YEAR 12 STUDENTS SHINE IN HSC STUDIES

In 2009, Plumpton High School Year 12 students achieved the best overall Higher School Certificate results ever recorded at the school. All students provided their thoughts of their time at the school as part of their last school report. A number of these comments have been reproduced below to give a small glimpse into the outstanding education provision being delivered by the school. The students’ comments demonstrate not only the clear aspirations held in completing their secondary education, but also the broad range of opportunities and experiences from which they benefited on their journey towards becoming outstanding citizens.

Kartika Kisdi jarto

I am pleased with the progress I have made in Year 12. I have enjoyed my role as a school leader, which has given me responsibility to support my peers and the opportunity to contribute to the school. I feel that I have achieved my goals during my senior studies and I am confident that I will succeed in the Higher School Certificate and be in a good position to pursue future studies at university.

Note: Kartika was 2009 Dux of Plumpton High School. She achieved an ATAR of 96 and is studying business at University of NSW.

Adam Gallagher

Year 12 has been a challenging yet rewarding year for me. I have made a lot of achievements such as School Captain and high academic results. These achievements have been a result of my hard work throughout the year and the great encouragement and help teachers have constantly provided. I have been able to balance work, sport and school really well which has allowed me to excel in all of these areas. I feel really proud that I have been able to achieve so highly and be in the best position for my future.

Amelia Freitas

The final year of schooling has been a rewarding year, filled with challenge and success. It is through this year that I have made decisions on my vocational direction and pursued my UAI goal of 85 and above. It has been the experience of a lifetime, and has given me skills that will be vital to my work choices. Thank you to all who have supported me.

Susan Abawi

My journey at Plumpton High School was indeed an enjoyable one, filled with challenges which I have successfully overcome. I have learnt how to become a stronger individual, attempting my best in order to accomplish objectives. My final year of school allowed me to discover who I want to be, a determined and prosperous person in the many years to come.
<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachael Butler</td>
<td>This year has been the hardest year by far. I have put in a large amount of effort in succeeding. The subjects I chose had major works. I completed four this year and I am happy with achieving my goal. My favourite subject is English as I have achieved great results. This year I have shown my true potential.</td>
</tr>
<tr>
<td>Samira Popal</td>
<td>Throughout my years at Plumpton High School, I have achieved many things and have at times successfully overcome barriers. Year 12 was indeed challenging, however, overall it was an enjoyable experience. My marks have improved and I have been able to establish the goal which I want to achieve in my life. Teachers and peers have remained my support and motivation in striving to achieve what I am capable of. Many thanks to all who have contributed to making my journey at Plumpton High most memorable.</td>
</tr>
<tr>
<td>Amina Abawi</td>
<td>This year has been a fabulous year, both socially and academically. I have learnt how to manage my time and study effectively due to the pressures of the HSC. It has also been an enjoyable year as it has allowed me to be involved in the school year book and formal committees. Overall it has been a fantastic year.</td>
</tr>
<tr>
<td>Kristy Matthews</td>
<td>My experiences throughout Year 11 &amp; 12 have been very challenging but rewarding at the same time. Throughout these past two years I have learnt many new things and have grown overall as a person in aspects of academic achievements, confidence and believing in myself.</td>
</tr>
<tr>
<td>Kirsty Wong</td>
<td>Overall, Year 12 has been one of the best years of my life, filled with many highlights, but also many stressful times. My biggest achievement is placing 1st in my subjects, but most importantly making many important friends that will continue to stay in my life even after High School. I hope to continue to succeed in the future.</td>
</tr>
<tr>
<td>Renzie Cajumban</td>
<td>In Year 12 I have achieved many things such as passing my trial exams and I came first in Food Technology. I have also joined the SRC and helped organise the multicultural day, part of which we put together a haunted house which was a great success. I have enjoyed my last year in high school overall and think that I have achieved everything that I had hoped for.</td>
</tr>
</tbody>
</table>
The Year in Review

Plumpton High School continued to excel in every aspect of its operations throughout 2009. The fine achievements and continued development of the school are a tribute to the professionalism of staff, the dedication and commitment of students and the wonderful support of parents and the community. Some of our highlights included:

- The Plumpton Education Community, which continues to grow and develop as we lead the way in our work as a community of schools. With committed neighbourhood spirit, we work in a close, highly professional and strategic partnership to deliver innovative as well as outstanding academic and social curricula for students, K-12. This is achieved through shared values and aligned K-12 teaching and learning programs and practices.

- We have again hosted many dignitaries and a number of visitors from schools throughout NSW, all of whom are looking to acknowledge and learn from the many fine programs and practices being implemented at Plumpton High School. We welcomed the NSW Director-General of Education and Training, Mr Michael Coutts-Trotter, who came to talk with staff and students about the wonderful innovative work of students and staff at Plumpton High School and across the Plumpton Education Community.

- In the Higher School Certificate, our Band 6 results improved from 2 in 2008 to 12 in 2009. The Band 5 results also increased dramatically from 28 in 2008 to 60 in 2009.

- The School Certificate results were equally as impressive, with an improvement in Band 6 results from 6 in 2008 to an amazing 21 in 2009. Similarly, Band 5 results increased from 41 in 2008 to 73 in 2009.

- We completed the successful rollout of 200 new laptops our students in Year 9. As part of this exciting initiative, there has been an extensive range of professional learning activities for staff as we work to maximise the potential of this new technology in classrooms.

- An extremely successful PEC coaching and Gala Day. This program provides training and accreditation for Years 9 and 11 students to be Sports Trainers. They then train and coach students from Primary schools culminating in a Sports Gala Day where primary school teams play each other under the direction of our students in a day focused on fun and practise of newly acquired skills.

- In creative and performing arts, the PEC Expo was again an outstanding success as we showcased student performances and artwork from Kindergarten to Year 12. The
Multicultural Day was a further highlight of the school calendar with a range of performances, rides, international food stalls and activities.

- In sport, our students continued to excel, especially in the areas of swimming, volleyball and soccer. Our students also featured in the first match at the new Blacktown AFL stadium as part of the Indigenous AFL Academy.

- The school continues to strengthen our partnership with range of organisations, including the University of Western Sydney and Telstra. There will be substantial ongoing benefits to students as we seek to explore opportunities with such impressive partners.

- The Year 10 work studies class was enormously successful as most students gained apprenticeships, traineeships and full-time work through this program. Matt Spinks, a student in Year 10 last year, was awarded Apprentice of the Year from in excess of 250 nominations.

- In the area of construction, the building program of the school has resulted in a complete transformation of our facilities, including the completion of an outstanding new $750,000 commercial grade kitchen, the completion of an electrical substation to cope with the growing needs of the schools infrastructure, the transformation of one of the demountables into a dance studio, the welcomed addition of bubblers at the entrance to the PE hall, the completion of a disabled drop-off parking zone near the Performing Arts Centre, the opening of the $100,000 refurbishment of the student toilets and the complete re-flooring of all the Woodwork, Metalwork and Art rooms. The all weather covering of the ramp into the English Block ensures all students now have access to every school building without being affected by wet weather.

- The final stages of planning have also been completed for the new $2.3 million performing arts centre with theatre style seating for 400 people. Construction will commence mid-2010. This facility has been funded by the Commonwealth Government under the local schools working together grant, for which we are greatly appreciative.

- Of course, the year was not without challenges. Coping with the enormous amount of construction meant a great deal of creativity was needed for the relocation of classes in addition to accommodating a temporary loss of parking and recreation areas. Staff and students have shown outstanding patience and flexibility as they have operated within significant restrictions. The results have shown that in the end it has been well worth the temporary imposition. A fire in the textiles room also added to the school's challenges. Again, this could have been far worse had it not been for the quick and efficient work of staff and the cooperation of students.
BUILDING OUR ACADEMIC PERFORMANCE

Higher School Certificate Results

Our Year 12 2009 HSC students achieved our best results ever at Plumpton High School. The stunning improvements made by the group stand out when compared with the 2008 results.

Band 6 Results (scores in the 90s): 2008 HSC = 2 2009 HSC = 12

Band 5 Results (scores in the 80s): 2008 HSC = 28 2009 HSC = 60

We have gone from having 30 HSC scores in the 80s and 90s to having a phenomenal 72 in 2009!!

The graph below shows the results achieved across a range of subjects, with a comparison against the school average in those same subjects for the previous 5 years. While there was a slight decline in some courses, there were overall significant improvements made in most courses.

HSC Course Results (average scores)

Of particular note was the HSC Filipino course, which was delivered using the connected classes technology by Plumpton High School teacher, Tony Sadsad, to 5 Plumpton students and 13 St Marys Senior High students. This involved video-conferencing links to St Marys each Monday afternoon. This class proved to be outstandingly successful, with students achieving 2nd, 3rd, 4th and 5th place in the state. A total of 8 students scored a Band 6 result and a further 8 students scored a Band 5 result.
School Certificate Results
The Year 10 2009 School Certificate students achieved our best ever results. Again the improvements are amazing when compared with the 2008 results.

Band 6 Results (scores in the 90s): 2008 SC = 6  2009 SC = 21
Band 5 Results (scores in the 80s): 2008 SC = 41  2009 SC = 73

The graph shows the percentage of students achieving a result which placed them in Band 4 (a score in the 70s), Band 5 (a score in the 80s) or Band 6 (a score in the 90s). It compares the 2009 result with the school average result in each subject for the previous 5 years.

Results in School Certificate English-literacy and Science have significantly improved in comparison with the previous five years at the school, with the results in other subjects remaining consistent with performance in previous years. This was a very encouraging achievement.

Year 7 and Year 9 NAPLAN Results
EVALUATING OUR OVERALL SCHOOL PERFORMANCE

Progress on Achieving Our Targets for 2009

**Target 1:** To achieve a minimum of 45% of results in Bands 4, 5 and 6 for all HSC courses.
*Outcome:* 46% of results in HSC courses being Bands 4, 5 and 6.

**Target 2:** To achieve an additional 50% of student results in Bands 5 and 6 in School Certificate tests in Mathematics, Science, Australian Geography and Australian History.
*Outcome:* The target was exceeded with Band 5 and 6 results increasing by 100%, from 47 to 94.

**Target 3:** To ensure that a plan for the teaching and learning of the literacy, numeracy, science and technology curriculum areas was developed for the Plumpton Education Community schools, K-12.
*Outcome:* PEC teams were established in each of these curriculum areas. They met on a regular basis and established plans for implementation in 2010.

Curriculum and Program Area Evaluations

The review and evaluation of our operations has been a vital part of our ongoing development as a school.

For each curriculum and program area at the school, a thorough review and reporting of performance is undertaken each year. A summary of the review for 2009 is shown in the following table, including achievements and future directions in each important area of school operation.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Achievements</th>
<th>Future Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>• Embedding PEC events such as Poetry Expo into the English curriculum</td>
<td>• Supporting PEC initiatives and promoting consistent literacy strategies through common editing codes and a focus on reading for understanding</td>
</tr>
<tr>
<td></td>
<td>• Sharing professional learning through faculty based professional learning sessions</td>
<td>• Focus on lesson design and outline of effective literacy strategies in all programs</td>
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<tr>
<td></td>
<td>• Developing flexible and high quality assessment tasks featuring elements of the NSW Quality Teaching model</td>
<td>• Exploring the development of new HSC and Preliminary English assessment tasks to enable best practice to be implemented</td>
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<tr>
<td></td>
<td>• Improved results in all external examinations particularly in the two highest bands for HSC, corresponding to a significant reduction in the amount of students who achieved in the lower bands for School Certificate and High School Certificate</td>
<td>• Continued professional development of staff in content and instructional pedagogy</td>
</tr>
<tr>
<td></td>
<td>• Consistent high quality teaching practices.</td>
<td>• Consolidate expertise in school and PEC in order to develop lesson sequences that focus on intellectual quality and deep knowledge within a framework of higher order thinking.</td>
</tr>
<tr>
<td>Focus Area</td>
<td>Achievements</td>
<td>Future Directions</td>
</tr>
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<td>------------</td>
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</tr>
</tbody>
</table>
| **Mathematics** | - 4 Band 6 and 8 Band 5 results in SC  
- 2 Band 5 in General Maths HSC  
- 5 Band 5 in Advanced Maths HSC  
- 1 Distinction in Mathematics Competition  
- Development of new Scope and Sequence for Stage 4 Mathematics  
- Incorporation of technology, especially use of laptops, into Mathematics lessons. | - Improvement in Year 9 NAPLAN and HSC results to state averages  
- Development of new assessment methodologies and procedures  
- Introduction of new scope and sequence for Stage 5 Mathematics  
- Introduction of new Applied Mathematics Program  
- Incorporation of 5-Star teaching and learning cycle and technology such as Moodle, That Quiz, Maths Online and use of interactive whiteboards. |
| **Science** | - Developing and implementing new and innovative Science programs for Stages 4 & 5 with the focus on using technology, creativity and higher order thinking.  
- Providing educational opportunities beyond the classroom through excursions & external science competitions – eg. Zoosnooze, Field of Mars, LongNeck Lagoon, Extreme Science, ICAS competition  
- Introduction of Forensic science as a Science elective which proved to be a very popular choice for Year 7 students.  
- Introduction of Environmental Studies as an elective for Year 8 students. | - Greater focus on developing intellectual quality in all programs with the focus on higher order and structured thinking strategies. For example, Blooms taxonomy  
- Incorporation of technology in science lessons to support the laptop for learning initiative  
- Establish a framework for PEC Science & Technology team that will support the effective teaching of Science from K-12.  
- Improving the delivery of teaching of literacy, numeracy and thinking skills  
- Provide assessment tasks that are allow students to demonstrate higher thinking skills and creativity. |
| **History** | - Staff development of course content, assessments for learning and quality teaching framework  
- Establishing fair and equitable distribution of faculty duties and course coordinators  
- Reduction in students performing in the lower bands for external examinations | - Continued professional learning through local and regional forums and participation in whole team feedback sessions  
- Improving the delivery of teaching and learning with a focus on the Quality Teaching framework  
- Maximising professional opportunities and sharing of best practice across the faculty. |
| **Social Sciences** | - The new Social Science Faculty formed, dedicated to improving student educational outcomes through improved lesson design and delivery, the integration of all ICT components and development of programs and assessment in line with the Quality Teaching document  
- Staff taking part in professional development for Laptops for Learning, OneNote and Moodle. Staff are well placed to deliver lessons effectively using the new digital technology now available to students in Year 9 and existing infrastructure across the school. | - Deliver content, skills and assessment tasks in Commerce and Geography using the Moodle web development tools, allowing students to access learning at any time. The flexibility of this approach will have a particular impact on those students taking part in the L4L program  
- Continue to develop a team approach to program development, particularly the Five Star Teaching Program. Our intention is to focus on designing assessment tasks for learning and enhancing lesson delivery through improved lesson activities which are more engaging and student centred. |
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Achievements</th>
<th>Future Directions</th>
</tr>
</thead>
</table>
| CAPA              | • First Band 6 result in Dance and Visual Arts for the last 7 years  
• Implemented the use of multiple technology practices using cutting edge software in all CAPA courses  
• Embedded literacy and numeracy strategies across all CAPA courses at a number of different levels  
• Built relationships with practicing artists beyond the school who participate in ‘Artist in Residence’ programs with Gifted and Talented students  
• Continuing to develop staff on Board of Studies Content by attending regular in-servicing and by attending HSC marking opportunities. | • Introduce the information sharing platform called Moodle across all CAPA courses and regularly update this as a vital learning strategy  
• Develop more comprehensive links with other well performing HSC schools  
• Provide further extra-curricular activities in the area of Performing Arts in order to boost more interest in these subjects  
• Continue professional development for all CAPA staff in PEC initiatives and to include more professional learning activities in their day to day practice  
• Develop our programs to suit the demands of curriculum changes and to put these online for other staff to access and adjust. |
| PDHPE             | • A committed approach to the Quality Teaching framework in all practical and theory lessons. Delivering education to improve teaching and learning outcomes.  
• Ensuring that PEC coaching course and framework is embedded into the stage 6 SLR program and stage 5 PASS.  
• Enhancing staff performance to better meet the needs of individual students. Targeting stage 6 PDHPE students to enhance learning and to improve individual performances in the HSC.  
• Maximising the full potential of the laptops for learning in stage 5. Implementation and familiarisation of technology resources. Utilising the software in PDHPE and PASS to enhance learning outcomes. | • To maintain a consistent review and support network for teaching staff. Providing initiatives, guidance and opportunities to the PDHPE staff.  
• To build awareness in feeder primary schools and to maximise student led activities and coaching models for PEC coaching.  
• Improved focus on developing intellectual quality and higher order activities for stage 5 technology lessons.  
• Implementing and encouraging staff to give parent /caregiver positive feedback regularly from a faculty level. Improving communication pathways between staff and the school community. Supporting parents to support students positively. |
| TAS – Industrial Arts | • Attained state average in HSC VET Information Technology  
• Two nominations for the IndTech Exhibition (Industrial Arts Major Project)  
• Achieved very high value added for HSC Industrial Technology HSC course (+9.2)  
• Achieved positive value added for HSC Agriculture  
• Improved learning environments - new floors, rooms painted and re-furbished bench tops  
• Installation of electronic messaging system allowing for improved communication and promotion of student work  
• Increase of 33 elective periods in the faculty. | • Establishment of an Engineering course of study in Year 7, Years 9 & 10 and Year 11  
• Implementation/utilisation of MOODLE as a learning tool  
• Increase use of Yr 9 Laptops (at least 50% of lessons using laptop) for Stage 5  
• Further professional learning in the area of technology  
• Investigation and implementation of strategies to improve the participation rate of girls in Industrial Arts subjects, primarily Stage 5 Industrial Technology. |
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Achievements</th>
<th>Future Directions</th>
</tr>
</thead>
</table>
| TAS – Home Economics             | • Establishment of a new light industrial kitchen  
|                                  | • Focus on the use of the interactive whiteboard with Year 7-10 subject areas  
|                                  | • HSC results in Hospitality, CAFS and Food Technology  
|                                  | • Continued staff professional development through increased professional learning  
|                                  | • Establishment of a formal TARs process  
|                                  | • VET students provided with quality work placements - encouraged work skills.                                                                                                                                   | • Focus on the use of a variety of technologies with all years. Maintaining and updating currency and technological advancements  
|                                  |                                                                                                                                                                                                               | • Focus on learning through Quality Teaching and the 5 star model  
|                                  |                                                                                                                                                                                                               | • Focus on Occupational Health and Safety through the use of “On-guard” and “Acepro”  
|                                  |                                                                                                                                                                                                               | • Continue to raise standards and expectations and to evaluate teaching and learning programs in line with the Quality Teaching Framework.  
| Plumpton Education Community     | • The alignment of the various syllabuses, teaching and learning programs and fundamental pedagogical practices that are student-centred for increased engagement and that also provide curriculum continuity from K-12  
|                                  | • Formation of curriculum teams consisting of staff across all PEC schools and various stages in the key areas of literacy, numeracy, science and technology and technology  
|                                  | • The ongoing implementation & development of the PEC Citizenship Continuum as the primary vehicle for all students from years 5 to 8 to make informed decisions and behave in a responsible & respectful manner.  
|                                  | • Formation of a PEC professional learning team who designed a program for professional development that supported both the needs of the other PEC teams formed as well as individual staff needs.                                                                 | • Ongoing development and implementation of Moodle as an avenue for increasing student access to teaching and learning activities, teacher and peer feedback, learning forums and a differentiated curriculum  
|                                  |                                                                                                                                                                                                               | • Continued alignment and development of fundamental pedagogical practices in the areas of science and technology, literacy and numeracy that include strategies such as lesson observations, team teaching, program and lesson design and across site teaching, K-12  
|                                  |                                                                                                                                                                                                               | • Expansion of the PEC Citizenship Continuum to include K-11  
|                                  |                                                                                                                                                                                                               | • Continued development of the PEC CLASS model that incorporates students as leaders and agents for change in areas of their identified needs  
|                                  |                                                                                                                                                                                                               | • Development of a comprehensive PEC mentoring program that caters for PEC staff at all levels, beginning teachers, university practicum students and their supervisors.  
| Quality Systems                  | • New school times to better accommodate PEC. This involved serious consultation with the bus company and staff.                                                                                                  | • Improved communication with staff, students & parents regarding attendance issues.  
|                                  | • Improved communication with parents regarding attendance. Email links being established.  
|                                  | • Fantastic work done with HSLO. For example, regular Attendance Meetings with at risk students.                                                                                                                | • Student attendance to be monitored even more closely through the school’s Guidance Program.  
|                                  | • New Attendance Awards established on top of 100% & Regional Awards.  
|                                  | • Consolidated improved attendance statistics in the last 5 years.                                                                                                                                             | • Possible use of SMS technologies for target groups in regards to attendance.  
|                                  |                                                                                                                                                                                                               | • Improved initiatives for rewarding attendance achievements.  
|                                  |                                                                                                                                                                                                               | • Develop a stronger working relationship with the AEO to improve the school’s ATSI attendance rates.  

## Planning for the Future

### Our School Plan for 2010

The following focus areas have been identified as part of the school’s 3-year planning cycle. They fall within four main themes:

<table>
<thead>
<tr>
<th>Priority Area 1</th>
<th>Priority Area 2</th>
<th>Priority Area 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning for a New Generation</strong></td>
<td><strong>Building Student Capacity</strong></td>
<td><strong>Leading and Connecting</strong></td>
</tr>
<tr>
<td>1. High quality classroom teaching which engages and is effective (5-Star Teaching and Learning cycle)</td>
<td>1. Teaching and developing student behaviours (PBL and Raising Responsibility)</td>
<td>1. Developing and practising personal leadership</td>
</tr>
<tr>
<td>2. Experts in teaching HSC (Stage 6)</td>
<td>2. Teaching and developing personal management skills (Classrooms, Guidance, CitCon &amp; Leadership)</td>
<td>2. Developing leadership capacity of others</td>
</tr>
<tr>
<td>3. Experts in teaching School Certificate (Stage 5)</td>
<td>3. Developing student sense of purpose (Classrooms, Guidance, CitCon &amp; Leadership)</td>
<td>3. Developing partnerships and connecting across other classes, faculties and schools, both within and beyond PEC</td>
</tr>
<tr>
<td>4. Experts in teaching middle years (Stages 3 &amp; 4)</td>
<td>4. Developing high quality relationship skills (Classrooms, Guidance, CitCon &amp; Leadership)</td>
<td>4. Developing parent and community partnerships and connecting with other organisations</td>
</tr>
<tr>
<td>5. Integrating into our teaching: literacy, numeracy, technology and thinking skills</td>
<td>5. Developing leaders (Classrooms, Guidance, CitCon &amp; Leadership)</td>
<td>5. Developing and implementing faculty and program area visions which enhance the direction of the school and PEC</td>
</tr>
<tr>
<td>6. Successful schooling for students with high needs</td>
<td></td>
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</tr>
</tbody>
</table>

### Our Purpose

<table>
<thead>
<tr>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achieve positive value-added in all HSC courses</strong></td>
</tr>
<tr>
<td><strong>Achieve positive value-added in all School Certificate subjects</strong></td>
</tr>
<tr>
<td><strong>Achieve positive growth in literacy &amp; numeracy NAPLAN tests</strong></td>
</tr>
<tr>
<td><strong>Student STARS referrals and suspensions reduced by 50%</strong></td>
</tr>
<tr>
<td><strong>Student exit pathway to HSC, TAFE, apprenticeship or f/t work &gt; 90%</strong></td>
</tr>
<tr>
<td><strong>Student attendance increased to more than 90%</strong></td>
</tr>
<tr>
<td><strong>All staff demonstrating responsibility for professional learning</strong></td>
</tr>
<tr>
<td><strong>Embedded T&amp;L across PEC for all curriculum areas</strong></td>
</tr>
<tr>
<td><strong>All faculties able to demonstrate innovation and progression</strong></td>
</tr>
</tbody>
</table>
GENERAL SCHOOL INFORMATION

Student Information

Student enrolment profile
Plumpton High School operated at full capacity with an enrolment of 1104 students. There was considerable demand for places at the school, with enrolment applications from many students from other areas. The school’s enrolment policy means that first priority for available places is to students from our designated feeder schools which make up the Plumpton Education Community. Students from other areas are enrolled on the basis of special circumstances.

The overall school enrolment for 2009 consisted of 809 junior students and 274 senior students. A further 21 students attended the Mount Druitt Tutorial Centre which falls under the management of Plumpton High School.

Student attendance profile
There has been a significant improvement in student attendance since 2004 and this has remained at consistent levels during the past 3 years.

An analysis of attendance data shows that the improvement has been achieved across all year groups. The many positive changes which have occurred at the school also appear to be contributing to students enjoying and valuing their education to a much greater extent.

Our target is to improve attendance to more than 90% for senior and junior students. This will make a significant difference to learning achievements at the school and it is a necessary aspect for students in developing good habits in preparation for employment.

Retention Year 10 to Year 12
Of students who successfully complete the Year 10 School Certificate, there has been a steady increase in the proportion going on to complete the Year 12 Higher School Certificate at the school. This has grown from 53% of students in 2004 to 57% of students in 2009. It is well ahead of the average in other local schools, which is only 47% and only slightly below the state average of 61%.

In addition, a great deal of support is provided for students at the school to be able to gain apprenticeships or other employment opportunities in Year 10 or during their senior years. The school is proud of the large number of students who secure employment or study apprenticeship courses at TAFE. For the relatively few students who leave school without having any clear direction, it is our policy to ensure those students are supported in entering a productive alternative. A great deal of support is provided to those students by school personnel.
Post-school destinations

Of the students completing the Higher School Certificate at Plumpton High School, approximately 29% were offered and accepted a place at university; a further 21% of students elected to study at TAFE or have undertaken a tertiary course at a registered college; 44% of students entered employment upon completion of the HSC; 3% planned to travel during 2009; and 3% were unknown.

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

School staffing for 2008 consisted of 79 teaching staff and 17.5 administrative and support staff. The teaching staff was composed of a principal, 2 deputy-principals, 12 head teachers, a head teacher mentor and 63 teachers. As part of the 63 teaching staff, the school had a specialist careers teacher, a librarian, a teacher mentor, a school counsellor, 1.6 English as a Second Language teachers and 1.9 Support Teachers Learning Assistance. Of the staffing establishment, 1 head teacher and 4.2 Teachers of Emotional Disabilities were allocated to the Mount Druitt Tutorial Centre.

Staff retention

There were 8 new teachers who were welcomed into Plumpton High School for the 2009 school year. This is consistent with the turnover of staff in recent years. All new teachers have made significant contributions to the school since commencing here.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools and hold full degree or diploma qualifications. In addition, a further two teachers hold postgraduate degrees.
Financial summary

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

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>359802</td>
</tr>
<tr>
<td>Global funds</td>
<td>662767</td>
</tr>
<tr>
<td>Tied funds</td>
<td>322554</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>196824</td>
</tr>
<tr>
<td>Interest</td>
<td>15875</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>75434</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total income** 1633256

Date of financial summary 30/11/09

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>SASS Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>(550)</td>
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**Total expenditure** 1070556

Balance carried forward 562 699

The school is in a relatively strong financial position, thanks largely to the subject and voluntary contributions made by the community. This has made a substantial difference to the funds available to provide additional teaching and learning resources for students.

Of the balance carried forward, a large proportion is held as tied funds and trust funds, which are designated for spending on such things as student assistance and student integration. In addition, funds are set aside for contingencies e.g. the cost of repairs to damaged property. The school is also holding $160000 on behalf of Western Sydney Region as part funding for the Positive Behaviour for Learning program. This means that the school, in effect, is carrying forward a balance of approximately $400000.

Efforts are being made to reduce spending in areas such as utilities, maintenance and casual relief. This will provide more available funds to be spent on school priority areas including teaching and learning resources and improving the physical environment.

A full copy of the school’s 2009 financial statement can be obtained by contacting the school.
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.

Self-evaluation at the school has been embedded into school operations and is undertaken through an ongoing process involving many staff members. The school’s executive team assumes responsibility for self-evaluation. Members of the school self-evaluation committee for 2009 included:

Eric Jamieson Principal Peter Ezzy Deputy Principal
Rachel Devlin Deputy Principal Maria Trimmis HT English
Tess Devine HT Mathematics Fred Domingo HT Science
Rhonda Hooper HT HSIE (Acting) Melissa Kowalewski HT PDHPE
Graeme Lowe HT CAPA Angela Cox HT Home Economics
Nigel Shakespeare HT Industrial Arts Phil Gordon HT Administration
Amanda Cook HT Teaching & Learning Joanna Nicholson HT Learning Support
Claire Downey HT Welfare (Relieving) Helen Habib Administration Manager
Ian Egan Careers

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