Our school at a glance

Students

At the end of 2010 Plumpton Public School’s enrolment was 502, with 257 male students and 245 female students enrolled from K-6. Our student population continues to fluctuate with many families changing addresses. Our projected Kindergarten enrolments suggest that we will possibly have 4 classes for 2011.

Staff

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

Significant programs and initiatives

Plumpton Education Community (PEC)
PEC continues to set the benchmark in the community of schools initiative. This was evident with:

- A visit from the then Deputy Prime Minister Julia Guillard who spoke with representatives of PEC Student Voice and asked many questions of them.
- The reputation of PEC is highly valued throughout Australia as indicated with two visits from Western Australian principals and communities of schools leaders. Forums were held with teachers and students, where information was shared.
- Poetry Day K-12 was successful with a workshops including presentations by actors, Australian Poet champion and voice coaches.
- A successful Maths Day for students K-10 where over several weeks kites were designed and made. Flying them was definitely the highlight.
- Moodle was established and implemented across the PEC schools enabling clear communication for both staff and students.
- Keepad was introduced across all PEC schools with initial training for staff.
- Developed, delivered and evaluated surveys based on the needs of Beginning Teachers and Early Career Teachers, to establish the effectiveness of our support mechanisms.

Building Educational Revolution (BER)

The opening of our four new classrooms all with Interactive Whiteboards, two special purposes rooms, Covered Outdoor Learning Area (COLA) and refurbished Library was completed this year. Covered pathways linked the new buildings to the established school.

It was an exciting time for all students, parents and teachers and will continue to enhance student learning.

Student achievement in 2010

Literacy- Year 3

In reading, 47% of students were in the top three bands and 54% in Spelling. 65% were in the top three bands for Writing. Plumpton Public School students averaged 396.4 points in Writing compared to 422.6 points for the state average.

These improved results reflect the specialist literacy programs undertaken by the school.

Literacy - Year 5

Year 5 had 32% of students in the top three bands for reading, 51.1% in Spelling and 44.4% for Grammar and Punctuation. In writing performance, 55.5% of Year 5 students were in the top three bands. The average progress, (added value) of our Year 5 students in Writing since they were in Year 3, is 58.2 points.

Numeracy- Year 3

In Year 3, numeracy 39.5% of our students performed in the top three bands. Plumpton Public School students averaged 360.5 points.
in Numeracy compared to 396.1 for the state average. There were 53% of our students in Bands 2 and 3.

**Numeracy –Year 5**

In Year 5, 31.5% of Plumpton Public School students were in the top three bands. The average progress, (added value) of our year 5 students in Numeracy since they were in Year 3, is 82.9 points.

**Messages**

**Principal’s message**

Plumpton Public School is a dynamic school that develops the skills, knowledge and values that students need to lead productive and rewarding lives and prepare them as 21st century learners.

Plumpton Public School is a welcoming, friendly school community that focuses on building and maintaining cooperative strong relationships between staff, parents, caregivers and students.

Our strong academic programs, innovative learning teams and excellent facilities offer every child the best opportunities for success.

As a proud member of the Plumpton Education Community (PEC) a range of opportunities for students and staff to participate, learn and excel are embedded in our school culture.

There are many factors which contribute to the success of our students. These include our committed and highly competent staff, the nurturing and affirming environment of care that encourages and supports the students and a learning culture that recognizes and celebrates the pursuit of personal best.

Our belief in providing quality learning- every day and in every way instills in the students the values encapsulated in our motto ‘Caring, Pride and Respect’. We take pride in our achievements for 2010 and look forward to the opportunities available for 2011.

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.

Janet Chan      Principal

**P & C message**

Another exciting year at Plumpton Public School where the P&C raised enough money to purchase Interactive White Boards for 3 classrooms. Fundraising was achieved through Mothers Day, Hot Cross Buns, Fathers Day, Barbeques and our major event the School Fete.

Once again we had an amazing turnout of families and friends and this year we invited performers from other schools to present which was very successful.

Show rides were again the highlight with unusual food stalls such as camel burgers which were devoured by many!

I’d like to thank the committee for all the hard work that they contribute and to the support of our parents and friends who help on the barbeques and cutting up the oranges for the Walkathon.

We look forward to continuing this successful partnership with our school.

Jenny Wingfield.      P&C President
One of the stallholders preparing delicious meals for the families to eat at our 2010 school fete.

**Student representative’s message**

We were honoured to be the captains of Plumpton Public School this year. At times it was a challenge but we have learnt so much about leadership. We attended the Leadership Forum and heard some amazing speakers.

This year has been extraordinary! We have met some wonderful people and have learnt many leadership skills such as confidence, courage and to always think positively.

We have had thrilling experiences that will last a life time.

Young Leaders day was where we found our leader within. Famous speakers talked to us about what leadership meant to them, which made us think how we could become effective captains.

The student voice conference was where we shared ideas about what we can improve and how we can launch PEC even higher than it already is. It was fun learning about leadership and talking about it with the other school leaders. On the way we made some good friends from the other PEC schools.

We were honoured to be a part of the ANZAC day service and the Remembrance Day service too. I enjoyed explaining to students what the service was about and how soldiers fought for our country. In the War Memorial at Canberra, we were deeply moved when Chase and I were asked to place a wreath on the Unknown Soldier.

Throughout our time as Captains we have taken many photos and will always remember the great honour of meeting Miss Julia Gillard, who is now the Prime Minister of Australia.

Our year as captains has been exhausting yet exhilarating and truly amazing.

Before we were the Captains the word “Leader” to me meant Chief: the one who bosses everyone around, but now we truly understand what the word means.

**Leader**: A person who continues to guide and inspire others.

Christine Obungen and Chase Taia
2010 School Captains of Plumpton Public School

**School context**

**Student information**

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

**Student enrolment profile**

Our school numbers continue to fluctuate. A few families have moved from the district and as a result our total enrolment is the lowest in 4 years as indicated in this graph.

The expectation is that throughout the year more families will move into the new homes currently being built in our area.
Student attendance profile

In 2010 our student attendance rates show an improvement of 2.2% to 94%. Plumpton Public School is also .2% below Region and .4% below State.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>92.9</td>
<td>93.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>89.4</td>
<td>93.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>92.3</td>
<td>91.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>93.9</td>
<td>91.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>92.2</td>
<td>93.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>91.8</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>91.8</td>
<td>94.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>92.8</td>
<td>92.1</td>
<td>92.0</td>
<td>93.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>94.1</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>93.5</td>
<td>93.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>93.8</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>94.1</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>93.9</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>94.0</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>93.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93.9</td>
<td>94.1</td>
<td>92.1</td>
<td>94.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET</td>
<td></td>
<td>94.3</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>93.7</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>94.0</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>94.1</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>94.0</td>
<td>94.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>94.0</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>93.6</td>
<td>94.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>94.0</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

It is an expectation at Plumpton Public School that parents provide notes of explanation for absences which are then recorded by teachers.

Non-attendance is monitored by the Home School Liaison Officer.

Meetings are arranged by the Deputy Principal to address any concerns.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6K</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>13</td>
<td>32</td>
</tr>
</tbody>
</table>

**Structure of classes**

All classes are formed in such a way as to maximize opportunities for students to access stage appropriate learning outcomes.

Classes formed in 2010 ensured there was room for growth in student numbers.

**Staff information**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Numbe r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td></td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Plumpton Public School we have one Indigenous teacher who is the co-leader of our Aboriginal Committee.

**Staff retention**

Our staff has remained stable with only one staff member relocating to another school. Mr. Steve Plumb received an appointment on merit as a classroom teacher to Comleroy Rd Public School.
Teacher qualifications

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

The staff are predominantly beginning teachers, twelve of whom are in their first five years of teaching. The staff including executive has remained consistent for the past 4 years.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table of the Financial Summary for 2010

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income $</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>315895.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>231520.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>267206.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>137214.96</td>
</tr>
<tr>
<td>Interest</td>
<td>15335.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30558.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>997732.48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

Financial summary

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

The school management plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Primary education in NSW encompasses the six Key Learning Areas of English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Health and Physical Education and Personal Development.

Achievements

Arts

There are many exciting opportunities for our students to participate in a variety of art activities.

We have Dance Sport which involves students from 9 schools across Western Sydney Region, culminating in a presentation at a high school hall. Students learnt a variety of ballroom dances including the cha cha, samba, waltz and barn dance.

The cultural group, formed for girls to learn traditional island dancing, performed at the school fete and assemblies.
Our senior dance group enjoyed success with performances at Mt Druitt Westfield Shopping Centre and the School Fete.

The PEC Dance group performed at the 2010 Mt Druitt/Minchinbury ‘Let’s Celebrate’ Public Education Concert, to great acclaim.

Sport
Throughout the year carnivals are held to give students a range of opportunities to excel and participate.

The winning houses for 2010 in:
Athletics: Eagles
Swimming: Eagles
Cross Country: Kookaburras

Overall Sport Champions for 2010 are:
Senior Boy: Ayden Carling
Senior Girl: Ashlee Harrison
Junior Boy: Zack Kearins
Junior Girl: Joy Tedeschi

Our school participates in the Primary Schools Sports Association (PSSA) and achieved great success in 2010. Both AFL teams participated in the grand finals with the senior team Champions of this inaugural competition.

Throughout the season teams are trained by their teachers and follow our core PBL rules of being Safe, Respectful Learners.

PEC Gala Day enables our non PSSA students to improve their sports skills and provides unique opportunities to interact with their high school peers.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2010, 69 Year 3 students completed NAPLAN Literacy.

- 46% of students were placed in bands 4, 5 and 6 for reading.
- 58% of students were placed in bands 4, 5 and 6 for spelling.
- 64% of students were placed in bands 4, 5 and 6 for writing.
- 44% of students were placed in bands 4, 5 and 6 for grammar and punctuation.

Area of focus for 2011:
There will be a focus on grammar and punctuation in 2011.

Numeracy – NAPLAN Year 3

In 2010, 69 year 3 students completed NAPLAN Numeracy.

- 71.3% of Plumpton Public School students were placed in bands 3, 4, 5 and 6 for numeracy.
The average mark for Plumpton Public School students for 2010 was 360.5 points.

Plumpton Public School students were above the state in both Bands 3 and 4 as indicated in the following graph.

Area of focus for 2011:
Year 3 will develop skills in data, measurement, space and geometry.

Literacy – NAPLAN Year 5

In 2010, 91 students completed NAPLAN Year 5 Literacy.

- 59.4% of Plumpton Public School students were placed in bands 5, 6, 7 and 8 for reading.
- In writing, 84.4% of our students achieved bands 5, 6, 7 and 8.
- Plumpton Public School students were higher in Writing than the state average in bands 5, 6 and 7.

Our school averaged 476.1 points in value added, compared to 488.4 points for state.

Area of focus for 2011:

Growth in NAPLAN scores indicates the success of our ‘Reading to Learn’ program. Continued efforts for deep thinking, quality student feedback and reflection, will be core to further improved results.

As indicated in this table above, the average progress in writing is steadily growing due to our explicit reading programs, teaching and consistent programming of writing strategies.
Numeracy – NAPLAN Year 5

This table shows the results for Numeracy year 5.

The improvement in student achievement in Bands 5 and 6 are evident.

In 2010, 91 students completed NAPLAN year 5 Numeracy.

- 67.5% of Plumpton Public students were in bands 5, 6, 7 and 8.
- The school average was 454.9 points compared to state 494.1 points.

Item analysis for numeracy indicated strengths in 2D shapes, single step multiplication and tessellations.

The majority of incorrect answers demonstrated that students in Year 5, particularly girls need to develop skills in pie graphs, mass, word problems involving division and working mathematically.

Progress in literacy

In reading trend data in the table below, Year 5 is consistent with State and region trend lines showing a decrease in reading from 2009 results. However, overall girls are performing better than boys.

In Year 3 areas of strength include linking information across two sections of the information test.

Year 5 students are 1 scale score above the state average growth in the test aspects of spelling and have improved by 52 scale scores in the area of writing.

Progress in numeracy

The average progress in Numeracy has decreased across the state and our results are relative.

The expectation is that improved results will factor from the explicit reading program, as teachers transfer their ‘Reading to Learn’ skills to Mathematics sessions.
Average Progress in Numeracy.

The table below indicates the average progress in numeracy for matched students with a 6.2 difference between school and state.

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in numeracy between Year 3 and Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>90</td>
<td>100</td>
<td>110</td>
</tr>
</tbody>
</table>


The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. These are referred as national benchmarks.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported in the next column.

This table above indicates the percentage of Year 3 students in our school achieving at or above the minimum standard in 2010.

| Percentage of Year 3 students achieving at or above minimum standard |
|------------------------|-----------------|
| Reading | 93 |
| Writing | 93 |
| Spelling | 90 |
| Punctuation and grammar | 85 |
| Numeracy | 92 |

School Based Assessment

Literacy and numeracy was assessed continuously throughout the year using a range of tests including reading records, Sena testing, English and Mathematics syllabus outcome statements. The continued consistent benchmarking of student literacy levels, early assessment and diagnosis of individual student needs and increased provision of learning assistance support has seen an increase in the standard of writing.
Significant programs and initiatives

National Partnership

Through National Partnership funding, Plumpton Public School has implemented an explicit reading program called Reading to Learn over two years. We ensured all members of staff were trained in this program and support was in place to sustain staff skills.

The two hour morning session is dedicated to this initiative across the whole school. Our target in the NAPLAN Reading and Writing tests for 2011 is to achieve across the school, an increase of 2½ % in the top two bands 5 and 6 and for the lowest two bands 1 and 2, to be reduced by 1½ %.

Aboriginal Education

The Aboriginal Education committee has attended regular meetings with the ‘Dare to Lead’ team. This forum continues to monitor and support processes to enhance and engage aboriginal students learning.

NAIDOC Week was celebrated with class art activities, games and learning about famous Aboriginal leaders, as well as a whole school assembly.

The Aboriginal and Torres Strait Islander flags are raised each day and a modified ‘Acknowledgment of Country’ is recited at our weekly assemblies.

Multicultural education

Plumpton Public School celebrates multiculturalism in a variety of ways. .

• Dance groups celebrate our Islander communities which include Samoan, Tongan, Cook Islands and Maori cultures.
• Harmony Day is a feature of our educational calendar while teacher programming and daily practice acknowledges the diversity of backgrounds in their classes.
• The Multicultural Public Speaking competition was held in Term 2 with outstanding results. One of our students was highly commended with a speech about the differences in her grandmother’s childhood in India compared to her upbringing in Australia.
• As a result of information provided to parents about specific arrangements made to cater for the needs of our ESL students, in 2010 we had largest number of Stage 3 ESL students and parents attend the 2010 Canberra excursion. Feedback was positive with parents appreciating the efforts of staff.

Other programs

Programs for students with additional education needs.

Our school has an inclusive culture. We take pride in the successful integration of students with disabilities. Provision of support to students with special needs was once again coordinated by our Learning Support Team (LST).

This team met regularly to discuss student needs, plan for their provision and monitor progress. Through the LST, Multi-Lit is implemented by teacher aides to further assist students in their learning.

English as a Second Language (ESL) students have the opportunities to work in small groups with a specialist teacher.

During 2010 the school supported 6 students with the assistance of integration funds from the Department of Education.

Mrs E Tagi, our highly skilled Student Learning Support Officer (SLSO) and regional itinerant staff supported identified students with learning and social skills in the development of social skills programs such as Check in Check out.
Progress on 2010 targets

Target 1

Staff to be more confident and skilled teachers of reading.

Our achievements included:
• All staff has been trained in ‘Reading to Learn’ and the morning session has the consistent approach to Literacy sessions K-6.
• Each stage has a consistent planning proforma for implementation of ‘Reading to Learn’ lessons.
• Collections of data to assist in moderation activities based on ‘Reading to Learn’ are consistently used for best practice.
• In writing, more than 55.5% of year 5 students achieved in the top three bands. 96% of year 5 students achieving at or above minimum standards in NAPLAN writing.
• Reading results are stable with steady progress from both year 3 and year 5 students. Overall girls performed better in reading than boys.

Target 2

Increase the achievements of students in Numeracy for the top three bands of NAPLAN.

Our achievements included:
• Students have improved for the top two bands for Numeracy by 3%.
• The successful implementation of Mathletics resulting in a stage 3 class successfully completing tasks to be in the top 50 classes Australia wide.
• An extension Mathematics group has been established for both stage 2 and stage 3 students.
• The transferability of ‘Reading to Learn’ skills to Mathematics sessions.

Target 3.

Systems for responding to student behaviour (positive and negative) are in place, understood by all and fully implemented.

Our achievements included:
• A reduction of more than 10% in suspensions and detentions has been achieved.
• Data collected from STARS indicates 20% fewer suspensions in stage 3. Twelve stage 3 students were awarded the PEC citizenship medal.
• Investigations for inappropriate playground behaviour recorded on STARS, have decreased with fewer students referred.
• Data from the PBL School-wide Evaluation Tool (SET) indicates that staff and students understand and effectively use the school systems in place that address behavioural violence.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school Science and Technology committee carried out evaluations of Professional Practice and Science and Technology.
Educational and management practice

Professional Practice

Background

With Plumpton Public School’s commitment to National Partnerships, feedback was sought through the evaluation process, on professional practice.

Findings and conclusions

- More that 65% of both staff and students believe that Plumpton PS is finding ways to improve itself.
- Students are more aware 55% of the training that staff undertakes than staff 45% and parents 42%.
- 70% of staff believes school leaders value the contributions of both individuals and groups.
- 70% of staff believes the school has implemented an effective Induction program.
- 58% of parents believe that Plumpton PS uses a range of methods to reward each student’s success.
- 58% of students believe that the teaching program focuses on deep understanding of significant ideas.
- 58% of parents believe the classroom displays and encourages student work of a high standard.
- 58% of students believe that there is provision for independent and group learning activities.

Future directions

Students are happy with the opportunities provided within a stimulating classroom environment and want to reflect more on learning and engage in self-assessment.

Teachers want to be kept up to date with current best practice and will use this to reflect on practice.

Teachers want to try new ways of working and will work together to improve their teaching.

Informing parents about how the school is finding ways to improve itself will need to be improved. Parent forums, more workshops and clearer communication through emails and website access will address this issue.

Curriculum

Science and Technology.

Background

The planning matrix used by the staff identifies the six areas that schools need to support in order to achieve quality teaching and learning in Science and Technology. The science committee was surveyed with the following information provided.

Findings and conclusions

In the focus area:

- Whole school planning Plumpton Public School (PPS) is at the planning stage.
- Class programming and planning PPS is at the planning stage.
- Assessing and student learning and reporting PPS at an awareness stage.
- Professional Learning PPS at the planning stage in professional learning.
- Resources and facilities PPS at the implementation stage with resources.
School community participation

PPS at an awareness stage as far as community participation.

Future directions

The PEC Science and Technology committee will plan opportunities for students to work in the high school laboratories and for Science teachers to work with all PPS staff K-6 to implement consistent quality science lessons.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Zoomerang is an online survey forum used this year as a source of gathering data from our parents, teachers and students.

- 55% of the parents surveyed indicated that they were extremely likely to recommend Plumpton Public School to a friend or family member.

Parents liked:

- That student’s were encouraged to read with ‘Reading to Learn’.

- Technology and in particular the Interactive White boards which has changed the way lessons are presented.

- The AusKick program allowed all students to participate, encouraging gross motor skills in a fun environment.

- Teachers at Plumpton Public School create a modern 21st century learning environment.

- The implementation of Fruit Break allowing students to eat fresh fruit or vegetables at approximately 10.00am every day.

Parents would like:

- Swimming lessons implemented throughout the year.

- The newsletter to be put on the website for easier access and to improve communication.

- Forums on anti-bullying for the whole community to address.

- Better toilet facilities for our students.

All students in both Stage 2 and Stage 3 were surveyed and 90% indicated they were extremely likely to recommend their school to friends or family.

Students liked:

- The Interactive Whiteboards and the modern technology used by teachers to make lessons engaging.

- That teacher’s at Plumpton Public School are fair and care about student learning.

- ‘Reading to Learn’ and ‘Mathletics’ programs, which have improved learning and are fun and engaging.

- The cleaner, newly painted and tiled toilets.

Students would like:

- More equipment in the playground and games boxes.

- More computers and laptops in the classroom to use during lesson times.

The staff at Plumpton Public School was surveyed and all staff would recommend this school to their friends or family.
Staff liked:

- The professional development and training offered at PPS.
- The success of the implementation of Positive Behaviour Learning (PBL) in both the classroom and the playground.
- The improved technology facilities and in particular the professional learning provided to successfully implement the Interactive Whiteboard into classroom practice.
- Plumpton Education Community professional development that provides opportunities for learning, working with teams and training.

Staff would like:

- More training and support embedding Keepad technology into classroom practice and assessment.
- Better toilet facilities for the staff.

As a result of these surveys plans are in hand to improve toilet facilities for students and increase the technological capability of all classrooms.

Professional learning

In 2010 Plumpton Public School staff has made strong commitments to a range of professional development projects. Some of these include:

1. **Team Leadership for School Improvement**
   This professional learning program focuses on the development, implementation and evaluation of whole school planning. Through participation in the Team Leadership for School Improvement K-12 program, participants have developed greater leadership capacity for guiding and managing results-focused whole school improvement.
   
   These seven key concepts provided a scaffold designed to enhance participants’ understanding of the actions that may be taken when planning for improved student outcomes:

   - Teacher quality
   - Teachers as leaders
   - Beliefs and values about teaching and learning
   - Results –focused teamwork
   - Data-focused school improvement
   - Strategic professional learning
   - Sustainability

Plumpton Public School has used the Team Leadership for School Improvement framework during weekly professional development mornings, to provide a structured and comprehensive support system that identified school priorities and enabled the team to plan appropriate actions for school improvement.

Our focus is on sustainability by maintaining the essence and structure of the explicit reading program and providing opportunities for all staff to be supported and valued.

2. **Keepad Learning** to enhance technology usage in the classroom. This project implemented a professional learning program that showed participants how Keepad technology can be embedded into classroom practice.

- Several staff completed half day workshops to learn the basics of Keepad interactive.
• These staff worked on developing a bank of Reading to Learn assessments using Keepad technology.

• In term 4 all staff were given some basic Keepad training in readiness for 2011 implementation.

3. Throughout the year, staff at Plumpton Public School has attended various courses to address professional goals through My PL@det.

The Plumpton Education Community Annual Conference was presented after the long weekend June 11 and June 12, providing unique opportunities to engage staff with speakers of the highest caliber.

This year the focus was on technology and in particular KeePads as an assessment technology tool and Moodle. Modular Object-Oriented Dynamic Learning Environment (MOODLE) as an e-learning platform which creates online courses with a focus on interaction and collaborative learning.

This has been embedded across the PEC community and within our school where it is successfully used for forums, blogs and homework/assignments.

School development 2009 – 2011

Our school has established target areas for the three year plan 2009-2011 with the aim of improving educational outcomes in Literacy, Numeracy and Student Welfare with an emphasis on positive behaviour in learning.

Targets for 2011

Target 1

NAPLAN Reading and Writing results show an increase of 2¼ % in the top bands and reduced by 1½ % in the lowest bands.

Strategies to achieve this target include:

• Continued use of Reading To Learn strategies

• Students being actively involved in setting their own goals in literacy and reflecting on their progress towards achieving them.

• use of KeePads assessment to guide planning and provide feedback to students.

Our success will be measured by:

• The National Partnership data will show that in a two year period Plumpton Public School students have achieved an overall improvement of more than 2 ½ % in the top bands.

• Improvement in the areas of grammar and punctuation

• Parents and members of the community are partners in literacy practices.

Target 2

Improve student performance in Numeracy skill bands.

Strategies to achieve this target include:

• Plumpton PS uses a technology-based delivery of an integrated curriculum, K-6.

• Students identified for an extension mathematics group for both stages 2 and 3.

• Professional learning for all teachers provided in identifying and implementing Working Mathematically outcomes from the syllabus to increase teacher confidence in using these outcomes.

• Weekly practice in NAPLAN test format questions both in class and homework examples.
Our success will be measured by:

- Improved NAPLAN results with more than half of all students in years 3 and 5 achieving success in the top three bands.
- Teacher programs are developed to display best practice and incorporate the elements of the Quality Teaching framework.
- A decrease of 2% in the number of students in Bands 1, 2 and 3.

**Target 3**

**Improve safety, wellbeing and learning for all students through a 10% decrease of Time Out with Executive cards issued and an increase of positive (Rainbow) rewards by 20% in the classroom.**

Strategies to achieve this target include:

- Positive Behaviour learning team to review current welfare systems and using STARS data identify the ‘at risk’ group of students.
- Star Group Senior, Project Group, Check In Check Out (CICO) and Etiquette group for identified students established and sustained.
- Positive Behaviour for Learning strategies are supported with appropriate professional development.

Our success will be measured by:

- Increase in number of Rainbow awards received by students
- At risk students are gainfully occupied during lunch times with suitable games, adult peer supervision and structure

**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.

Jenny Wingfield  P&C President
Eseta Tagi    Student Learning Support Officer
Barbara Wozniak Assistant Principal (relieving)
Belinda Suttor Assistant Principal
Marie Di Bono Assistant Principal
Caron Dodd Deputy Principal
Janet Chan Principal

**School contact information**

Plumpton Public School
33 Bottles Road Plumpton
Ph: 9832 2466
Fax: 9832 2499
Email: plumptonp@det.nsw.edu.au
Web: www
School Code: 2887

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