for supporting us throughout our wonderful years at this school and for the great amount of effort they put in to teach us. We would also like to give our best wishes to the upcoming year 6 students and all of the other students attending Mount Druitt Public School.

Brishty Sharma
Year 6 student representative 2010

Covered walkways completed through the BER program
School context
Mount Druitt Public School has an increasing student population and is classified as a P2 school. Enrolments have increased from 487 in 2008, 513 in 2009 and 532 in 2010. Consequently, a non-teaching assistant principal has been in place since 2009 and a Deputy Principal has been appointed starting 2011. A large proportion of our new students are of African origin with a number of families of refugee status. Our student population now comprises 80% of children from a non-English speaking background (NESB).

Student information
Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>211</td>
<td>211</td>
</tr>
<tr>
<td>2007</td>
<td>219</td>
<td>216</td>
</tr>
<tr>
<td>2008</td>
<td>231</td>
<td>230</td>
</tr>
<tr>
<td>2009</td>
<td>228</td>
<td>225</td>
</tr>
<tr>
<td>2010</td>
<td>253</td>
<td>230</td>
</tr>
</tbody>
</table>

Student enrolments continue to increase with slightly higher numbers of male than female students.

Enrolments have been increasing steadily over the last 3 years. This is a percentage increase of 8% over this period. This is due mainly to an increase in kindergarten enrolments from the attached preschool and a greater number of refugee students enrolling.

Student attendance profile
- Attendance has seen a small percentage increase. Since 2006, term 1 and 4 have always been approx 2% better than terms 2 and 3. 2006 to 2009 attendance averaged at 91.5%.
- Due to 2010 attendance initiatives, our term 1 and 2 attendance rates remained stable and we have seen an overall increase of 1% to a rate of 91.7%. This equates to approx. 17 absences per child.
- The attendance of Aboriginal students since 2006-2009 ranges from 78% to 85%, with an average of 82.6%. This is approximately 9% below the school average. This equated to approx. 35 absences per aboriginal student.
- Due to 2010 attendance initiatives, our aboriginal student attendance rates have remained stable for terms 1 and 2, with a semester 1 average of 86.4%. This is only 5.3% below the whole school results. This is a 2.7% increase on 2009 and equates to 27 days absent per child over the year.

- Regional targets are 94.3% in 2012. Our attendance rates as a school are 2.6% below the 2012 target. This equates to 5 days improvement for each student.

- We have implemented new attendance procedures to monitor student attendance, improve data analysis and systems to allow for improved follow-up methods. This has increased teacher involvement in the process and parental awareness of legal responsibilities.

### Management of non-attendance

Teachers monitor attendance closely. Parents of students with three unexplained absences are telephoned and a note for the absence is requested. If the note is not forthcoming within a week a letter is sent to the parents requesting these notes. All follow-up is recorded for access to Home School Liaison Officer.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KU</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1L</td>
<td>K</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>K/1L</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>2-3A</td>
<td>2</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>2-3A</td>
<td>3</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4-5E</td>
<td>4</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>4-5E</td>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>2_6MAC</td>
<td>2</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>2_6MAC</td>
<td>3</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>2_6MAC</td>
<td>4</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2_6MAC</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2_6MAC</td>
<td>6</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>5_6C</td>
<td>5</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>5_6C</td>
<td>6</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

### Structure of classes

Department of Education and Training classes are formed on a basis of 20 students in Kindergarten, 22 students in Year One, 24 students in Year Two and 30 students in Years three through six. Preschool classes have 20 students and teachers are assisted by a school learning support officer.
**Staff Information**

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Non Teaching Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Preschool</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Young Children with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1.766</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.482</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39.148</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school had one Indigenous teacher in its school workforce during 2010.

**Staff retention**

Service transfers were granted to two staff members at the conclusion of the 2009 school year. New staff was appointed to commence at the beginning of the 2010 school year.

**Teacher qualifications**

All teaching staff meets 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>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

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### School performance 2010

#### Achievements

**Arts**

In 2010, Mt Druitt Public School’s Choir and Dance Group participated in and performed at many performance events.

Our Choir represented the school with pride at the Mt Druitt Music Festival, where they sung more than 11 songs at a matinee and evening concert attended by the regional school director as well as principals, teachers, parents and students from over a dozen other local schools. After months of hard work and training, their efforts were realized and it was an event many will always remember.
The Choir also presented many singing items at school assemblies, most notably our BER building opening concert. This was attended by distinguished guests from our local community, including politicians, the P&C and the school body.

We were honoured when Westfield Mt Druitt selected our School Choir to perform at ‘Santa’s Arrival’ and the ‘Lighting of the Christmas Tree’ celebrations in December. Our students enjoyed the opportunity to wear their favourite Christmas clothes and sing for our local community.

Our Dance achievements were recognized once more when we successfully auditioned and gained placement in the Sydney West Dance Festival for the second time in our long school history. The routine ‘Shaky’ consisted of 25 Year 3-6 students who rehearsed in their own lunchtimes to perfect their movement and drama skills. This dance was performed at a matinee and evening performance at the Castle Hill Hills Centre in June. With the festival only accepting high quality items and holding a prestigious place in our region, the dancers did their school proud. Our new dance ‘Mr. Mysterious’ was created and performed at the end of year Presentation Day and saw our Year 6 cohort of dancers exit our school with the desire to enter the entertainment industry.

As a result of our strong school performance culture and her own dedication to the Arts, one of our Year 6 students; Maddison Paluch auditioned and gained placement at Newtown Performing Arts High School for both Dance & Drama. These auditions saw over 1000 students from all over NSW, trialed for just 30 placements.

Congratulations to all of our artists. It was a successful year in entertainment!

**Sport**

Mount Druitt PS provided a comprehensive and successful PSSA sport program for students Years 3-6. The staff is committed to providing sporting opportunities to develop the health, confidence and self esteem of all students.

Our 2010 highlights included:

- Two students were invited to try out for the newly established Greater Western Sydney A.F.L. team.
- In Winter PSSA, a Junior Netball team made it to the finals of competition.
- The year six student was successful in gaining entry to a selective sports high school through his talent and abilities in Rugby League.
- Our Summer PSSA Junior Newcombe Ball team also made it to the finals of competition.

**Other**

**Academic**

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 highest level for year three is band 6 with band 8 being the highest level for year five.

**Literacy – NAPLAN Year 3**

Yr 3- Performance has improved from last year.

Percentages in each area are as follows, at or below National Minimum Standards and at proficiency:

<table>
<thead>
<tr>
<th>Year 3</th>
<th>At Or Below National Minimum Standards</th>
<th>Above National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>26%</td>
<td>19%</td>
</tr>
<tr>
<td>Writing</td>
<td>21%</td>
<td>36%</td>
</tr>
<tr>
<td>Spelling</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>Grammar</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>33%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Literacy – NAPLAN Year 5**

Yr 5 - Performance has improved from last year. Percentages in each area are as follows, at or below National Minimum Standards and at proficiency:

<table>
<thead>
<tr>
<th>Year 5</th>
<th>At Or Below National Minimum Standards</th>
<th>Above National Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>Writing</td>
<td>42%</td>
<td>8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>39%</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar</td>
<td>51%</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>52%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill band distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>349.0</td>
<td>383.5</td>
<td>396.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
<td>6</td>
<td>11</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School average 2008 - 2010</th>
<th>19.8</th>
<th>24.0</th>
<th>27.0</th>
<th>17.4</th>
<th>9.6</th>
<th>2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG average 2010</td>
<td>4.5</td>
<td>16.5</td>
<td>28.1</td>
<td>22.1</td>
<td>19.3</td>
<td>9.4</td>
</tr>
<tr>
<td>State DET average 2010</td>
<td>4.1</td>
<td>14.2</td>
<td>24.7</td>
<td>21.9</td>
<td>21.6</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Progress in literacy

Year 5 is 27 scale scores above the state average growth in the test aspect of Spelling.

![Average progress in spelling between Year 3 and Year 5](chart)

Year 5 is 5 scale scores above the state average growth in the test aspect of Grammar and Punctuation.

![Average progress in grammar & punctuation between Year 3 and Year 5](chart)

Progress in numeracy

Year 5 is 8 scale scores below the state average growth in the test aspect of Numeracy.

![Average progress in numeracy between Year 3 and Year 5](chart)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Year 3 (ESL3) have shown a decrease of 52 scale scores from the 2009 data in the test aspect of Spelling. Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>68</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>74</td>
</tr>
</tbody>
</table>

Year 5 (ESL2) are 101 scale scores below the state average in the test aspect of Grammar & Punctuation

Year 5 (ESL2) are 57 scale scores below the state average growth in the test aspect of Grammar & Punctuation.

**Note:** Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Significant programs and initiatives

**Aboriginal education**

Our school participated in the NORTA program which provides targeted support for Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

A maximum of 75 hours of tuition per year for each eligible student is allocated by the Aboriginal Education and Training Directorate to identified schools to provide tuition support.

Funds are allocated based on the number of eligible Aboriginal students. Eligible students are: Aboriginal students identified at or below the national minimum standards in all five of the NAPLAN domains in Year 3 and 5.

Personal Learning Plans (PLPs) have been developed for Aboriginal students after individual assessment and consultation with parents, students and class teachers. The PLPs determined the areas of need that the teacher and aide worked with individual students.

**Multicultural education**

During 2010, students have received ongoing support to improve their English language skills enabling them to participate more in classroom activities. Our English as a Second Language (ESL) program was conducted on four days per week.

We have continued to implement changes to the ESL Support Program this year. It was decided in 2009 that the focus would be on building teacher capacity to support ESL students in their mainstream classes. This has been achieved through in-class support in literacy with collaborative planning and programming. ESL support staff devises scaffolding to support student learning within their class program. Modelling is provided for classroom teachers to enable them to acquire the skills to modify programs and teaching strategies that appropriately cater for the ESL students in their class. The opportunity is provided for students to acquire strategies to promote their learning in literacy. This focus allows all ESL students to be included in the program and supported throughout their school day. For this to continue, staffing levels need to be maintained so that we can continue to build staff capacity, ensure training for all new staff and provide more targeted ESL support to high
needs students. There is also a steady enrolment of Phase 1 New Arrivals, including Refugee students, the majority of whom have little or no experience of formal education. These students require a high level of support to adapt culturally, socially and academically within the Australian environment.

In 2010, the number of students attending our school from Language Backgrounds Other Than English (LBOTE) has increased from 15.3% to 72.75%. There were 49 different community languages represented in our school.

The largest language groups at the end of November were Tagalog 67 students, Hindi 39 students, Samoan 34 students, Urdu 32 students, Arabic 30 students, Dari 28 students and Turkish 22 students.

In 2011, the school will continue to implement individual ESL programs, withdrawal of small groups and team teaching programs that support student learning to achieve success in classroom activities on five days per week.

Respect and responsibility

All students attend the whole school assembly each week. During these assemblies we acknowledge and pay our respect to our Aboriginal community and our country by reciting the Pledge of Allegiance and singing the National Anthem.

Students who have earned awards are presented with their certificates and teachers with their class demonstrate the three school rules developed under the Positive Behaviour for Learning model:
- Be Responsible
- Be Respectful
- Be an Active Learner.

At Mount Druitt Public School students model respect and responsibility through:
- treating each other with respect
- looking after personal and school property
- showing respect to all teachers and visitors
- taking responsibility for their actions
- caring for our school and local environment.

National partnership programs

Our first initiative funded through National Partnerships includes the temporary engagement of a Speech Pathologist. The Speech Pathologist focused mainly on students experiencing difficulties in years P to 2. She has assessed and developed support plans for students and will continue to build staff capacity through professional development in the teaching strategies that support students and their speech development.

The Best Start initiative is a Kindergarten assessment that identifies students’ literacy and numeracy skills and understandings at school entry. It provides information that supports teachers in meeting students’ individual learning needs and assists in the ongoing monitoring of student learning throughout the school years. Both Preschool and Kindergarten teachers have undergone Best Start training with Stage 1 teachers about to undergo training for 2011. This professional development has led to a structured and systemic preschool and kindergarten program that addresses critical aspects of the Best Start assessment. Staff training and support for teachers permeates literacy and numeracy programs. The provision of adequate resources and technology facilitates program delivery. Planning will continue to cater for groups of students and individuals with specific needs. Students will continue to engage in challenging and enjoyable learning experiences from the beginning of their schooling. Links to real life situations will continue to add meaning to learning programs and activities.

A major initiative funded by the National Partnerships Initiative which began in 2010 is Language, Learning and Literacy (L3). It is a research based Kindergarten classroom intervention, targeting text reading and writing. It complements the daily Literacy program for students who enter school with diverse literacy backgrounds. L3 has reduced the number of students requiring additional support in reading and writing. Before any major interventions had taken place, the average reading level of students exiting Kindergarten in 2009 was level 5 with nearly 20% of students performing at Reading Recovery level 1 and 2. Only 18% of students reached the goal of achieving over reading recovery Level 9. 2010 results show outstanding improvements with an average reading recovery level of 9. No students achieved below a Reading Recovery level of 3 and over 38% of the Kindergarten population achieved a reading level of 9 or greater, an increase of 20%.

In stage 1 the school’s literacy program was remodeled to ensure balanced teaching strategies, consistency in teaching skills and improved Quality Teaching. Teaching programs were remodeled to target essential skills and identify student needs. Support teachers through professional development and mentoring were utilized to develop the skills required to implement teaching programs effectively.
National Partnership funding has also allowed the continuation of the writing program. This program allows teachers to apply the strategies (explicit, systematic, consistent and differentiated) in other literacy strands to strengthen the school's P-6 continuum in literacy. An experienced teacher is employed to support and mentor writing within 14 classes through the implementation of a structured writing program. A structured approach towards reading skill development and consistent implementation throughout the school continues.

In order to support the implementation of these major Literacy initiatives, 10 School Learning Support Officers were employed in all K – 2 classrooms. They were employed for the first 2 hours of the day from Monday to Thursday.

**Connected learning**

During 2010 all staff received technology training in basic skills and intermediate Notebook 10.

All classrooms now have IWB’s and teacher training continues so that strategies are embedded into teacher practice.

Student classroom access to PC’s increased allowing for application of skills into all KLA’s.

Network upgraded to minimise technology downtime and support continued technology integration. Costs were higher than expected so network upgrade plan modified, with OM3 optical fiber and updates switches incorporated for future benefits.

**Other programs:**

**Positive Behaviour for Learning**

The Positive Behaviour for Learning (PBL) program has helped the school maintain a positive learning environment. The committee has continued to add more activities during recess and lunch sessions for students and monitored their behaviour by collecting data and using this data to rectify any minor problems.

The school has evaluated the playground and external school areas as the first stage of the Positive Behaviour for Learning program. The PBL team has been responsible for keeping 'minutes'... maintaining the program within the school and keeping staff motivated and on track with PBL lessons and whole school PBL rewards days. Their role includes making sure staff is informed of decisions and are implementing the program within their classrooms. PBL Awards were included at our Presentation Day to raise awareness with the parents.

**Preschool Graduation and Concert**

The annual preschool graduation and concert provide preschool students with the opportunity to perform songs for their parents and to celebrate the completion of a year of preschool. The students receive a certificate and have their photo taken in a graduation cap and gown and then perform a musical item involving movement to music, singing and playing percussion instruments. This event promotes the partnership between students, parents, teachers and the wider community.

**Progress on 2010 targets**

**Target 1**

*Improved levels of student literacy and numeracy.*

Our achievements include:

- Writing results have shown consistent improvement due to a deeper understanding of the principles behind the program.
- More teachers are engaged in the reading program. Results remain inconsistent and while our average growth is good, a large number of students did not achieve above expected levels of growth.

**Target 2**

*Improved systems for coordinating learning support.*

Our achievements include:

- Learning support systems closely aligned with DET guidelines and policy.
- Student database implemented and utilized for the identification and tracking of social/ emotional and academic needs.
- Attendance improved through better follow-up procedures and monitoring.

**Target 3**

*Improved use of technology in classrooms.*

Our achievements include:

- All staff has received intermediate Notebook 10 training and are able to design their own teaching resources.
- The majority of staff are utilising IWB and computer technology during numeracy lessons.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

Educational and management practice

Staff Survey Results for Literacy and Numeracy (31 staff responded)

- Staff report a deeper understanding of the Mathematics syllabus compared to the English syllabus but overall a greater confidence implementing the English syllabus.
- All staff identified a greater use of NAPLAN data to inform their practice in Literacy and recognition that the whole school strategies have improved student performance in NAPLAN Literacy.
- 20% of staff disagreed with the statements that NAPLAN data is used to inform whole school strategies and also their own teaching practice. 41% of staff believes that whole school practices have not improved student performance in NAPLAN Numeracy.
- There is a common theme of staff being less confident in the use of explicit criteria for assessment, feedback to students and the assessment of higher order thinking skills.
- Approximately 65% of staff agree or strongly agree that they have appropriate access to resources.
- 80% of staff agree or strongly agree that professional learning in literacy meets their needs while only 55% of staff agree or strongly agree that professional learning in numeracy meets their needs.

Staff Survey Results on School Leadership (31 staff responded)

- Staff believe that the school leadership have a commitment to and feel accountable for school improvement; although some staff believe the school leadership could be more effective and inclusive when it comes to implementing change.
- Approximately 20% of respondents reported that the leadership team could be fairer in its dealings with staff, more inspiring and encouraging.

Parents/Community Survey Results
(80 parents responded)

Communication

- Parents believed that technology needed to play a greater part in communication and that the school needed to move towards an emailed newsletter and greater use of digital messaging.
- Parents also stated that greater use of the web site should be encouraged to allow a two way dialogue between the school and parents.
- The community also asked for newsletters to be translated into the various language groups for easier access to information.

Improvements

- Parents wanted to see a higher frequency of feedback regarding assessment results that could be brought home from school each week, to give a running assessment of their child’s achievements and areas of improvement.
- Other suggestions included a breakfast club, cleaner toilets and the teaching of basic toilet hygiene.
- The community also suggested a pick-up and drop-off area for parents driving students to school.

Parental Involvement

- Parents have asked for more community forums to encourage suggestions and feedback, and also as an informal meet and greet with the staff.
- Parents suggested that there should be parent days such as mum/daughter day and dad/son day.
- The community suggested teacher/parent learning committees that could focus on areas of the curriculum with more relevance for home/school learning.
Professional learning

The percentage of global school funding dissections and National Partnerships funding supporting staff professional learning is approx 47%. This incorporates the employment of high-performing teachers in mentoring roles, course fees, resources and staff replacement costs. Our main aim with professional learning for 2011 is to continue to contextualise it within the school setting. To this end, we have invested in professional reading texts for staff that will lead into all staff being involved in implementing action research in their classrooms based around evidence-based teaching strategies. We will continue the employment of high-performing teachers in mentoring roles and develop the skills of leadership staff in coaching and mentoring their teams, as well as developing new leaders from within the school.

School development 2009 – 2011

Our targets focus on 3 key areas. The strategies to achieve these targets can be seen in more detail below under the 6 priority areas. Targets for 2011

Target 1

Increase the proportion of students meeting reading proficiency standards (top 2 bands) from Yr 3 19% to 23% and Yr 5 8% to 15% by NAPLAN 2011.90% of teachers successfully implementing contextualised action research, assessed through the observation of properly implemented pedagogies. A 25% decrease of the number of Yr 5 Phase 2 students represented in Bands 3 and 4 in Numeracy and Literacy will be evident.

Strategies to achieve this target include:

Literacy

- Remodel the school's literacy programs to ensure balanced teaching strategies, consistency in teaching skills and improved Quality Teaching.
- Continue the writing program and apply the strategies (explicit, systematic, consistent and differentiated) in other literacy strands to strengthen the school's P-6 continuum in literacy.
- Establish and document effective systems and procedures for identifying and tracking assessment data and supporting learning for students and staff, ensuring links to DET policies and priorities.
- Improve integration of ICT in literacy teaching and learning through up skilling and broadening teacher capacity in utilising a variety of multimedia applications and effective pedagogical practices.

Numeracy

- Remodel the school's numeracy programs to ensure quality teaching through balanced teaching strategies, consistency in teaching skills and improved Quality Teaching.
- Improve teacher’s ability to apply modelled, guided and independent learning experiences, as well as assess and differentiate learning to better meet student needs.
- Establish and document effective systems and procedures for identifying and tracking assessment data and supporting learning for students and staff, ensuring links to DET policies and priorities.
- Improve integration of a range of ICT and other technologies in numeracy teaching and learning through up skilling and broadening teacher capacity in utilising a variety of multimedia applications and effective pedagogical practices.

Student Engagement and Retention

- Support learning P-6 , focusing on K-2 support with early identification of needs, appropriate intervention pathways, including ESL, STLA and extension, and effective tracking of support.
- Develop, document and implement effective systems and procedures for supporting attendance, learning and engagement for all students.
- Successful implementation of Positive Behaviour for Learning practices in universal, secondary and tertiary systems through ongoing monitoring, improved data maintenance and improved links to the wider school community.
- Up skilling and broadening teacher capacity to integrate technology into all KLA's through student-centred practices.

Aboriginal Education and Training

- Implementation of NORTA NORTA Aboriginal tutoring program to support identified students.
- Better communication with AECG and Aboriginal community to develop culturally appropriate support to achieve improved academic outcomes for Aboriginal students.
- Develop, document and implement effective systems and procedures for supporting attendance, learning and engagement for Aboriginal students.

Teacher Quality

- Provide all staff P-6 with targeted professional development, focusing on improving teacher quality
for improved student outcomes.

- Develop, document and implement effective systems and procedures for supporting ongoing, contextualised learning opportunities for staff.
- Continue professional development and reflection upon the systems, data and practices utilised for the successful implementation of Positive Behaviour for Learning to achieve improved social and academic outcomes.
- Improved capacity of teachers to integration of a range of technologies in teaching and learning through effective pedagogical practices.

**Connected Learning**

- Improve integration of technologies into all KLA’s, supported through professional development targeted towards individual staff needs and the use of effective pedagogical practices.
- Improve access and maintenance of technologies with appropriate processes for long term asset replacement of electronic devices.
- Up skill and broaden of teacher capacity in the use of a wide range of technology applications, utilising a variety of hardware and software options.

Our success will be measured by:

- Students engaged in reading more appropriate texts
- Majority of reading texts re-levelled into a consistent format in line with PM reading levels
- Database implemented and utilized. Academic, behavioural and learning support data entry processes being implemented.
- A decrease in the number of students in band 1 across all Yr 3 NAPLAN results. Staff professional development and demonstration lessons implemented
- Student engagement is high in Yr 2-6 MAC with positive reports from students and parents. Students involved in negotiation of process and product. Yr 1/2 MAC to be implemented 2011.
- Refugee students supported academically and socially. Positive progress in language development.
- 1% increase across the whole school in attendance following Semester 1.
- A 2.7% increase observed for Aboriginal students.

Boy’s education implemented with some success. Students generally more engaged and involved.

- 1% increase across the whole school in attendance following Semester 1. A 2.7% increase observed for Aboriginal students.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Michael Kelly-Principal
Gail Thick-P&C President
Lesley Lowe-Assistant Principal
Val Fischer-Assistant Principal
Chris Herbert-Assistant Principal
Garry Watson-Relieving Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: