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Our school at a glance

Students
Mount Druitt Public continues to grow with enrolments again over 500 again this year with figures approaching the level required for the appointment of a deputy principal to the school. Mt. Druitt’s community is reflected throughout the student population with a very multicultural theme evident from Preschool to Year 6 (80% from a Non-English speaking background - NESB).

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

Significant programs and initiatives
Mount Druitt Public has been operating a variety of innovative programs for a number of years now. These include:

- Preparing for “Big School”: This program targets the transition of students from our preschool into our kindergarten classes. It has been operating for five years and continues to be very effective in the smoothing of the pathway from preschool to kindergarten for not only the students but also the parents and teachers involved. It can be a worrying time for all but this program has prepared all for the transition of our youngest members into our school’s community;

- Stage 3 High School Simulation: Stage three students are relocated in this program into mixed groups that work under schedules and timetables often found in high schools. Those teachers involved are allocated specific duties involving the delivery of lessons in mathematics, history, art, technology and a host of others all presented in a manner that reflects the machinations of a high school. This program has proved very successful over the past four years with higher levels of engagement from the students involved along with a reduction of inappropriate student behaviour during the period of its operation.

Student achievement in 2009
The high proportion of NESB students has implications for learning throughout the entire school P-6. However, despite its challenges, the community of Mount Druitt Public sees this as a positive rather than a negative. Our school population reflects that of our surrounding community with students of varying cultural backgrounds sitting in our classrooms and learning alongside each other. Student improvement continues to be evident in the standardised tests results of recent years.

Messages
Principal’s message
The development and maintenance of partnerships and links to its community remain to be two key foundations in the daily operations and future directions of Mount Druitt Public School. Staff members and parents have worked hard to ensure that the lines of communication are open and honest between the “lounge room at home and classroom at school” with both groups accepting the significance that both parties play in the educational process.

Classrooms are open to learning with increased numbers of parent helpers assisting in lessons right across the school. Its Leadership team and all staff lead the way as learners themselves in the sometimes difficult situation of teaching our students today while preparing them for the challenges of the future.

Challenges that include technology and its use as a tool at work and the possible role it may take over the next few decades in communication, collaboration and connecting our students with others. The learning community of Mount Druitt Public School acknowledges that technology is weaved throughout its population and the daily use of such things as the internet in connecting people in learning. Forgetting about issues of equity that exist throughout our community in a number of areas for a moment, in many instances throughout the week our children are teaching our teachers in the capabilities of computers in the classroom and the possibilities involved. I know I have had many long and detailed conversations with boys and girls from kindergarten to year six about the computer that sits on top of my desk and just what it can and can’t do.
An example of this at management level can be seen with the school’s policy involving technology. Staff and parents acknowledge in this document the role that modern day technologies play in everyday life. Rather than ignore such advancements in society in the hope that those well-publicised incidents of inappropriate use of things such as mobile phones do not occur, we endeavour to model and teach the correct etiquette in the use of such technology. Parents, students and teachers working together in a common direction is a powerful influence in the learning process and it can be found at Mount Druitt Public.

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

P&C message
The P & C had a very busy 2009 with the committee kept busy organizing various fundraising activities, attending our monthly meetings and meeting with various people to discuss issues affecting the school and its operation.

With regard to fundraising, the P & C held many successful fundraising activities throughout the year. We held our usual Mother’s and Father’s Day stalls that the students always enjoy as well as an Easter Guessing Competition, End of Year Raffle, Disco and numerous BBQ’s/sausage sizzles. We are pleased to have had additional help from some more of our parents enabling us to provide Halal food at the BBQ’s and thus better reflecting the culture of our school. This year, the P & C took over the running of the uniform shop from the school. The initial outlay of funds to purchase the uniforms did hurt the bank balance for a while, however, things seem to be running fairly smoothly now. The uniform shop is currently open Tuesday, Thursday and Friday from 8:30am-9am and 2:30pm-3pm.

Another exciting development of 2009 was finding out that the school was to receive funding through the “National Pride” scheme. This money was spent on erecting covered walkways so that all areas of the school can be accessed in the rain without getting wet. The school was also fortunate to receive three million dollars funding through the “Building the Education Revolution” program. After many lengthy discussions, we are very fortunate to be getting two new buildings (Admin & Library) to be completed in 2010. Both buildings are much needed and will greatly enhance the school’s operation. The P & C are very grateful for being given the opportunity to be involved right from the planning stages of these buildings and continue to be kept informed as the works progress.

On a final note, our thanks go to the hard working staff, parents, students, volunteers and families that make up Mt. Druitt Public School. Without your continued support, the P & C would not operate the way it does today. Your support is much appreciated. Hopefully, 2010 will bring many new and exciting times.

Mrs. Gail Thick, President Mount Druitt Public School P&C Committee

Student representative’s message
Another year has passed.

Mount Druitt Public School students had a breezy and fresh start to the new year thanks to all of the teachers’ contribution and hard work put into organising the classes. The brand new smart boards have been a great benefit and have shown teachers and students a fun, new way of learning. We had several enjoyable events such as the “Fun Run” and “Gala Day” as well as the Athletic and Swimming carnivals. A small bunch of students were selected to make weekly visits to Halinda Special School to not only help the children with disabilities but to entertain and have fun with them. Students have also been visiting Minchinbury Manor which is a nursing home. There, students would sit and talk to the elderly people and do some art with them.

Students of Mount Druitt Public School would like to thank the school leaders for 2009 and for such great leadership expertise. We also thank Mr. Kelly and the teachers for showing us new ways of learning. They have all truly proved that learning can be fun. We wish all Year 6 students the best of luck as they begin their fresh new journey into high school.

Rachelle Rativo (Student Year 5 2009)
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>213</td>
<td>211</td>
<td>219</td>
<td>231</td>
<td>228</td>
</tr>
<tr>
<td>Female</td>
<td>203</td>
<td>211</td>
<td>216</td>
<td>230</td>
<td>225</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance is remaining static. Since 2006, semester 1 is always approx 2% better than semester 2. Attendance averages at 91.5%. This equates to approx. 17 absences per child. The attendance of Aboriginal students ranges from 78% to 85%, with an average of 82.6%. This is approximately 9% below the school average. This equates to approx. 35 absences per aboriginal student. Regional targets are 94.3% in 2012. Our attendance rates as a school are 2.8% below the 2012 target. This equates to between 5-6 days improvement for each student.

Management of non-attendance

Student attendance is one of the many areas at Mount Druitt Public School where the partnerships between the home and classroom are significant in ensuring that children do not make a habit of missing school. In the event of teacher or parent concerns regarding unsatisfactory student attendance being raised the policies of the Department of Education and Training (DET) will be implemented.

Class sizes

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009. Due to the high number of enrolments across the school K-6 there were five composite classes operating this year to cater for the learning needs of these students as required by DET policies.

<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>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1U</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1-2I</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1-2I</td>
<td>2</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>2-3S</td>
<td>2</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>2-3S</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

<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>3A</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4-5Y</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4-5Y</td>
<td>5</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5-6H</td>
<td>5</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>5-6H</td>
<td>6</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. All members of staff including administrative and support staff members are appointed according to a prescribed formula from DET. The school has a permanent full-time Administration Officer and Administration Manager as well as a permanent part-time library assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Staff Function Description</th>
<th>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP2</td>
<td>Primary Principal 2</td>
<td>1</td>
</tr>
<tr>
<td>AP</td>
<td>Primary Non-Teaching Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>AP</td>
<td>Primary Teaching Assistant Principal</td>
<td>3</td>
</tr>
<tr>
<td>T</td>
<td>Primary Teacher</td>
<td>16</td>
</tr>
<tr>
<td>PT</td>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>RFF</td>
<td>Primary Teacher RFF</td>
<td>0.798</td>
</tr>
<tr>
<td>TL</td>
<td>Primary Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>ESL</td>
<td>Primary Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>Pre-School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>RPS</td>
<td>Pre-School Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>EC</td>
<td>Pre-school Teacher of Young Children with Disab</td>
<td>1</td>
</tr>
<tr>
<td>DGO</td>
<td>Primary District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>LD</td>
<td>Primary SS Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>LSC</td>
<td>School Learning Support Coordinator</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Indigenous Composition of Staff

Three members of staff have an indigenous heritage.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Post graduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Indigenous Composition of Staff

Three members of staff have an indigenous heritage.

Financial summary

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 2009 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 2009

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. These tests provide a measure of performance from the students at Mount Druitt Public compared to those in like schools nearby and throughout the nation.

The results provide an indication of the areas of strength and those in need of attention in relation to syllabus outcomes. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

The school has experienced a decline in the upper bands of Year 3 students across most areas of literacy. The school is looking to address this with the continuation of the writing program, as well as a new initiative to place Support Staff in all K-2 rooms to assist in the delivery of a literacy program. In conjunction with these initiatives, the school has introduced a new approach to reading in classrooms.
Literacy – NAPLAN Year 5

Year 5 experienced a decline in the upper bands. The school is looking to address this with the continuation of the writing program, and the introduction of a brand new phonics program for the upper grades. In conjunction with these initiatives, the reading program is looking to enhance consistency in the teaching of this area.
Numeracy – NAPLAN Year 3 and Year 5

Both Year 3 and 5 have shown an under representation in the upper bands. This is being addressed by a new approach to the teaching of maths based on modelled, guided and independent activities. These are embedded and lessons explicitly taught from K-6.

Progress in literacy

In reading the growth rate has fallen consistently since 2005. We are seeking to address this again with our new approach to reading in classrooms. Writing growth had held steady and reflects the positive effect that our coordinated writing program has had on classrooms from K-6. This will continue for the foreseeable future!
Progress in numeracy

Average progress in numeracy has remained steady for each of the groups. This is partly due to the low achievements of students in year 3. We have adapted a much more structured approach to maths from 2010 onwards, and National Partnerships funding will eventually go towards adapting a numeracy program for the school K-6. We believe this will increase the growth of our students.

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 2009

Our Yr 3 literacy results for students achieving at or above minimum standards has remained relatively stable although a review of grammar and punctuation skills for this cohort of Yr 3 students is needed. Numeracy has also remained relatively stable. A marked improvement in numeracy is required to make progress towards the regional targets for 2010.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th>2008</th>
<th>2009</th>
<th>Regional Target 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87%</td>
<td>86%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>86%</td>
<td>87%</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>82%</td>
<td>84%</td>
<td>N/A</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83%</td>
<td>73%</td>
<td>N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77%</td>
<td>75%</td>
<td>93.5%</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

A noticeable decrease in literacy results for the Yr 5 cohort in 2009 indicates that increased support is required for the students below the national standard. A review of the results highlighted that student engagement in Stages 2 and 3 (Yrs 3 to 6) needs to be a focus area for 2010. Numeracy results have remained stable and close to regional targets for 2010.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>2008</th>
<th>2009</th>
<th>Regional Target 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84%</td>
<td>74%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
<td>78%</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>92%</td>
<td>85%</td>
<td>N/A</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80%</td>
<td>74%</td>
<td>N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90%</td>
<td>92%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

**Aboriginal Education**

Programs designed to educate all students about Aboriginal history, culture and current Aboriginal Australia are integrated into units of work, particularly in the Key Learning Areas of Human Society and its Environment. The NORTA NORTA program, which supports Aboriginal students to develop their literacy skills, will be implemented in 2010.

**Multicultural Education Review**

The ESL (English Second Language) component of our school continues to be the major influence on student and teacher learning and across our school P-6. We have completed a review of our ESL support programs and through improved planning, teacher capacity building and student assessment practices, we have seen a marked improvement in teacher understanding of multicultural

**Respect and responsibility**

The program “Positive Behaviour for Learning” continues to be an important component in the fabric found in the working culture of MDPS. The systems and practices, as well as the improvement in using data to inform decision making has had led to a change in how the school addresses behaviour and also the way we measure school improvement strategies. The PBL process is now being used to improve the way we support student’s academic improvement through the Learning Support Team

**Progress on 2009 targets**

In 2009 we devised three targets to be our focus for the 2009-2011 school planning cycle. These targets reflect our increasing emphasis upon improving teacher quality, student and teacher support, and the integration of technology into all areas of the curriculum. We will have a better understanding of our progress next year

**Target 1- Improved levels of student literacy and numeracy**

1. Re-modelling the school's literacy and numeracy programs to ensure balanced teaching strategies, consistency in teaching skills and improved QT Significance dimension.
2. Special focus on K-2 with early identification of needs and appropriate intervention pathways, including teaching for ESL, STLA and extension.
3. Continuing and applying the writing program strategies in other strands and KLAs for strengthening the school’s P-6 continuum in literacy and numeracy.

**Target 2- Improved systems for coordinating learning support**

1. Review and document school procedures to improve alignment with DET policy and advice.
2. Establish systems for identifying and tracking student and staff needs in supported learning.
3. Developing and implementing effective systems for supporting learning with students and staff.
4. Review progress, data maintenance and define continuing targets in Positive Behaviours for Learning.

**Target 3- Improved use of technology in classrooms**

1. Improving integration of a range of technologies in teaching and learning.
2. Improving access and maintenance of technologies.
3. Up skilling and broadening teacher facility in technology applications.
Our achievements include:

Staff members have continued to develop their literacy and numeracy teaching strategies and we have been working on increasing the consistency with which we teach and assess students. Staff professional development has centred upon the use of modelled, guided and independent learning experiences for students. The support of students with learning difficulties and those who have English as their second language has become more structured and class teachers have a better understanding of the learning needs within their class.

A data collection system was developed to, enabling staff to coordinate and track student support programs. Other achievements in this area can be read in further detail under Key Evaluations.

By the end of 2009 plans were in place for the completion of the installation of Interactive White Boards into every class. This has been a long term goal, beginning in 2007 and costing approximately $130,000. We are continuing to improve staff skills in the use of IWB’s and desktop computers into all areas of the curriculum. The maintenance of technology has also been a long term issue and we will be changing over to a system managed by the DET ICT team.

**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 2009 our school carried out evaluations of Planning.

**Educational and management practice**

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 2009 our school carried out evaluations in Planning and Multicultural Education. Mount Druitt Public School has an increasing student population and is now classified as a P2 school. Enrolments have grown from 487 in 2008 to 513 in 2009. A large proportion of our new students are of African origin with a number of families of refugee status. This year our student population was made up from 80% of our students coming from a non-English speaking background (NESB).

The school is committed to meeting the challenges of teaching in today’s changing world.

**Background**

Data over the past seven years has shown a need to increase the number of students engaged in our lessons throughout the school P-6. The results from the standardized tests that were held over this period (BST and NAPLAN) illustrate an over representation in the number of our students in the lower bands. It was once again time to reassess exactly what we had in front of us and how we were going to respond to the situation. Rather than continue along the pathway that saw familiar practice coming up with familiar outcomes the school’s Leadership team looked at those constants that were evident throughout the entire school and in all classrooms and the resources (both human and physical) used to meet the needs of a growing learning community. We needed to reassess just how we were operating.

**Findings and conclusions**

**Role of the Learning Support Team**

The first finding involved the ineffectual terms of reference for the school’s Learning Support team in meeting the needs of not only the students at our school but also its teachers. Despite the hard work and commitment of its members the team was restricted to only dealing with those students who were having problems in their learning and supporting those teachers involved in a “try this and see” approach. Another major role for the team was linking outside agencies to this situation while providing a possible pathway towards further funding.
We had to change focus.

The Learning Support team’s role should be to plan, implement and measure the success of systems that support all learning across the whole school. This includes universal systems, the secondary systems affecting groups and tertiary systems implemented to support individuals.

These systems need to be evaluated through the collection and assessment of worthwhile data, and modified as required by the specific contextual needs of the school.

On reflection, we believe the Learning Support team needs to assist teachers to plan class programs to meet the specific learning needs of all students, including those who experience difficulties in learning. It should co-ordinate the development, implementation, monitoring and evaluation of learning support plans. All requests for support additional to that which can be provided within school resources should be made through the Learning Support Team.

We also believe the Learning Support team should use the same organisational approach utilised through the Positive Behaviour for Learning (PBL) systems model to implement learning support across the whole school. The PBL approach provides priority to the establishment of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit with and be part of on-going school reform efforts. This approach focuses on the interactive and self-checking process of organisational correction and improvement around four key elements:

1) Outcomes: academic and behaviour targets that are endorsed and emphasized by students, families, and educators;
2) Practices: interventions and strategies that are evidence based;
3) Data: information that is used to identify status, need for change, and effects of interventions; and
4) Systems: supports that are needed to enable the accurate and durable implementation of the practices.

Future directions

A re-organisation of the systems around and involved with the learning that is taking place in our school is needed to cover the entire school community – students, staff and parents. This should begin with a refocussing of the terms of reference for Mount Druitt Public’s Learning Support team.

Curriculum- Multicultural Education

Background

As the school became more aware of the increasing impact of non-English speaking students in our classrooms and our NAPLAN data, the need for more specialised support became apparent. Our past methods of supporting students for whom English is a second language no longer met the needs of students in our changing school context. It also did not provide the necessary support and capacity building needed for all staff in our school.

Findings and conclusions

We have been through a review process of our support programs and procedures throughout 2009. We have begun to modify our support program so that it is consistent with Dept of Education and Training guidelines and better meets the needs of students, parents and staff in our school. We have continued to refine our targeting of students and improved our student assessment. Staff members are becoming more familiar with the ESL Guidelines and Scales, as well as their role in supporting ESL learners in the classroom. We are beginning to improve our collaborative planning and team teaching in relation to ESL programs and have sought the advice of the ESL consultants throughout this process.
**Future directions**

We will be training all staff in the *Teaching Refugees in My Classroom* program throughout 2010. The use of data to better plan and evaluate the program will also be a focus. Many staff lack confidence in this area and would like further professional development in the collection of data and data analysis. Our school will also be improving the ways in which we “design in” scaffolds to support ESL students in the classroom access curriculum content.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

- 100% of parents surveyed believed that all classrooms should have access to IWB’s and greater access to computers. Parents felt that their children learnt better and enjoyed learning more when they had access to these technologies.

- Parents have raised the issue that they are unclear about how they can link their computer technology at home with student learning experiences at school. Due to poor access to computers within the classrooms, staff have had difficulty integrating technology use between the home and school contexts.

**Professional learning**

The focus of professional learning at Mt Druitt PS has been around the achievement of our school targets. Some of the professional development events that teachers participated in are listed below:

- Focused School Support initiative in which we trialed strategies that support mathematical language development of students for whom English is their second language;
- Reading and numeracy strategies that support refugee students;
- Supporting students with articulation difficulties;
- Teaching Pacifica Island Students;
- Multi-lit spelling and phonics training;
- Positive Behaviour for Learning training;
- ESL and STLA reviews days;
- Curriculum implementation (science & technology, dance, literacy and numeracy);
- Gifted and talented education;
- Teaching for the future; and
- Beginning teacher training.

Professional development funds have also been utilized to enable teachers to observe the good teaching practice that takes place in our classrooms and allow for the sharing of knowledge and strategies amongst all staff.

**School development 2009 – 2011**

As part of the National Partnerships Agreement funding that we are to receive in 2010, we have updated our targets to better reflect the initiatives we will be able to implement within our school.

**Targets for 2010**

**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; and
• 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; and
• 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; and
• 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; and
• 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; and
• 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; and
• 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.
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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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: http://www.schools.nsw.edu.au/asr