2008 Annual School Report

Mt Druitt Public School

NSW Public Schools – Leading the way
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.

Mr. Chris Herbert (Assistant Principal)
Mrs. Di Uthmeyer (Assistant Principal)
Mrs. Gail Thick (President, Mount Druitt Parents’ and Citizens’ Association)
Mrs. Val Fischer (Assistant Principal)
Mr. Garry Watson (Relieving Assistant Principal)
Mr. Ian Harrison (Member School’s Leadership Team)
Mrs Elaine Mason (School Administration Officer)
Ricki Manuhuia (Year 5 student 2008)

Mr. Michael Kelly (Principal)

School contact information

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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

Our school at a glance

Students
Mount Druitt Public School truly reflects the community it serves with a student population of 80 per cent from a non-English speaking background (NESB). The school has continued its recent pattern of growth with a student population of over 500 now enrolled. These school figures include the Early Intervention Unit operating on its site.

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

Significant programs and initiatives

Preparation for “Big School”
This program has operated at Mount Druitt Public for the past four years. It targets the transition of children from preschool into kindergarten with a focus on those children entering Mount Druitt Public’s kindergarten classes. In term 4 of 2007, the school’s support staff worked with parents and those preschool students enrolled in one of the three kindergarten classes operating at Mount Druitt Public in 2008. This program ensured a smooth transition into the kindergarten classes of Mount Druitt Public for the teachers, parents and children involved.

High School Simulation Activity for Stage 3 (years 5 and 6 students)
This activity involved all stage 3 students being relocated into newly formed “home classes” in the middle of term 4. For two weeks, students and teachers found themselves in new roles working under a different timetable that rotated around a similar theme to those operating in most high schools.

Teachers were allocated specific duties covering a number of subjects that involved subjects such as mathematics, technology, history, art and a number of other faculties. The students alternated between assigned rooms and teachers according to their new timetable with an emphasis on increased levels of student responsibility and accountability. Teachers from Chifley College, Mount Druitt Campus, provided their expertise and time in the planning and operation of this program and their presence added to our attempts to replicate a high school model.

Over time, this program has proved to be very successful in a number of ways for both pupils and teachers. Past experience has shown a higher level of engagement from both parties with a reduction of inappropriate student behaviour evident over the two week period as compared to term 4 data from previous years.

It is envisaged that the program in 2009 will also include organised visits for students to a number of the local businesses that surround the school in its two weeks of operation.

University Orientation
This year marked the school’s first visit to the University of Western Sydney for 60 stage 3 students. This excursion involved visits to both the Kingswood campus where the children attended a lecture on “Early Childhood and Development” and the facilities found at Werrington. The university’s librarians provided group tours of the library and the technology available to the students of UWS. The most common observation from our students was the point that the university’s diverse student population reflected that of our own school.

Student achievement in 2008

NAPLAN

The high proportion of students from a language background other than English has implications for all learning throughout the whole school. Mount Druitt Public supports these boys and girls through our English Second Language (ESL) program.
Literacy – NAPLAN Year 3

While students in the middle bands (3 & 4) are generally close to State and regional averages, we have an over-representation of students in the lower bands (1 & 2) and an under-representation of numbers in the highest bands (5 & 6). Areas for development in reading are:

1. locating information and making connections between visual stimulus and text;
2. students’ understanding of specific grammatical features;
3. Student’s ability to apply this knowledge to the editing process.

84% of Yr 3 students achieved better than the national minimum standard. The NSW target is 90%.

Literacy – NAPLAN Year 5

While Yr 5 had fewer students in bands 1 and 2, Mount Druitt Public had an over-representation in the middle bands (3 & 4). Our school needs to improve:

1. the teaching strategies that deal with higher order thinking skills such as making inferences based upon information in the text;
2. connecting ideas within a text and understanding how these ideas relate each other; and
3. Student knowledge and skills in identifying the correct grammatical features within a text.

An improvement of 3 points per student would place Mount Druitt Public close to State levels.

92% of Yr 5 students achieved higher than the national minimum standard. The target for NSW is 94%.

Numeracy – NAPLAN Year 3

Numeracy results indicated that students experienced greater difficulty in the areas of:

1. measurement, data, space and geometry with an over representation of students in the lower bands (1 & 2) evident;
2. manipulating 2D shapes;
3. describing position; and
4. applying number skills in measurement tasks.

As such, Yr 3 student performance in numeracy is one of our identified areas of need.

An improvement of 4 to 5 points per student would place the school closer to State levels.

77% of Yr 3 students achieved higher than the national minimum standard. The NSW target is 92%.

Numeracy – NAPLAN Year 5

Yr 5 students had difficulty in areas involving:

1. fractions;
2. decimals;
3. patterns; and
4. algebra.

While this had some impact upon measurement skills requiring the use of fractions and decimal, students overall achieved better results in the measurement strands when compared to the others. The school continued to have small numbers of students achieving results in the upper strands (bands 7 & 8).

An improvement of 4 to 5 points per student would place the school at State levels.

90% of Yr 5 students achieved better than the national minimum standard. The NSW target is 94%.

Messages

Principal’s message

Mount Druitt Public continues to build strong partnerships with the many families that make up its community. This involves the understanding that the education of all of our students is a shared responsibility.
Maintaining open lines of communication between the school’s classrooms and those of the many homes involved as far as expectations are concerned remains a priority and we at the school acknowledge that this is a two-way process.

Mount Druitt Public continues to grow in a number of key areas. Student enrolments have increased with over 500 children now enrolled at our school. The second involves increased numbers of parents participating in the operation of the school. More parents attended workshops held at the school this year, more parents assisted in classrooms throughout the normal school day and parents became more involved in the decision making processes operating within the school.

The school’s P+C group continues to be the rock from which Mount Druitt Public continues to build upon with parent representation evident throughout the school’s committees. The good reputation of Mount Druitt Public is the result of the hard work of these parents, teachers, students and families that make up its community.

Without the support of these people such a position of academic achievement, innovation and the high levels of commitment to student learning would not be possible.

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

Another year down and 2008 kept the P+C committee busy yet again. This year saw some of our longstanding members resign from their positions, however, we have been fortunate to gain some valuable new members. Overall, attendances at meetings have been up slightly compared to previous years. Throughout the year the P+C held various fundraising activities such as BBQ’s, family photo day, lolly and slice drive, mufti days and discos raising much needed funds for the school. There was also our ever popular Mothers’ and Fathers’ Day stalls where the children delight in being able to pick their own gift for mum or dad.

Our meetings throughout the year have been valuable and the P+C feels well informed with issues affecting the school and its operations. We feel that we have kept up-to-date and that any opinions expressed throughout the P+C are valued. As we look forward to another great year in 2009, the P+C committee would like to thank the staff, children families and especially Mr Kelly for all their support in 2008. Without this support the P+C would not function the way it does today.

Thanks also to all those that have given their time to attend meetings and help with fundraising activities. Your efforts are greatly appreciated.

Mrs. Gail Thick- President Mount Druitt Public School P+C Association.

Student representative’s message

Mount Druitt Public School students had a smooth start to the year thanks to the hard work put in by all teachers having organised the classes ready for a fresh start to a new year. In the classroom the interactive whiteboards have been a great asset as the students and teachers have had fun while learning new things about technology.

We have had many fun events; for example “Fun Run”, Gala Day, Swimming and Athletics Carnivals.

A small group of students have weekly visits to Halinda Special School to help students with disabilities. They also went to Minchinbury Manor which is a nursing home where they sat and talked with elderly people and also did art.

On behalf of all the students at Mount Druitt Public School, thank you Mr Kelly, teachers and school leaders of 2008 for such great leadership skills. We would like to wish all year six students success as they start their journey into high school.

Ricki Manuhuia (Year 5 student 2008)
**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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>213</td>
<td>211</td>
<td>219</td>
<td>231</td>
</tr>
<tr>
<td>Female</td>
<td>196</td>
<td>203</td>
<td>211</td>
<td>216</td>
<td>230</td>
</tr>
</tbody>
</table>

**Note:** Enrolment rates for central schools are for K-6.

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.3</td>
<td>93.1</td>
<td>92.5</td>
<td>92.3</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.8</td>
<td>93.9</td>
<td>94.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Class sizes

Structure of classes
In 2008 due to the high number of students in stage two and three the school had two composite classes operating to cater for the learning needs of these students.

Note: Class size data are as provided by schools in the annual class size audit.

Mount Druitt Public School: Class sizes

<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>19</td>
<td>19</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1V</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2I</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2-3W</td>
<td>2</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>2-3W</td>
<td>3</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>28</td>
<td>28</td>
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<tr>
<td>3-4C</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>32</td>
<td>32</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.

Staff establishment
All members of staff including administrative and support staff are appointed according to a prescribed formula. The school has a permanent full-time Administration Manager and School Administration Officer as well as a permanent part-time library assistant.

ENTITLEMENT

<table>
<thead>
<tr>
<th>Staff Function Description</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Principal</td>
<td>2</td>
</tr>
<tr>
<td>Primary Non-Teaching Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teaching Assistant Principal</td>
<td>3</td>
</tr>
<tr>
<td>Primary Teacher</td>
<td>15</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.756</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>Pre-School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Pre-School Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Pre-school Teacher of Young Children with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Primary District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.4</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>31.824</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Primary School Administrative Officer</td>
<td>1.782</td>
</tr>
<tr>
<td>Pre-school School Administrative Officer</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 3</td>
<td>1</td>
</tr>
<tr>
<td>Sch Learning Supp Officer Pre-school</td>
<td>2</td>
</tr>
<tr>
<td>Primary School Learning Supp Officer Early Childhood</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>6.482</td>
</tr>
</tbody>
</table>

Staff retention
Mount Druitt Public has a number of its staff currently on maternity leave with another member on long term leave.

Staff attendance
Staff members have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.5%.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.
All teachers participate in a professional learning program to stay informed of current teaching theory and practice.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>90</td>
</tr>
<tr>
<td>Diploma</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

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 2008 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.

Balance brought forward  182 793.15  
Global funds  232 859.80  
Tied funds  185 773.78  
School & community sources  81 953.34  
Interest  11 870.33  
Trust receipts  30 488.35  
Canteen   0.00  
Total income  725 738.75  

Expenditure

Teaching & learning  
Key learning areas  24 155.00  
Excursions  29 442.83  
Extracurricular dissections  24 356.77  
Library   0.00  
Training & development  3 214.22  
Tied funds  244 379.66  
Casual relief teachers  114 696.87  
Administration & office  52 024.90  
School-operated canteen   0.00  
Utilities  36 509.55  
Maintenance  32 247.77  
Trust accounts  33 513.51  
Capital programs  10 974.98  
Total expenditure  605 516.06  

Balance carried forward  120 222.69

School performance 2008

Achievements

Academic

In the National Assessment Program (NAPLAN), the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or Skill Band 8 (highest for Year 5). These tests provide a measure of performance from the students at Mount Druitt Public compared to those in like schools and throughout the nation.

The results provide an indication of the areas of strength and those in need of improvement in relation to syllabus outcomes.
Our results show an over-representation of Year 3 students in bands 1 and 2. One factor which impacts upon these results is that 80% of students enrolled at Mt Druitt Public School are from a language background other than English and many are at the beginning stages of developing their literacy skills.

Our results indicate that we need to strengthen our reading, grammar and punctuation programs within the school. The writing program run throughout 2007/2008 has resulted in improved results for our school, with fewer students in bands 1 & 2. We now need to focus on extending more students into bands 5 & 6. While spelling had a high representation of students in the lowest 2 bands, a similar number of students made it into the top 2 bands.
As with the Year 3 NAPLAN results, Year 5 students continue to experience difficulty with reading, grammar and punctuation. In writing, Year 5, 74% of students scored in bands 5 and 6 and now our focus needs to be on extending these students into bands 7 and 8. Our spelling results are pleasing, with 40% of Year 5 students in the top two bands.

Overall, our literacy results indicate that we need to maintain a focus of continuous improvement in how we cater for students from a non-English speaking background and their language development, as well as strengthening the teacher’s ability to utilise a greater range of extension activities to move students into the top bands.
NAPLAN progress in literacy for students tracked from Year 3 to Year 5

While our growth in reading from Year 3 to Year 5 is at or above state growth levels, we need to be consistently achieving above state growth to achieve our targets in literacy. As a result, the above growth chart clearly indicates our need for a modification of our reading program. This is also reflected in Year 3 and Year 5 student results for 2008 and the over representation of students in the lower bands. We are pleased to see that our progress in writing has doubled in the last two years and is now above state average for student growth.

Numeracy – NAPLAN results Years 3 and 5

Our Numeracy results show an over-representation in the bottom two bands and an under-representation in the top 2 bands. A more detailed analysis of our data indicates that our strengths and
Weaknesses in numeracy vary between grades and year to year. In response to this, we are developing a more consistent approach towards numeracy education through the use of the numeracy support documents and a whole school programming format which will enable the sharing of well planned numeracy lessons that include a strong working mathematically focus.
NAPLAN progress in numeracy for students tracked from Year 3 to Year 5

While our growth is generally in line with or above state average, this is an identified area for improvement.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Average progress in numeracy between Year 3 and Year 5
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 Area of Human Society and its Environment.

Multicultural education

Mount Druitt Public School continued its involvement in the “APEEL” (A Partnership Encouraging Effective Learning) Program that involved parents participating for a month of two hour weekly sessions at the school. These sessions had an average of 24 NESB parents discussing any issue of concern with staff of the school with a number of DET interpreters present during the program. Again, with the assistance of Ms. Manei Cordeiro, Community Information Officer, the school dealt with over 100 parents from a variety of non-English speaking backgrounds in the twenty-six hours of session time this year.

Respect and responsibility

Mount Druitt Public School continued its involvement in the program “Positive Behaviour Learning” (PBL) throughout this year. This approach has been instrumental in bringing the community’s and school’s expectations closer together. (see “Educational and Management Practices”). The overall statement “@MDPS we are responsible, respectful learners” continues to be a powerful message throughout our community.

Progress on 2008-2011 targets

Mount Druitt Public has been working through 3 year cycles since 2004 with this year was to be part of its second cycle. Significant progress has been made in a number of key areas (see Academic Achievements NAPLAN) with improvements in writing especially pleasing for all community members. However, to fall into line with DET and the introduction of NAPLAN this year we are modifying and extending our current cycle to the end of 2011.

As such, the targets involved have been modified to ensure that our teaching is prepared to meet the challenges of the future in the best possible way:

Target 1

Improved levels of student literacy and numeracy

Strategies to achieve this target include:

1. remodelling of the school’s literacy and numeracy programs to ensure balanced teaching strategies, consistency in teaching skills and improved QT Significance dimension;
2. the continuation of the principles behind the teaching of the program CMIT and the use of appropriate materials across the school;
3. special focus on K-2 with early identification of needs and appropriate intervention pathways, including teaching for ESL, SLTA and extension;
4. continuing and applying the writing program strategies in other strands and KLAs for strengthening the school’s P-6 continuum in literacy and numeracy.

Our success will be measured by:
1. continued growth rates above state average for students in Years 3 and 5 in NAPLAN;
2. an improvement of 25% in the results of comprehension for students in Years 3 and 5;
3. a 25% increase in the number of students ranked in the top two bands of literacy in both years 3 and 5 in NAPLAN; and
4. continued above state average student performance in writing across the school.

Target 2

Improved systems for coordinating learning support

Strategies to achieve this target include:

5. Review and documentation of school procedures to improve alignment with DET policy and advice;
6. Establish systems for identifying and tracking student and staff needs in supported learning;
7. Developing and implementing effective systems for supporting learning with students and staff including the clarification of role statements for those involved; and
8. Review progress, data maintenance and define continuing targets in PBL.

Our success will be measured by:

1. The completion of a full review of all systems including the school’s Support Teacher Learning Assistance (STLA) and English as a Second Language (ESL) programs;
2. the fast availability of student data for teachers involving learning and behavior that is both more current and accurate;
3. a 25% reduction of the number of Phase 2 (ESL) students in Years 3 and 5 in the lower two bands of the NAPLAN tests;
4. a 25% increase of student rankings in the top two bands of literacy and numeracy in Years 3 and 5 in NAPLAN; and
5. a 10% reduction in the number of staff absences throughout the year.

Target 3

Improved use of technology in classrooms

Strategies to achieve this target include:

6. improving the integration of a range of technologies in teaching and learning;
7. Improving access to and the maintenance of technologies throughout the school;
8. up skilling and broadening teacher facility in technology applications; and
9. increasing the levels of student and parent involvement in learning through the development of negotiated student targets for stages 2 and 3 with parents signing off on all negotiated plans.

Our success will be measured by:

10. all classrooms P-6 operating with IWBs;
11. all offices and classrooms adequately resourced for power and in the placement of technology;
12. all students in stage 2 and 3 to be involved with personalized learning plans with parents signing off on selected key areas of negotiated learning;

13. increased levels of teacher and student use of technology evident in classrooms and offices throughout the school; and

14. stage 2 and 3 students producing examples of work to be made available to staff and parents for viewing using technology to assess and demonstrate their skills and the learning that has taken place.

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 2007 our school carried out evaluations of school purpose and performance, student learning, teaching, curriculum, professional practice and responsibilities, management, organisation and quality systems.

Educational and management practice

Teaching

Background

The main instrument used in this evaluation was a survey completed by 58 students from years 2 through to year 6. All teachers and staff along with 20 parents were also asked about areas of strength and those that may be in need of more attention at Mount Druitt Public School.

Findings and conclusions

1. from those responses received it was clear that the majority of students, parents and teachers perceive the teaching that occurs throughout our classrooms to be both effective and positive in nature;

2. NAPLAN results and the periodic assessment that occurs throughout the school year supports this perception;

3. the impact of English as a second language at the school is affecting all classrooms and learning; and

4. the introduction of Interactive White Boards (IWBs) throughout the classrooms of stage 3 and stage 2 at Mount Druitt Public has impacted on the learning that has taken place.

Future directions

Over the next three years, the school will endeavour to:

1. explore strategies to cater for the range of ability levels in the classroom through sharing expertise within the school, in other schools and regional support;

2. redefine the role of the school’s Learning Support Team and those for the ESL and STLA staff at the school;

3. investigate ways of involving students with a focus on stage 2 and 3 in reflecting on their work at school, negotiating and setting their own targets in learning; and

4. revisit quality teaching and implement teaching and learning activities that develop students’ deep understanding and higher order thinking skills.
Curriculum

Literacy

Background

Literacy has been a regular focus for our school since 2004. Towards the end of 2008 the school reviewed all areas including the use of our ESL and STLA programs in an endeavour to ensure that all resources, both human and financial, were moving in a common direction in an attempt to achieve the best outcomes for all of our students.

Findings and conclusions

1. due to the high percentage of NESB students at our school there is need to ensure all teachers are aware of and understand the phases of ESL and the learning that is involved;
2. technology such as interactive whiteboards, computers and performance technology that has been provided throughout the school have been successful in motivating and engaging students in literacy and other key learning areas; and
3. teaching practices indicated that the school values, recognises and supports the diverse needs of learners. However, due to an ever increasing number of enrolments of students with little or no English there is a need to ensure that all classrooms and those within are supported in the best possible fashion. There is a need to ensure that all efforts are effectively coordinated to ensure continuity as students progress through the stages while allowing teachers the professional support to meet such challenges.

Future directions

Over the next three years the school will endeavour to:

1. further develop the use of technology as a learning tool that improves student outcomes P-6;
2. provide teachers with the opportunity to develop skills and the pedagogy to meet the challenges of the future; and;
3. support learning for all community members where learning is the focus for everyone through a systemic approach along the lines to that of the Positive Behaviour Learning model.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses showed that the school has developed a positive relationship with the community it serves. This community values the role that Mount Druitt Public plays in the education of its children, has respect for staff and appreciates being included in activities and any decision making process. The review also acknowledged that the school’s leadership team responds to the community.

Professional learning

The review team found that among the other findings previously mentioned the professional learning at Mount Druitt Public School is also promoting the alignment between assessing and programming through an increased level of consistency in teacher judgement (CTJ).