**Principal's Message**

This year completes a 4 year stage of development for Plumpton High School which has seen an amazing transformation of the school.

Our achievements during this time have been many and include:

- The school’s best ever results in all external testing, Higher School Certificate, School Certificate and state/national literacy and numeracy testing.

- The establishment of the Plumpton Educational Community with our local primary schools in which we work in partnership to provide for the education of all students across our community. This provides opportunities to share and develop across our schools and provides our high school students with leadership and mentoring experiences in working directly with the primary students.

- The introduction of the student guidance program and PBL, positive behaviour for learning has seen a significant change to the development of behaviour management by our students. There has been a dramatic reduction in inappropriate behaviours by students, with an emphasis on supporting students to develop skills to manage their lives at school more effectively and to engage more productively in learning.

- The establishment of the Learning Centre has ensured a more strategic approach to supporting students with high learning needs. The school’s resources for providing intensive support for students are coordinated through this centre. It is consistently full of students who readily access it for additional support with their learning and the achievement of improved results is providing strong evidence for the success of the centre.
• The introduction of cutting edge technology, including the connected classes program which allows us to have live video links to conduct lessons with other schools. Indeed we deliver the HSC course in Filipino to another school, St Marys Senior High School, using this technology to ensure their students are able to access the expertise we have at Plumpton High School. A second connected classroom has been installed and will provide increasing opportunities for teachers and students to engage in a vast range of new and exciting learning opportunities.

• The introduction of the PEC Sports Gala Day and the PEC Creative and Performing Arts expo to provide rich learning experiences and leadership opportunities for our students in working with primary students has been a major initiative for the Plumpton Educational Community schools.

• The introduction of the Citizenship Continuum, including Student Portfolios supports students in achieving a range of competencies in a way which is both exciting and challenging. These competencies are based on the skills which employers have identified as being keys to employment.

• A vastly improved school environment, with major work carried out on the playground and in buildings and classrooms. Students and staff now have vastly improved facilities in which to work. An enormous amount of further building work is planned to occur in 2009 and 2010.

• The school successfully applied for a major grant from the Commonwealth Government as part of the Local Schools Working Together program. As a result, a new $2.4 million state-of-the-art performing arts centre with tiered seating for 400 people will be built at the school. This facility will be shared with all PEC schools and also with students from the Good Shepherd Primary School and the Australian Islamic College.

• The outdoor education program in partnership with Blue Mountains TAFE, with students involved in activities such as expeditions, abseiling and rock-climbing. There has been a emphasis at the school on providing students with challenging and enjoyable physical experiences as part of their overall growth and development. The Year 7 adventure camp to Stanwell Tops has now become a regular part of the school's program.

• Our highly successful work studies program has ensured extremely positive outcomes for those students in Year 10 who have previously experienced difficulty with school education. This program involves students in ongoing work experience in addition to the completion of the School Certificate, and for many includes a study program at TAFE. The outcomes for students in this program have been extraordinary, with full-time employment, apprenticeships and traineeships being achieved by participants.

• Our usual high quality activities have continued, including our Multicultural Day celebrating the many different cultural backgrounds which make up our school community, some outstanding sporting triumphs and a great deal of activity in dance, drama, music, visual arts and photography.

• Another highlight has been the work of the student body in leadership through the senior leaders, peer mentors, sports mentors and the SRC, which has developed significantly. Student leaders are leading the development of a new student culture at the school in which there is greater participation and school pride exhibited from students at Plumpton High School.

As a result of the high quality work which occurs on a daily basis at Plumpton High School, we received the Director-General’s Award for Outstanding School Achievement, the Regional Director’s Award for School Achievement for our work with the Plumpton Educational Community and the Regional Director’s Award for Innovation in Technology.
In addition, we have become the subject of intense interest from many educators as our reputation grows. We have had visits from more than 30 schools from all over NSW and even from Victoria, to study our innovative work in all areas of our operations. We have even had educators from South Africa visit the school. Members of staff have also been invited to speak at state and national conferences as people are keen to learn more about our fine programs.

While this is a highly impressive list of achievements, we now embark upon our next stage of development, a 3-year plan to take the school to another level entirely. Our work with the primary schools is such that we are looking to establish a college-type structure which has the potential to revolutionise the provision of education for students, K-12. We are also negotiating with some major telecommunications companies for the installation of state-of-the-art technology to be installed in classrooms across all PEC schools. The opportunities for students and staff through this work are enormous and will see us take the lead in bringing to reality future possibilities in education.

Eric Jamieson
Principal

BUILDING OUR ACADEMIC PERFORMANCE

The school has sustained improvements in a full range of learning areas, particularly in The Higher School Certificate. During the last three years, the overall results achieved by HSC students have been the best ever recorded at the school. There is a great deal of work still to be done, particularly in Years 7-10, if we are to achieve our ultimate goal of state level performance.

Higher School Certificate Results

In the Higher School Certificate, we have made impressive progress, building on the substantial improvements made in 2006. The graph below shows the results achieved by our HSC students in 2008 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 improvements made in a significant number of courses.
School Certificate Results

The Year 10 School Certificate results for 2008, with the exception of English-literacy, saw a substantial decline in comparison with previous years. 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 2008 result with the school average result in each subject for the previous 5 years.

Results in School Certificate English-literacy have significantly improved in comparison with the previous five years at the school. However, performance in the School Certificate mathematics and science tests, as well as in history and geography, was below our expectations, showing a decline by comparison with the school’s 5 year average. Strategies are being implemented in each of these areas to ensure our improvement in School Certificate results matches our outstanding results in the HSC.

Year 7 and Year 9 NAPLAN Results

Results in the new national literacy and numeracy testing for Year 7 and Year 9 show a considerable amount of work needs to be undertaken in these fundamental areas of student learning.

The results for Year 7 show a decline in performance in reading and numeracy compared with results in previous state level testing. The Year 9 results show a pronounced gap between school level performance and that of the state, in all areas of literacy and numeracy. While a majority of students made good progress in literacy and numeracy between Year 7 and Year 9, students are still well below the standard required to achieve success in the senior years of study.
EVALUATING OUR OVERALL SCHOOL PERFORMANCE

Progress on Achieving Our Targets for 2008

Target 1: To achieve a minimum of 40-45% of results in Bands 4, 5 and 6 for all HSC courses.
Outcome: 40% of results in HSC courses being Bands 4, 5 and 6.

Target 2: To achieve state standard in Bands 4, 5 and 6 in School Certificate English-literacy, where achievement levels for the school are already very high. To achieve in additional 15-20% of student results in Bands 4, 5 and 6 in School Certificate tests in Mathematics, Science, Australian Geography and Australian History.
Outcome: The target was achieved for English-literacy. However, results in the other four core areas of study fell disappointingly short of our targets. A considerable focus is being applied to addressing performance in the School Certificate.

Target 3: To ensure literacy and numeracy skills are improved by 25% in state testing.
Outcome: While this was difficult to measure due to the introduction of national testing, it is clear from our results that the school’s focus on literacy and numeracy development needs to continue as a very important priority.

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 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>
</table>
| English    | • Strong focus on debating and public speaking  
            • Quality Teaching focus embedded in each lesson  
            • Assessments are varied, supportive and achievable yet still challenging  
            • A strong technology focus included in all programs  
            • A collegial faculty environment established in which all staff members work together, share resources and support each other  
            • Involvement with PEC literacy team  
            • Staff opinions respected and valued | • Apply more consistent approaches to the formal teaching of public speaking and debating skills in classrooms  
            • Continue to raise standards and expectations and to evaluate teaching and learning programs in line with the Quality Teaching Framework  
            • A recognised need for staff to access interactive whiteboard training  
            • A need to formalise a consistent editing process between Stage 3 and Stage 4 classrooms  
            • A need to clarify and distribute faculty responsibilities more consistently and equitably |
<table>
<thead>
<tr>
<th>Focus Area</th>
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</tr>
</thead>
</table>
| **HSIE**   | • Total value added of +4.93 for HSC Business Services candidates  
• 50 % of HSC Economics candidates received Bands 5 and 6  
• The development and successful implementation of a new History elective subject for Years 9 and 10 students and a new Commerce elective subject for Years 7 and 8 students that provides pathways into further study  
• Coordination of the Ningbo volunteer program for the Stage 4 Chinese elective  
• Development of an improved scope and sequence for all subjects within the HSIE key learning areas allowing for an improved delivery of curriculum | • Greater focus on developing intellectual quality in all programs concentrating on incorporating more higher order thinking strategies  
• Incorporation of more technology with at least one lesson per week having an ICT focus  
• Improved TARS process to maximise support and improvement for staff  
• Exploring models on effective lesson design and differentiation  
• Team planning and teaching  
• Development of a scope & sequence for developing student skills in understanding subject specific key terms & stage appropriate responses for them |
| **CAPA**   | • Maintained a steady representation of Band 5 results in the 2008 HSC  
• Continued staff development of relevant syllabus and course content through frequent professional learning  
• Established a more thorough process for staff development involving classroom observations and reflections  
• Continued exhibition of student success through forums such as MADD Night, Music Night, Sydney West Music and staff roles associated with Schools Spectacular as well as various other competitions  
• Increase in extra curricular opportunities for students via excursions and camps designed to familiarise the students in a more grounded educational experience particularly leading up to the HSC | • Implementation of new school management focus areas including the Teaching the HSC from year 7, Lesson Design, Quality Teaching  
• Continue to support PEC through our commitment to the PEC Expo  
• Strengthening links with other schools who have performed more successfully in the HSC and gaining any useful strategies for ensure our further development  
• Continued professional learning of staff in their specialty KLAs to further their expertise in teaching and learning  
• Establish a structure for a PEC Spectacular to showcase the link with junior and senior student talent within our community. |
| **TAS – Industrial Arts** | • Best Software Design and Development HSC results ever (although still not at state average)  
• Establishment of an ITVET class to cater to student demand for computing subjects  
• Positive feedback from employers regarding work readiness of ITVET students  
• HSC Industrial Technology was the highest HSC mark for 10 out of the 11 students who studied that course | • Integration of online safety instruction and testing into all teaching and learning programs  
• Establishment of Engineering Studies course to address the curriculum needs of our more academic students  
• Revamp of workshops and faculty image to provide a more inspirational learning environment  
• Professional development of teachers through involvement in HSC marking and VET auditing |
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Achievements</th>
<th>Future Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAS – Home Economics</td>
<td>• Establishment of the Home Economics Faculty with a new Head Teacher</td>
<td>• Focus on the use of the interactive whiteboard with Year 7-10 subject areas</td>
</tr>
<tr>
<td></td>
<td>• Excellent HSC results in Hospitality</td>
<td>• Focus on the use of a variety of technologies with Years 7 and 8 Technology Mandatory</td>
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<td></td>
<td>• Providing students with employability skills through VET courses</td>
<td>• Focus on the significance of learning through Quality Teaching</td>
</tr>
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<td></td>
<td>• Providing a supportive teaching environment in which students can prosper</td>
<td>• Focus on Occupational Health and Safety through the use of “On-guard” and “Acepro”</td>
</tr>
<tr>
<td></td>
<td>• Meeting the needs of a variety of learning styles of students through a variety of courses</td>
<td>• Focus on the faculty’s professional development</td>
</tr>
<tr>
<td>Plumpton Educational Community</td>
<td>• Continued implementation of the primary links program where secondary staff teach specialised programs to primary students as part of their teaching allocation, particularly in the areas of dance, drama and visual arts. This has lead to improved student engagement &amp; professional development</td>
<td>• Improving the delivery of teaching and learning to students that more effectively caters for their generational and individual needs. Priority areas for this include training incorporating the latest technology in the classroom, a united gifted and talented structure across all PEC schools, the alignment of key curriculum areas through the development of a K-12 scope and sequence, and the development of a united PEC learning support team</td>
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<td></td>
<td>• Second PEC sports gala day whereby Stage 6 students gain their coaching accreditation and are responsible for developing a six week coaching program to deliver to primary students. This coaching culminates in a gala day organised by stage 5 students as part of their curriculum</td>
<td>• Building the capacity of students as responsible and productive citizens. Priority areas for this include the continued development and improvement of initiatives such as the citizenship continuum, the sharing of practices for the continued implementation of the Positive Behaviour for Learning framework, and the development of a K-12 student leadership framework</td>
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<td></td>
<td>• Combined staff development day for over 200 staff members across PEC. This has enabled the invitation of international guest speakers in a variety of educational fields, increased professional dialogue between staff and the development of professional relationships between all PEC staff</td>
<td>• Maximising professional practices across PEC by sharing professional learning opportunities and expertise with a particular focus on Technology, English and Mathematics for students and strong effective leadership for staff</td>
</tr>
<tr>
<td></td>
<td>• Development of a comprehensive 3 year strategic management plan for the Plumpton Educational Community that integrates all initiatives into our regular curriculum K-12</td>
<td>• The development of the Plumpton Educational Community Collegiate that will provide the structure and systems required for the effective implementation of all PEC initiatives</td>
</tr>
<tr>
<td>Quality Systems</td>
<td>• Attendance for Year Groups closely monitored by the Welfare Team. This resulted in a consolidation of the improved attendance statistics from the previous year. Lateness to school was reduced. There was an improvement in notifications to parents.</td>
<td>• Continue to encourage all staff to closely monitor student attendance. Teaching staff for their classes, the Welfare Team for their year groups, and the HT Admin for the whole school. 1.5% increase in 2009. Improved communications with parents.</td>
</tr>
<tr>
<td></td>
<td>• Continued improvements in Board Of Studies procedures, VET Competencies uploaded to BOS website in 2009. Significant time saving in this procedure.</td>
<td>• Key staff members in-serviced in the use of the BOS site for data entry and collection of results. Multi-skilling staff improves the school’s daily efficiency and interdependence.</td>
</tr>
</tbody>
</table>
PLANNING FOR THE FUTURE

Our Priorities for 2009-2011

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

1. Teaching and Learning for a New Generation
   - Designing learning around individual student development
     - Teaching and learning in a technological world
     - Developing curriculum continuity across the middle years and K-12
     - Ensuring PEC major events are based on embedded curriculum
     - Targeting learning support for students with high needs

2. Building the Capacity of Students
   - Developing student capacity in a planned and structured way
     - Developing a student leadership framework, K-12
     - Implementing a PEC citizenship continuum, K-12
     - Programming for student self-development and self-management skills, K-12
     - Supporting parents to support students

3. Sharing Professional Practices
   - Establishing consistent, high quality professional practices
     - Delivering high quality teaching and learning across PEC
     - Sharing professional learning across PEC
     - Delivering high quality leadership across PEC
     - Establishing a high standard for interpersonal relationships

4. Building the PEC College
   - Developing a flexible, innovative and highly functional PEC College
     - Developing models to effectively and creatively meet learning needs
     - Developing a PEC leadership and management structure to meet the needs of a college
     - Building a PEC facility to provide opportunities for community partnerships
GENERAL SCHOOL INFORMATION

Student Information

Student enrolment profile
Plumpton High School operated at full capacity with an enrolment of 1111 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 Educational Community. Students from other areas are enrolled on the basis of special circumstances.

The overall school enrolment for 2008 consisted of 806 junior students and 284 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 53.4% of students in 2004 to 58.5% of students in 2008. It is well ahead of the average in other local schools, which is only 45.3% and it is similar to the state average of 60.3%.

In addition, a great deal of support is provided for students at the school to be able to secure 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 23% were offered and accepted a place at university; a further 20% of students elected to study at TAFE or have undertaken a tertiary course at a registered college; 45% of students entered employment upon completion of the HSC; 2% planned to travel during 2009; and 10% 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 10 new teachers who were welcomed into Plumpton High School for the 2008 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.

Staff attendance
In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.2%. (Please note: Staff have access to leave entitlements such as sick leave).

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 four 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.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>406 633.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>491 305.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>312 298.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>189 750.00</td>
</tr>
<tr>
<td>Interest</td>
<td>29 187.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>85 120.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Total income 1 514 293.00

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>161 421.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>52 541.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>39 164.00</td>
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<tr>
<td>Library</td>
<td>10 716.00</td>
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<tr>
<td>SASS Training &amp; development</td>
<td>0.00</td>
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<tr>
<td>Tied funds</td>
<td>327 395.00</td>
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<tr>
<td>Casual relief teachers</td>
<td>95 009.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>179 870.00</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>125 495.00</td>
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<tr>
<td>Maintenance</td>
<td>75 885.00</td>
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<tr>
<td>Trust accounts</td>
<td>85 822.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1 174.00</td>
</tr>
</tbody>
</table>

Total expenditure 1 154 491.00

Balance carried forward 359 802.00

Date of financial summary 30/11/08

Of the balance carried forward, a majority 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.

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 2008 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 2008 included:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Eric Jamieson</td>
<td>Principal</td>
<td>Peter Ezzy</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Rachel Devlin</td>
<td>Deputy Principal</td>
<td>Maria Trimmis</td>
<td>HT English</td>
</tr>
<tr>
<td>Tess Devine</td>
<td>HT Mathematics</td>
<td>Fred Domingo</td>
<td>HT Science</td>
</tr>
<tr>
<td>Tourmaline Bailey</td>
<td>HT HSIE</td>
<td>Melissa Kowalewski</td>
<td>HT PDHPE</td>
</tr>
<tr>
<td>Graeme Lowe</td>
<td>HT CAPA</td>
<td>Angela Cox</td>
<td>HT Home Economics</td>
</tr>
<tr>
<td>Nigel Shakespeare</td>
<td>HT Industrial Arts</td>
<td>Phil Gordon</td>
<td>HT Administration</td>
</tr>
<tr>
<td>Amanda Cook</td>
<td>HT Teaching &amp; Learning</td>
<td>Joanne Campbell</td>
<td>HT Learning Support</td>
</tr>
<tr>
<td>Jennifer Ribeiro</td>
<td>HT Welfare</td>
<td>Margaret Spiteri</td>
<td>Administration Manager</td>
</tr>
<tr>
<td>Ian Egan</td>
<td>Careers</td>
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**School contact information**

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