School context

The school’s student population has maintained a consistent enrolment in excess of 1000 students for well over a decade. There are in excess of 60 nationalities and an Indigenous Population of approximately 8%. Our retention rate is 57.0% which far exceeds the 47.0% of students from schools of a similar education group. The school’s popularity has drawn a large number enquiries for enrolment from out of area and as a result there is a significant waiting list of applicants.

Principal’s message

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.

Peter Ezzy - Relieving Principal

Student information

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

Student enrolment profile

![Enrolments Graph]

Student attendance profile

![Attendance Rates Graph]

2013 saw an overall increase in student’s attendance. Year 7 attendance was by far the most improved over the last 7 years whilst years 8 & 9 moved closer to the school attendance target of a school-wide rate above 90%. The results for year 9 attendance was also one of the best over the last 7 years, which is mainly due to early intervention program put in place for these students. Our school-to-work programs, vocational education opportunities, school based traineeships, and the highly successful partnership developed with the Beacon Foundation over the last few years, has provided students with a clear pathway into employment or further education and training. Even after the best overall attendance for a long time, we fell 1.8% behind the regional and State average.

More than 100 students achieved 98% or higher attendance of which 13 students had 100% attendance and received attendance awards at the end of year ceremonies.

Management of non-attendance

Parents were contacted through SMS messages on daily basis and through attendance letters, phone calls and interviews. The benefits of maintaining a high rate of attendance was addressed at assemblies and in the school’s guidance program.
Behind the scenes, the Senior Executive and HT Administration worked with the Learning Support Team, School Counsellor, Home School Liaison Officer (HSLO), Welfare Team, community agencies, and families, to improve the attendance of students that had fallen to concerning or unsatisfactory levels. The decrease in the attendance of year 10 & 11 students can mainly be attributed to students in those years that had disengaged with school. They were referred to the HSLO (Home School Liaison Officer) or were put on attendance programs. These students and a few year 8 students contribute approximately 1.5% to the school’s total absence rate of 11.9%.

In 2014 the students with a history of attendance of less than 90% will be monitored and parents will be informed on more regular basis via SMS, phone and letters to build a stronger relationship between student, parents and the school. Special Attendance management plans will be implemented by Senior Executives and HT Administration in consultation with School Counsellor, HSLO, the Learning Support team and the Student Welfare team to better support and manage student needs and their attendance.

Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>25</td>
</tr>
<tr>
<td>Private College</td>
<td>10</td>
</tr>
<tr>
<td>University Pathway College</td>
<td>5</td>
</tr>
<tr>
<td>TAFE</td>
<td>15</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>7</td>
</tr>
<tr>
<td>Traineeships</td>
<td>4</td>
</tr>
<tr>
<td>Employment</td>
<td>21</td>
</tr>
<tr>
<td>Unknown</td>
<td>13</td>
</tr>
</tbody>
</table>

Retention Year 10 to Year 12

The retention rate to year 12 is 10% higher than the statistically similar group data but slightly less than state average.

Year 12 students undertaking vocational or trade training

60 students, or 54% of the 2013 year 12 HSC cohort completed 81 Vocational or Trade training courses.

Year 12 students attaining HSC or equivalent Vocational educational qualification

From 111 year 12 students a total of 107 were awarded the HSC or equivalent. One other has chosen to complete the HSC through pathways in 2014.

Workforce information

The staff are enthusiastic, energetic, empathetic and committed to providing a safe learning environment and the best possible educational experiences for the students of Plumpton High School. Staff are constantly developing their own pedagogical practice through world class staff development sessions. A significant percentage of staff are current HSC markers and HSC judges (approximately 25%). These experiences further enhance engagement within the classroom and the learning outcomes of our students.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11.5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>51.9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>13.772</td>
</tr>
<tr>
<td>Total</td>
<td>86.972</td>
</tr>
</tbody>
</table>

The indentifying Aboriginal composition within our workforce is approximately four percent.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. All teaching staff at Plumpton High School are university educated and meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>41</td>
</tr>
</tbody>
</table>

Financial summary

Date of financial summary 30/11/2013

Income

- Balance brought forward $1046947.48
- Global funds $58586.04
- Tied funds $616777.74
- School & community sources $184326.14
- Interest $50584.97
- Trust receipts $87488.45
- Canteen $0.00
- Total income $2571980.82

Expenditure

- Teaching & learning $187372.40
  - Key learning areas $136283.67
  - Extracurricular dissections $32083.57
- Library $2315.81
- Training & development $449051.56
- Casual relief teachers $126252.45
- Administration & office $131387.08
- School-operated canteen $0.00
- Utilities $137721.17
- Maintenance $63405.03
- Trust accounts $122243.46
- Capital programs $0.00
- Total expenditure $1438943.37
- Balance carried forward $1133037.45

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

2013 Highlights

- Completion of the library transformation into a 21st Century Learning Space through the use of $50 000 Local Schools Local Decisions start up grant
- Transition to new financial system (SAP).

Further details concerning the statement can be obtained by contacting the school.

Academic performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy

In relation to the school average 2009-2013 the percentage of students in the top three bands for reading has increased by 0.1%, increased by 2.2% in writing and dropped by 0.8% in spelling and 4% in grammar and punctuation. The collaborative efforts between Plumpton High School and our feeder primary schools will continue to focus on working towards improvement.
NAPLAN Year 7 - Numeracy

Percentage in bands:
Year 7 Numeracy

Bands
- Percentage in Bands
- School Average 2009-2013
- SSG % in Band 2013

NAPLAN Year 9 - Literacy

Compared to the school average there was a drop of 2.9% of students achieving the lowest band in reading. Conversely there was a slight drop of 0.6% in a combination of the top three bands combined. Writing, Spelling and Grammar & Punctuation.

Percentage in bands:
Year 9 Reading

Bands
- Percentage in Bands
- School Average 2009-2013
- SSG % in Band 2013

Percentage in bands:
Year 9 Grammar & Punctuation

Bands
- Percentage in Bands
- School Average 2009-2013
- SSG % in Band 2013
NAPLAN Year 9 - Numeracy

Compared to the school average there was a significant increase of 3.4% of students achieving in the top two bands. However, the increased percentage of students in band 5 is a concern and an analysis and evaluation of practices will take place for future planning.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The average performance of students in Biology, Community and Family Studies, Society and Culture, Drama, Industrial Technology, PDHPE, English (standard), English (Advanced) and Senior Science were all at or above the school average 2009-2013. Filipino, Extension 2 Mathematics and Industrial Technology all performed above state average.

Compared to 2012 there was a massive drop of 42% of students who achieved in the bottom band of all subjects and an increase of 7% in the top three bands combined.
Other achievements

Student leadership
- Year 10 student, Aima Kausar submitted an outstanding entry in the Blacktown council ‘My Vision of Blacktown’ competition. It was in the form of a poem and won the Junior High School Division (Years 9 & 10).

- The Global Education Leaders Program (GELP) is an international event with education leaders from 13 jurisdictions including Finland, China, India, USA, Korea, Canada, New Zealand, Brazil and Australia. The program occurs bi-annually and this year it was hosted in Sydney.

Our school Captains, Emma Stylli and Kristian Jimenez formed part of a panel of four representatives of today’s youth. The other two panel members were both in their mid to late twenties whom are currently making their mark in today’s business world. The session in which Emma and Kristian featured was entitled Learner’s Voice. It focused on what approach that young people need to best respond to both learning and school. It involved a personal
reflection on what aspects of schooling that have worked well for them and what hasn't worked well. It explored what young people valued for their future.

• A wide variety of opportunities where made available to students throughout the school to develop their leadership skills. The formal opportunities included Guidance Leaders (a student from each Guidance class, who is responsible for reporting important information back to the class), the Student Voice Team (students from across each grade who work with our feeder schools to improve the local community and school community) and the Student Representative Council (SRC). The SRC was revitalised during 2013 through the hard work of the Year 12 Leadership Team. The SRC was an effective force in the organization of multi-cultural day and the very successful bush fire appeal.

• A group 50 future leaders from year 9 through to 11 attended National Youth Leadership Day at the Sydney Convention Centre where they were inspired to be leaders among their peers.

Sport
Students from Plumpton High School were able to compete in a wide variety of sporting competitions and events. They included 7’s rugby league, rugby league, touch football, Futsal, basketball, soccer, volleyball, athletics, cross country, swimming and cricket.

There were a significant number of students who represented at zone and regional level.

Mount Druitt Zone Level
• Brooke Harrison being awarded the Most Outstanding Athlete at the Mt Druitt Zone Athletics Carnival
• Zone Cross Country Carnival - 17 Student representatives.
• Zone Athletics Carnival - 24 Student representatives.
• Swimming Carnival - 9 representatives.

• Touch football - 10 representatives
• Soccer - 8 representatives
• Boys Rugby League - 4 representatives
• Boys Basketball - 3 representatives
• Netball - 2 representatives
• Volleyball - 1 representative
• Boys Cricket - 1 representative

Regional Sydney West Level
• Sharna O’keefe represented Sydney West in Touch Football in which the team finished first at the CHS carnival
• Nicholas Douglas achieved first place in the 1500m walk at the Sydney West Athletics Carnival and represented at the CHS carnival
• Brooke Harrison represented in Athletics
• Tayla Martin represented in Cross Country
• Emma Geering represented Sydney West in Cricket at the CHS carnival

Plumpton High School was the champion Zone school for cross country and came runner-up in both athletics and swimming.

Vocational Education
At the end of the year BREED, our Vocational education workplace provider, officially recognises students who display excellence in employability skills at an official function at Blacktown City Council chambers.
In 2013 nine students received Excellence Awards and two students were awarded the highest possible awards. Nicholas Hamilton was awarded ‘student of the year for Metals and Engineering’ while Liam Cummings was awarded ‘student of the year for Information Technology’. Plumpton High School was the only school to have more than one student earn an award at this level.

**Creative Arts**

2013 was an outstanding year in the area of creative arts. We conducted our inaugural drama night to showcase the amazing work of our senior drama students. The annual music night displayed the outstanding pool of talent within the school.

Year 9 students Sarah Warren, Natasha McFarland and year 10 students Setaita Manueku, Delilah Siasaga, Sean Foster and Catherine Tatuila were selected to perform at the regional PULSE concert held at the Sydney Opera House. They were the selected to perform in the choir of the School Spectacular at the Sydney Entertainment centre. Year 9 student Elysa Villareal made it through to the third and final audition for a solo role in School Spectacular.

**School Environment**

New seating and shelters in the school’s Nature Trail has provided much needed additional shade for our students since the removal of a large number of deceased trees. Further investigation and consultation will occur with student representatives to ascertain future expansion of this sheltered seating program.

Once again the **Beacon program** has made an extraordinary impact on our year 10 students. It has provided invaluable connections and insight into the world of employment and has had a definite effect on the school’s increased retention rate over the last three years. We are also privileged to be partnered with United Way who are a non-profit community advocacy network across Australia. United Way continue to sponsor our Beacon 'High Impact Programs', which provided intensive job preparation training to 50% of the year 10 cohort of 2013. They also encourage their corporate volunteers to become involved in school programs and this has seen an increase in student engagement within the Beacon program.

One of the most significant events in the program is the 'Charter Signing'. This event symbolises a pledge for all students to pursue a pathway that will consist of further study or employment. The 2013 Charter signing was an extraordinary success. Approximately 250 parents and family and a large number of business and political partners were present to support our year 10 students with their pledge of commitment.

Plumpton High School was one of the pilot schools to take part in the **Tell Them From Me** program. This was a school wide survey conducted in Term 3 that covered a variety of topics including engagement in school, how they value their education, relationships with peers...
and teachers, homework habits, the support they feel they have at school and at home and what they plan to do once they leave school. This survey gave staff an insight into how students feel about school and what they are getting out of school. As a result we now have valuable data that will help direct our future planning for the specific needs of our students.

**Significant programs and initiatives**

Our school has been selected in the *National Literacy and Numeracy Partnership*. We have received over $400,000 to spend on staff development programs that will have a positive impact on year 7 & 8 literacy and numeracy outcomes. All staff are currently undergoing training in an innovative program formulated by an outstanding committee of Executive teachers within our school. There has been an enormous amount of time and effort spent on the development this program and I am very optimistic about the impact that it will have on our students.

Plumpton High school is one of the 229 pilot *Empowering Local Schools National Partnership* (ELSNP) schools. Through this partnership the school received a grant of $50,000 in 2012. This funding was to assist in the initiation of the pilot program and could be spent in one of three areas; Governance, finance & infrastructure or the workforce.

After consultation, the option of finance & infrastructure was utilised to accommodate the growing need for Learning Support and to transform our 1976 library into a 21st century learning space. The plan took fruition in 2013 and involved the merging of the Learning Support location and the Learning Support teaching staff within the library space. Ipad technology, a charging trolley and new furniture were purchased to enhance this learning environment. The result is a learning space that has significantly increased its volume of customers. It has become brighter and more inviting and is more effective in catering for the wide variety of needs that are presented by our diverse student population.

**Aboriginal education**

**Plumpton Aboriginal Celebration of Education (PACE) team**

Plumpton High School values the contribution of Aboriginal students to our school culture and is dedicated to supporting Aboriginal student learning through the successful implementation of the Aboriginal Education and Training policy. To achieve this, the Plumpton Aboriginal Celebration of Education (PACE) team, which consists of teachers from across faculties, continued to meet fortnightly to oversee initiatives and programs to support Aboriginal education and celebrate Aboriginal culture. Such initiatives and programs included the Personalised Learning Plans (PLP), targeted literacy interventions, Norta Norta programs, the Australian Indigenous Mentoring Experience (AIME), The Indigenous Academy AFL, the UWS Pathways to Dreaming Indigenous Students Mentoring Program and NAIDOC Day celebrations.

**The Australian Indigenous Mentoring Experience (AIME)** strengthens links between universities and high school students. Through this strong relationship it increases the opportunity for Aboriginal students to finish high school and attend university. Students gain more belief in their abilities and the program increases their confidence and skills in public speaking. All students in year 11 recorded a speech throughout the year and this went into a nationwide competition. One of our students was ranked in the top 50 in Australia.
In 2012 we had 15% of our years 9-12 Aboriginal students participate in the program, one of which was a year 12 student who completed the program and successfully began a traineeship.

In 2013 we doubled in the number of students participating in the program. We also increased the percentage of students participating to 20% of Aboriginal students and retained all of the students from the 2012 intake.

Sorry Day: On 26th May, Plumpton High School Students and staff recognised the past injustices inflicted on Aboriginal and Torres Strait Islander people by acknowledging National Sorry Day. Time was dedicated during a lesson on this day to educate students on the past policies and actions and reflect on the harmful impact this has had on generations and cultures. Students engaged with emotive and reliable sources to gain a greater insight into the significance of this day. Students demonstrated compassion, concern and care for this part of Australia’s history and many classes engaged in appropriate and relevant discussions about this topic and the effect and need for changes in today’s society. The acknowledgement and discussions associated with this important day supports student’s development of their social and cultural literacy and raises awareness about important issues in our local, national and global community.

Personalised Learning Plans
Personalised Learning Plans (PLP’s) were developed for all Aboriginal students in years 7-12. These plans were designed in consultation with parents, students, the Aboriginal Education Officer (AEO) and a representative from the PACE team. As part of this process, students reflected on survey questions that helped them to set goals for their learning as well as devise plans to participate in extra-curricular activities such as sporting and leadership programs. These plans were then communicated to classroom teachers and used in collaborative discussions with students to reflect on their progress.

Aboriginal student involvement in learning support programs
The Learning and Support Faculty identified and supported 25 Aboriginal students with specific withdrawal programs and workshops. These programs targeted literacy, social skills or subject specific needs.

Our literacy programs focused on building spelling, comprehension and writing skills. These programs were designed for Year 7 and 8 students.

Our social skills programs were created to aide students in developing healthy friendships, healthy self-image, building confidence and creating stronger connections to the school community.

Twenty two Aboriginal students accessed special provisional support for assessments and examinations in 2013.

Targeted Literacy Interventions
The Learning and Support faculty supported the implementation of the National Partnership Improving Literacy and Numeracy Project. Our staff assisted in testing all Year 8 students in order to establish their starting point against the Literacy continuum. Throughout the course of Terms 3 and 4 they were explicitly taught how to develop their reading and comprehension skills using a planning, teaching and assessment tool. Students were exposed to the tool at least 27 times across key learning areas throughout the semester. Students were retested in November to evaluate the impact of our tool. The data indicated that 71% of our target group had shifted up at least one category from their starting point. The Aboriginal students in the school’s target group either equalled or surpassed the performance of non – Aboriginal students.

Norta Norta
The Norta Norta Program provides targeted support for Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to
improve educational outcomes. This learning assistance was delivered by two Aboriginal tutors, who are Aboriginal identified themselves and are both former students of the school.

Twelve Year 8 students and ten Year 10 students participated in the Norta Norta program in 2013. The benefits identified for most students who participated in this program were the increase in engagement, attendance and attitude which in turn has led to the enhancement of their educational experiences. For teachers, the program is effective in raising the profile of Aboriginal students and their learning needs in the classroom.

The AFL Indigenous Academy
The AFL Indigenous Academy continues to get stronger every year. In 2013 we have seen an increase in students attending the Academy in school and after school programs, which means that 45% of our eligible students participate. The AFL Indigenous Academy has a strong partnership with the school to ensure Aboriginal students become more successful by building confidence and leadership skills, improving their attitudes towards school, self-esteem, attendance, self-identity and pride.

Highlights of this year’s program were the sessions on Aboriginal art conducted by the highly respected Aboriginal artist Darren Dunn, Master Chef and Bush Tucker classes, Hip Hop video launch, anti bullying workshops, water survival skills, information workshops on the National Apology the inaugural Long Walk onto Skoda stadium prior to the GWS AFL game at Homebush.

UWS Pathways to Dreaming Indigenous Students Mentoring Program
The program provides the Indigenous students with opportunities to improve their academic performance by expanding their horizons. Through this program the Indigenous students from Year 8 to 12 took part in a variety of activities that helped them to build their academic and study skills and awareness of further education and career options. Throughout the year students were mentored by UWS students where the educational goals of individual student were discussed and individualised activities were designed for the year. These activities incorporated Indigenous cultural knowledge and awareness program, including learning sessions conducted by Indigenous elders, academics and community members.

Another aspect of this program incorporated on-campus workshops and field trips. Throughout the year students participated in a number of exciting hands-on workshops in the area of sciences, river ecology, marketing, nursing, financial literacy, creative writing, mathematics and more.

NAIDOC Day Celebrations
Plumpton High School Aboriginal students 7-12 and all of year 7 students participated in a whole day cultural experience. The students were rotated through workshops relevant to Aboriginal histories, cultures and perspectives. This helped students to develop a deeper appreciation for Aboriginal customs.
Year 6 Transition
To assist Year 6 Aboriginal students in their transition to High School, we held two Year 6 Aboriginal orientation days. The participation rate in the 2 day program was very encouraging with nineteen students from different primary schools participating in conjunction with Aboriginal community organisations and parents. A positive outcome of the day was the rapport that was developed between high school leaders and primary school students, which helps to build confidence in the year 6 students who are transitioning to a new phase in their schooling.

Multicultural Education
Multicultural Day: In 2013, Plumpton High School celebrated its diversity with a difference with its biennial Multicultural Day. At the very beginning of the year, student leadership teams including School Captains, School Prefects, Student Representative Council and the Student Multicultural Committee were given the opportunity to identify a theme for Multicultural day. Students identified ‘Global Citizens’ as the theme to celebrate 62 different nationalities and cultures of the school. Through guidance and support these student leadership teams were determined to educate and engage students and the school community in global issues to improve the world we live in and to foster a lifelong commitment to global citizenship. Students then played a major role in designing a series of educational activities around this concept which were integrated within the Guidance Curriculum. In addition to this, diversity quizzes, guidance challenges and multicultural lunches were held and motivational movies were produced and shown in the year assemblies. The result of three terms of inspirational groundwork was the development of an increased level of understanding and acceptance of cultural diversity within the school. This led to a greater commitment from student groups to take collaborative action in designing multicultural day activities. We believe this attitude is crucial for the students to encourage harmony and acceptance in the modernised world which we live. As a result, on multicultural day, the school community was presented with one of its best cultural harmony performances by the students and staff that included the inaugural Aboriginal Music and Dance, Hakka and Sasa.
Moreover, throughout the day students became either an active participant or were exposed to a myriad of cultural experiences, which included food stalls, thought provoking presentations and dance and musical performances. With a richness of inspirational activities this biannual event epitomised everything that it was meant to achieve.

Connection through Conflict Resolution Process:
In 2013 targeted strategies were continually implemented to resolve issues through intercultural understanding, reflection and reconnection. The ‘Connection through Conflict Resolution Process’ employed by the ARCO has empowered students and has created respectful relationships. Towards the end of 2013, the ARCO and ESL teacher worked co-operatively to develop a stronger process for preventing intercultural misunderstandings and conflicts. These plans will be implemented in 2014 and will involve addressing multicultural issues across

curriculums and during Guidance lessons, as well as delivering professional learning sessions to staff.

**Bridges Beyond Gates**: The ‘Bridges Beyond the Gates’ program was developed to build aspirations of the students who represent Pacific Nation Communities. This program targeted issues of cultural identity, leadership and literacy skills and aimed to raise student aspirations around tertiary education. The program was designed and implemented in collaboration with the Pacific Islander (PI) community liaison officer, PI business community members, PI youth mentors and University of Western Sydney’s student engagement team, and, was an extension to the ‘Student Leadership and Literacy Program’ that was initiated three years ago. As a result of this extensive collaboration, 82 students across Years 7 to 12 were given the opportunity to visit University of Western Sydney, take a campus tour, work on the ‘Job Guide’ and meet with the current Pacific University students. In addition to this, specific mentoring sessions were organised that were run by the university students. As part of this program, students from Years 10 to 12 were supported in decision making in regards to their post school options as well as their career pathways. In addition to this, four of our Year 10 students were selected to attend the Australian National University’s three day Pasifika Youth Camp in Canberra.

**STARTTS Soccer and AFL program**: Plumpton High School forged a new and exciting relationship with STARTTS (NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors), which has provided effective support for students who have arrived in Australia within the last three years. As well as providing counseling services for refugee students, the organisation also implemented a soccer program, with the aim of developing students communication, leadership and teamwork skills. This program involved 17 English as a Second Language (ESL) and refugee students who met once a week and engaged in soccer workshops run by a professional coach, social workers, a counsellor and teachers. Students not only enhanced their sporting skills, but they also developed and refined strategies for self-reflection of their own behaviour and communicating effectively with peers of all ages, particularly when facing different perspectives.

During Term 4, this program also involved introducing students to a new sport, AFL and was run by coaches from the Western Sydney Giants and other non-ESL students joined the program, forging new relationships and opportunities to engage with students who were born in Australia.

**da Vinci Ambassador Program**: During Term 3, eight Year 12 students were selected in the role of daVinci Ambassadors, which involved becoming mentors to junior students. As part of this position, these leaders supported younger students by providing assistance to ESL students in class and through small-group withdrawal sessions, volunteering their free periods and lunchtimes to be a part of the program. Consequently, junior students gained increased confidence in their own abilities and enhanced their communication skills, with teachers commenting the targeted students increased their engagement in different subjects.

**Refugee Week**: During June 2013, Plumpton High School celebrated Refugee Week. This allowed students from Years 7 to 12 to enhance their understanding of the plight of asylum seekers and refugees around the world. The theme for 2013 was ‘Restoring Hope’, emphasising a focus on the future direction for refugees rather than fixating on the past. Students viewed texts from the perspectives of children who had experienced conflict and insecurity in their homeland, who had now rebuilt their lives in new countries. These lessons generated relevant and insightful discussions from students of diverse backgrounds.
and provided them with an opportunity to further engage in a topical and important issue in the global community.

**Future Directions:** After a successful year for multicultural education in 2013, Plumpton High School is now looking to strengthen this focus by encouraging and building opportunities to engage in and celebrate cultural diversity. Firstly, a strong focus in 2014 will involve providing professional development to more staff members to support teaching strategies for ESL (now termed EAL/D) students, refugees, Aboriginal students and those from a Language Background Other than English. While many of these programs will continue in 2014, such as the STARTTS Soccer program, University programs and Aboriginal programs, the school is also aiming to implement new and exciting strategies to further engage students in their learning and the school community. This will include a settling-in program for refugee students. The school will also continue to commemorate important cultural events and significant days that aim to consolidate their understanding of issues in the media and the macro world as well as celebrate multiculturalism and the special and unique qualities it provides, both at Plumpton High School and in Australian society.

**Literacy and Numeracy National Partnership**

Plumpton High School has 1050 students and was allocated $400,000 from ILNNP funds.

In May, 2013 baseline testing indicated that 65% of students across Stage 4 performed below or well below expected levels for reading and comprehension using the 2013 Literacy Continuum clusters.

Consequently, the focus for the ILNNP at Plumpton High School was Literacy (reading, comprehension and writing) for Year 7 and 8 students, with all Year 8 being our target group for reporting purposes.

Throughout 2013 we aimed to shift literacy performance of students operating at below or well below against the literacy continuum, up at least one category from their starting point.

To meet these targets we devised a high leverage strategy that was context specific that built the expertise of our teachers to meet the specific literacy needs of our students. The Literacy team designed a flexible planning, teaching and assessment tool that could be used by every teacher in every classroom for every student. The tool was designed as a result of a whole school exploration of the Literacy Continuum. This exploration was guided by the Literacy Team to highlight the literacy skills and understandings that underpin each of the aspects of reading, comprehension, vocabulary and writing. Teachers received two days of professional learning on the literacy continuum on understanding students with additional literacy needs and how to incorporate the tool into their lessons. Coaches were selected and trained to support small groups of teachers as the tool was integrated into lessons across KLAs. This involved individual coaches and teachers meeting for joint planning, lesson observations and post lesson reflection and feedback.

Students were tested in order to establish their starting point against the continuum. Throughout the course of Terms 3 and 4 they were explicitly taught how to develop their reading and comprehension skills using the planning, teaching and assessment tool. Students were exposed to the tool at least 27 times across key learning areas throughout the semester. Students were retested in November to evaluate the impact of our tool.

The data indicated that 71% of our target group had shifted up at least one category from their starting point. The Aboriginal students in our target group either equaled or surpassed the performance of non-Aboriginal students.

Teacher feedback regarding literacy professional learning has been extremely positive with a desire to continue training into 2014 to further their ability to improve student literacy skills.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

A whole school evaluation and planning evening was open to all staff and community members.

School planning 2012—2014: progress in 2013

School priority 1

RELATIONSHIPS FOR LEARNING

Developing a 'society of professionals' - the exemplar learning society.

Outcomes from 2012–2014

Tertiary Education connections in 2013 has provided exposure to a much larger and wider cross section of the student population.

Several Year 10 students gained significant benefit from TAFE taster courses throughout the year.

The UWS year Fast Forward program, the Indigenous Mentoring program, Bridges beyond the Gate and the University of Sydney Aboriginal Indigenous Mentoring Experience (AIME) offered a vast array of experiences to increase the understanding and aspiration towards Tertiary study.

Evidence towards outcomes in 2013

• Significantly increased numbers of students wanting to participate in a broader range of tertiary information programs.
• Attendance and retention in programs close to 100%.
• Four students chosen from the Bridges Beyond the Gate program to attend Australian National University’s 3 day Pasifika Youth Camp in Canberra.

All teaching staff participated in the Term:1 2013 school development day designed to increase their skills in relational pedagogy and 15 staff completed ENVOY training.

Evidence towards outcomes in 2013

• Significant proportion of staff professionally equipped to deal with challenging behaviour and bullying issues.

The Citizenship Continuum process for all students years 7 to 12 facilitated the development of an evidence based portfolio and the value of developing workplace skills.

Evidence towards outcomes in 2013

• 2013 witnessed the highest number of students to ever graduate in the citizenship continuum.

Strategies to achieve these outcomes in 2014

• There is a commitment to maintain or increase the variety and number of tertiary experiences
• Continue to increase and strengthen community partnerships through the Futures Centre, which is our schools new careers concept.
• To investigate further opportunities for students at risk.
• Ongoing staff development in the area of positive relationships.

School priority 2

Engaged Learning

Creating successful learners through the development of quality instructional pedagogy and quality support systems and environments.

Outcomes from 2012–2014

A significant amount of time and effort was devoted to the Literacy and Numeracy National Partnership (LNNP) Program.

After Analysis of the literacy continuum the school’s LNNP team developed a school specific program that involved the collection of base line data from all students in years 7 and 8 and a strong commitment to staff development across all Key Learning Areas.

The staff development component ensured that all staff had the capacity to build a sound
understanding of key aspects within the continuum, transform texts, explore explicit teaching and comprehension, reflect on the effectiveness of developed resources and to critically evaluate professional practice.

Another key component of the program was the development of leadership capacity of ten aspiring staff members whom assumed the positions of literacy coaches.

Follow up data was then collected from all students in years 7 & 8.

**Evidence of progress towards outcomes in 2013:**

- All staff share a common professional language and understanding of the key components within the school's approach to the LNNP.
- An inspiring level of dialogue between staff, coaches and faculty head teachers.
- Mixed results between student baseline data and follow up data. The short time frame between collection of both sets of data made it difficult to determine any meaningful trends to student outcomes.

The 2012 grant of $50000 for Empowering Local Schools (ELS) was used to merge the Learning Support faculty into the library facilities. New computer technology, furniture and increased internet access points were purchased.

**Evidence of progress towards outcomes in 2013:**

- Students, staff and parents comment on the development of these new vibrant, inspiring, positive and flexible learning spaces.
- The number of students that are serviced through this learning space has increased dramatically.
- Meeting the learning needs of individual students has been enhanced.

The transition into the Learning Management and Business Reform (LMBR) has been quite intense. Multiple training sessions both face to face and through video conferencing were held throughout the year for the School's Administration Manager (SAM), our Business Manager, the Principal and targeted members of the executive..

The finance tool, entitled Systems, Applications and Products (SAP), the Budgeting Tool and the Student Administration and Learning Management (SALM) were all introduced during term 4.

**Evidence of progress towards outcomes in 2013:**

- The level of proficiency with the Finance and Budgeting tools has increased gradually.
- The level of proficiency with SALM is below initial expectations.

The National Curriculum has been a focus of staff Development for all faculties. The first staff development day was devoted to analysing and developing an understanding of the requirements and timeframes for the introduction of the National Curriculum. Staff, Executive, Faculty meeting times and planning days were set aside to ensure that process were put in place.

**Evidence of progress towards outcomes in 2013:**

- All faculties have modified programs to cater for the 2014 introduction.

Technology in the form of iPads were made available to all staff to improve the efficiency of roll marking and to assist in our focus on improving student attendance rates. It also provided an additional platform for staff to access the internet.

Social Media mediums were introduced or improved to increase communication with parents with regards to school information, events and attendance.

**Evidence of progress towards outcomes in 2013:**

- All staff have adopted the iPad format and the marking of rolls on a period basis is extremely efficient. In most cases attendance information for all classes is available to access within 15 minutes of the start of each lesson.
• SM text messages are sent to parents with regard to their child’s attendance everyday.
• The highest attendance percentages for Years 7, 8 and 9 were achieved for the last three years.
• The school’s Facebook page provides up-to-date information about school events on a regular basis, with approximately 3000 visits and 1000 likes.

Strategies to achieve these outcomes in 2014:
• With regard to the LNNP program there will be further staff development, data collection and implementation of literacy strategies.
• LMBR will continue to be a focus to ensure that it is fully integrated. Time will be dedicated for training and access to appropriate staff development.
• Focus on professional learning teams across the community of schools

School priority 3
Personalisation of Learning
To engage students in our Futures Project in order to expand learning and career horizons and provide authentic career experiences. To establish strong support and supportive links with local/national/international businesses and provide opportunities for career/work experience partnerships

Outcomes from 2012–2014
Throughout 2013 we have had a significant focus on developing our students into active informed citizens, developed student skills in preparing for adult work contexts. Coupled with this our growth of partnerships within the community increased significantly.

Each year our Beacon Foundation programs included a breakfast launch which included community business partners students and staff. Throughout the course of the program students attend site visits to numerous companies to gain a realistic understanding of post school opportunities and the requirements and personal attributes that companies look for in prospective employees.

Further sessions were conducted on interview skills, personal presentation and self esteem.

Approximately 26 different companies sent representatives to give vital information on a wide variety of vocations and further representation was provided at our very successful mock interview sessions where year 10 students get to practice interview skills and gain meaningful and valuable feedback.

Evidence towards outcomes in 2013
• The majority of students are now aware of all aspects of the Beacon program and its benefits and previous graduates of the program are the greatest advocates. Significant numbers of students seek information about involvement within particular sessions well before they are advertised.
• Community support continues to grow with over 250 parents and community partners attending the end of year ‘charter signing’ ceremony where year 10 students pledge that will undertake further education and/or meaningful employment.

The PACE team achieved targets of ensuring all Aboriginal students had Individual Learning Plans (ILPs) completed in collaboration with their parents. Within the plans were indications of career and tertiary education.

Bridging the Gap still remains a school focus and measurable success has been achieved.

Evidence towards outcomes in 2013
• The data from our LNNP program indicated that 71% of the Aboriginal students in the year 8 target group had shifted up at least one category from their starting point. The Aboriginal students in our target group either equaled or surpassed the performance of non-Aboriginal students.

The provision of Vocational Education opportunities was a prominent feature curriculum options and HSC success. Ensuring staff maintained currency in their Vocational qualifications was also essential.
Evidence towards outcomes in 2013

- All staff were able to gain certification of their qualifications.
- 60 students, or 54% of the 2013 year 12 HSC cohort completed 81 Vocational or Trade training courses.
- Two students were awarded students of the year for their respective area of vocational educational work placement while nine others received excellence awards.

Strategies to achieve these outcomes in 2014:

- All year 10 students interviewed by Transition Advisor & Careers Advisor to identify further education goals &/or work pathway goals. Students with strong academic inclinations are provided with mentoring regarding study, organisation & university expectations.
- A wide choice of curriculum options and career pathways is maintained or increased.
- The process of senior subject selection to be evaluated and improved systems put into place.
- Continued support for the strengthening of community links

Professional learning

The emphasis of all professional learning is to build the skills of classroom teachers to refine classroom practice and better support student learning outcomes. The total school expenditure for staff professional learning for 2013 was $47855. All professional learning supported Plumpton High School’s 2013 three main priorities as detailed below.

1. Relationships for Learning

- All teaching staff participated in the Term:1 2013 school development day designed to increase their skills in relational pedagogy. The course was based around a psychological framework developed by Marvin Marshall to help reframe conflict and bullying in the classroom.

- Fifteen new and novice staff members attended ENVoY training, based on the research of Michael Grinder and tailored to our school context. The course develops teacher ability use non-verbal communication to increase student engagement and avoid conflict.

2. Engaged Learning

- All teaching staff participated in the Term:2 2013 school development day 1 National Curriculum training - its requirements and expectations. The aim of the training was to increase student engagement and more effectively meet student needs by emphasising the design programs and units of work that develop 21st century skills.

- All teaching staff participated in the Term:2 2013 school development day 2 training on backward mapping to align student assessment with student learning and lesson design.

- A total of sixty eight staff attended external professional learning courses that built their capacity to more effectively design lessons and teach the knowledge and skills related to: the use of technology, inquiry based learning and other quality teaching initiatives, professional learning with a welfare focus and other training to facilitate subject specific syllabus implementation. This equated to a total of 68 professional learning days across the staff.

- A total of 38 days were used to facilitate the introduction of National Curriculum for 2014 implementation in the areas of English, Maths, Science and History.

3. Personalisation of Learning

- All teaching staff participated in the 2013 Term:3 school development day which focused on extensive professional learning for the Improving Literacy and Numeracy National Partnerships initiative. Student data indicated a need
to focus on student literacy skills as a priority. Professional learning on this day therefore focused on analysing data to develop specific, whole school strategies to meet student need.

- Throughout Terms 3 and 4, professional learning operated on two levels; 1) whole staff training to develop a deeper understanding of the strategy and the underlying processes designed by the Literacy team to build staff and student capacity around Literacy; 2) and coaches who were selected to mentor small teams of staff in the effective implementation of the Literacy process.

- Each staff member received a total of two half days of training throughout the implementation of the Literacy process. The ten coaches received a further two half days to build their capacity to lead and mentor staff.

- A total of twelve new scheme teachers were working towards accreditation in 2013. All were temporary teachers employed at the school. Three new scheme teachers were successful in gaining their accreditation – One permanent teacher and two temporary teachers. There are a further twenty two new scheme teachers of which seven completed their first maintenance of accreditation cycle. Ongoing professional learning was provided to support their respective needs in the continued development of their teaching skills as measured against the National Standards.

- A group of eight aspiring leaders were given the opportunity to further develop their leadership capacity by exploring the Highly Accomplished and Lead levels of the National Standards. Team members each led an initiative across the school to build the capacity of staff in identified areas of need. These included the Plumpton Aboriginal Celebration and Education (PACE) team who addressed the needs of our Aboriginal community; and the Literacy team who led the facilitation of the Literacy initiative. In 2014 team members will formally commence the process for accreditation at the Lead level of the National Standards.

- Three teachers completed a Grammar in Teaching course, which provided them with relevant and extremely useful skills for implementing a grammar focus into their units. These teachers worked collaboratively during the 12-week program to produce effective units that explicitly focused on teaching content through grammar. These skills are particularly beneficial for students from an English as a Second Language (ESL) background who are still developing their ability to use the English language in an academic setting as well as Aboriginal students. Moreover, these strategies especially support refugee students who have experienced gaps in their education in their home country.

- One ESL teacher received extensive training on implementing the new EAL/D progression for assessing ESL students and implementing greater support in their language development. These new tools provide stronger direction for supporting ESL students at Plumpton High School.

- All staff completed mandatory anaphylaxis face to face and Workplace, Health and Safety awareness courses

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Plumpton High School students were part of a NSW pilot program entitled 'Tell Them From Me’

Over 75% of the student population took part in this anonymous survey. The survey has provided us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them.

Students who are socially engaged are actively involved in the life of the school; their friends are
there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

In relation to the NSW pilot norm Plumpton High School students indicated results that were more positive in the majority of cases. However, the areas of student absenteeism and positive homework behaviours need to involve further evaluation to assess what appropriate actions need to be put in place.

Student responses are presented below.

**Students with a positive sense of belonging**
Students feel accepted and valued by their peers and by others at their school.

- 64% of students in Plumpton High School (PHS) had a high sense of belonging; the NSW pilot norm for these years is 63%.
- 60% of the girls and 68% of the boys in PHS had a high sense of belonging.
- The NSW pilot norm for girls is 58% and for boys is 68%.

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<tr>
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<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>PHS</td>
<td>68</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>NSW Pilot Average</td>
<td>68</td>
<td>58</td>
<td>63</td>
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**Students with positive relationships**: Students have friends at school they can trust and who encourage them to make positive choices.

- 77% of students in PHS had positive relationships; the NSW pilot norm for these years is 77%.
- 78% of the girls and 76% of the boys in PHS had positive relationships.
- The NSW pilot norm for girls is 78% and for boys is 76%.

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<tbody>
<tr>
<td>PHS</td>
<td>76</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>NSW Pilot Average</td>
<td>76</td>
<td>78</td>
<td>77</td>
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**Students that value schooling outcomes**: Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 77% of students in PHS valued School Outcomes; the NSW pilot norm for these years is 71%.
- 77% of the girls and 76% of the boys in HS valued School Outcomes.
- The NSW pilot norm for girls is 70% and for boys is 72%.

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**Student Engagement**

**Intellectual Engagement**
Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes.

Drivers for Engagement
Intellectual Engagement Composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 56% of students in this school are intellectually engaged. The NSW pilot norm for these year levels is 46%.
- 55% of the girls and 56% of the boys in this school were intellectually engaged. The NSW pilot norm for girls is 43% and for boys is 48%.

Positive Teacher-Student Relations: Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In PHS, positive Teacher-Student Relations were rated 5.9 out of 10;
- The NSW pilot norm for these years is 5.7.

Positive learning climate: There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In PHS, students rated Disciplinary Climate of the Classroom 5.7 out of 10;
- The NSW pilot norm for these years is 5.6.

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- students rated effective classroom learning time 6.5 out of 10
- the NSW pilot norm for these years is 6.3.

Relevance

Students find classroom instruction relevant to their everyday lives.

- students rated relevance 6.2 out of 10
- the NSW pilot norm for these years is 5.8.

Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- students rated rigour 6.2 out of 10
- the NSW pilot norm for these years is 5.8.

Expectations for Success: The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In PHS, students rated teachers' expectations for academic success 6.9 out of 10;
- The NSW pilot norm for these years is 7.

Advocacy at School: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In PHS, students rated advocacy at School 2.8 out of 10;
- The NSW pilot norm for these years is 2.6.
- In this school, advocacy outside school was rated 2.7 out of 10 by girls and 3.0 out of 10 by boys.
- The NSW pilot norm for girls is 2.4 and for boys is 2.7.
- These figures are disturbingly low for not only our school but across NSW in general. This is an area that will definitely be evaluated and scrutinised.

Parents

Parent-Teacher Nights, Year 7 Information Evenings, Subject Selection evenings, Year 12 Graduation Days, Presentation Evening and specific cultural information evenings are extremely well patronised by parents.

The inaugural Year 10 Beacon charter signing evening was indicative of parental and family support. In excess of two hundred and fifty parents and family members were in attendance and signed a pledge to ensure that they would support their son or daughter to pursue further education or employment post year 10.
Teachers

Staff were surveyed on a number of aspects of school culture and management. The results of the survey are as follows.

<table>
<thead>
<tr>
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<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff understand and respond to the context of the community in which they work.</td>
<td>27%</td>
<td>63%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Professional development is planned, systemic and effective.</td>
<td>56%</td>
<td>36%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>The school recognises and celebrates achievement</td>
<td>36%</td>
<td>48%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Meeting the needs of students is the school's main priority</td>
<td>52%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff support what is happening at the school</td>
<td>22%</td>
<td>62%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Staff are proud of the school</td>
<td>54%</td>
<td>40%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>The school encourages students to achieve their best</td>
<td>48%</td>
<td>38%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>The school is continuing to find ways to improve what it does.</td>
<td>55%</td>
<td>43%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>The school curriculum caters for the learning needs of all students</td>
<td>42%</td>
<td>44%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>When necessary the school makes important changes to what it does.</td>
<td>45%</td>
<td>47%</td>
<td>8%</td>
<td>0%</td>
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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.

Peter Ezzy - Relieving Principal
Rachel Devlin - Deputy Principal
Phil Gordon - Relieving Deputy Principal
Karen Burden - Relieving HT Home Economics
Amanda Cook - HT Teaching & Learning
Kelly Lawson - HT PDHPE
Virginia Mathews - HT Mentor
Daniel Footit - HT Student Welfare
Keerti Shukla - ARCO
Peter Nicholls - Sports Coordinator
Anil Sharma - Relieving HT Administration
Hayley Tanti - Futures Centre Coordinator
Lynne Wgrezyn - HT Learning Support(Acting)
Marnie Taylor - HT Learning Support
Carol Sneesby - Relieving HT CAPA
Helen Habib - Administration Manager
Desiree Belvis - Business Manager

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
