School context statement

Students

At the beginning of 2014, there were 481 students enrolled from K-6: 250 male and 231 female students with 52% of students being from non-English speaking backgrounds. We have 27 Aboriginal and Torres Strait Islander students. It is anticipated that we will form 19 classes to commence the 2015 year.

Staff

Our school has a dedicated and professional team of staff who collaboratively plan to provide the best possible outcomes for students. In 2014 we formed 20 classes with 22 classroom teachers. Four executive staff provided leadership and professional support for all teaching and specialist staff.

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

Significant programs and initiatives

Our school conducted a number of educational programs to give students additional support. These included:

- Reading Recovery program
- English as an Additional Language or Dialect (EAL/D) program
- Learning Assistance Program
- Reading to Learn program

This school was involved in a number of initiatives to further support student learning. These included:

- “Ningbo” Chinese teacher exchange
- Plumpton Educational Community (PEC)
- PSSA Sporting Program
- Blacktown District Debating
- Dance Sport

Principal’s Report

As a consequence of recent initiatives our school is becoming future – focused with environmental issues. Recycled energy, rainwater and paper are all a part of the environmental programs designed to lessen our environmental footprint. Students are becoming aware of current issues of renewable energy.

Many academic opportunities were offered to our students in 2014. High numbers of applicants participated in both the ‘Premiers Reading and Sporting Challenges’”. Also many students attempted the UNSW competitions.

Our school, known as one of the 229 schools trialing LMBR, faced many challenges. The stability of attendance data proved to be our main issue. Hopefully procedural changes will prove successful in 2015.

Our belief in providing quality learning – every day and in every way instills in students the values encapsulated in our motto “Caring, Pride and Respect”. We take pride in our achievements in 2014 and look forward to the opportunities in 2015.

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.

Terry Dauw
Relieving Principal
School Captains

“...to be a school leader is what I will remember most about my time at Plumpton.” Isabella

“This year Gala Day was the best because we raised over $4000”. Haven

It has been an amazing year and so many exciting things happened. To mention a few there has been:

- Young Leaders Day
- Dance Sport Competition
- Stage 3 Canberra visit
- Gala Day
- Attending special ceremonies
- Sporting Opportunities
- Plumpton’s Got Talent (Talent quest)

We have shared many memories in 2014. Remember that school is a place to make memories that will last a lifetime. How good they are depends upon you having a positive attitude and making the right choices.

Haven and Isabella

School Captains 2014.

Our P&C team has, in 2014, raised a total of $17000. Some of the money was spent on new seats in the bus bay as well as the completion of updating air conditioners in all classrooms. Some money will also be used in 2015 to upgrade technology hotspots in the school as well as providing new jerseys for our school rugby league teams.

Idette Mannel

P and C President

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

In 2014 our student enrolments were steady and 20 classes were formed. At the beginning of 2014 there were 481 students (250 male and 231 female) in our school. Enrolments are holding steady at that level.

Our P&C team has, in 2014, raised a total of $17000. Some of the money was spent on new seats in the bus bay as well as the completion of updating air conditioners in all classrooms. Some money will also be used in 2015 to upgrade technology hotspots in the school as well as providing new jerseys for our school rugby league teams.

Student attendance profile

Our student attendance has continued to be steady and consistent over a number of years. Eleven regional attendance awards were awarded to students for 100% attendance.
Management of Non attendance

Plumpton Public School (PPS) works closely with the Home School Liaison Officer (HSLO), Iliana Cal in monitoring absences. When student attendance falls below 90% the HSLO makes contact with the parents. We also conduct parent interviews to support changes in poor attendance patterns.

Workforce information

The year 2014 began with a very similar staff to 2013. Using accumulated funds we were able to create two staffing positions. One position was an extra early intervention teacher who would have the effect of lowering our numbers K–2. Our second created position was to be a non-teaching Assistant Principal who would assist the Principal and assist with student well-being issues. Towards the end of 2014 Mrs Buck was successful in securing a permanent teaching position at the school. We also have many temporary teachers at our school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Plumpton Public School we have one Indigenous teacher (3.7%) who is a co-leader of our Aboriginal committee.

All teaching staff 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014 we had 12 teachers who have achieved accreditation at the level of proficiency. Of those teachers, ten have reached the next stage and have maintained their accreditation.

Beginning Teachers

Our only beginning teachers have both had a number of years working in a temporary engagement. They have both completed accreditation at proficient level. An induction process was not deemed necessary in both of these cases.
Financial summary

This summary covers funds for operating costs and does include expenditure areas such as permanent salaries, building and major maintenance.

Financial Summary for the Year Ended 31 December 2014 (Plumpton Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(315,456)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(3,822,506)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(3,638,463)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(14,433)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(144,925)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(5,083)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>3,680,454</td>
</tr>
<tr>
<td>Employee Related</td>
<td>3,402,359</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>279,348</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>1,253</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(141,199)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(456,656)</td>
</tr>
</tbody>
</table>

* data source: Schools Finance—Learning and Business

School performance 2014

Targeted Early Numeracy (TEN) and K-2 Maths Achievement

Any staff new to Plumpton or new to teaching Early Stage One or Stage One attended one full day of school based training in TEN to be able to implement the program in their classrooms.

Early Stage One and Stage One classes worked on a term rotation system and had an activity for a week at a time. These activities were differentiated for students’ identified levels on the Numeracy Continuum in the Early Arithmetical Strategies aspect. Each teacher closely monitored their classes’ progress and recorded their results twice per term.

At the conclusion of 2014:

- 93% of students in Kindergarten had reached the proposed target of PERCEPTUAL level.
- 91% of students in Year 1 had reached the proposed target of FIGURATIVE level.
- 83% of students in Year 2 had reached the proposed target of COUNTING ON AND BACK level.

PBL Rewards Days

During 2014, there have been four Rewards Day sessions. This program, which was initiated in 2013, has continued to reward students who have consistently displayed good behaviour and is linked to the PBL system. Teachers track student behaviour and each term provide a wonderful variety of activities that students participate in. Students continue to show pride in perfect behaviour and strive to be invited to Rewards Day each term. Data collected each term shows a steady rate of participation above 75%.

Community members have assisted with cooking, knitting and sewing. Some of the interesting

A full copy of the school’s 2014 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.
activities during 2014 have been science experiments, orienteering, disco dancing, drama and loom bands. Parents, teachers and students have expressed support for the continuation of Rewards Day.

Public Speaking

During Week 9 of Term 3, students from each class presented their speech in a special assembly. All class representatives should be proud of their effort and during each competition judges found it very difficult to choose a winner.

The following students were the winning public speakers;
- Kindergarten – Amanda Santos
- Year 1 – Haris Bukhari
- Year 2 – Thomas Wilson
- Year 3 – Mia Friesendorf
- Year 4 – Jacqueline Blackburn
- Year 5 – Emma Wilson
- Year 6 – Haven Tedeschi

Maths Professional Learning,

Using a tied grant from ILNNP (Improving Literacy and Numeracy National Partnership) the school set about:

- enhancing teacher understanding of mathematical concepts and the relationship between content
- enhancing teacher pedagogy through increased teacher and student investigation.

Implementation method

- Whole school professional learning sessions
- in-class demonstration lessons
- off-class Grade/Stage professional learning sessions
- “A Learning Place A Teaching Place” website content was

Outcomes

We completed five whole school professional sessions. The focus was on the sequence of development of the Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Decimals, and Measurement concepts, and relationships between concepts, and quality pedagogy.

We also completed twelve days of in-class demonstration lessons, and off-class debriefing and targeted professional learning. The focus of these sessions was on concepts (Place Value, Addition and Subtraction, Multiplication and Division, and Fractions and Decimals) and pedagogy (questioning, investigation, differentiation, meta-language).

Resources were identified, sourced and purchased.
Academic achievements

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

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

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements

Sport 2014

Athletics

The 2014 Athletics Carnival was held at Charlie Bali Reserve, Doonside. The carnival was attended by students K-6, with K-2 running fun, vigorous activities in the middle of the oval, while 3-6 competed in track and field events.

As a result of this carnival, forty-two students were selected to represent the school at the Blacktown Zone Athletics, with some outstanding individual results. This carnival was extremely successful for our competing students, with Plumpton Public School finishing in 2nd place overall. This was the first time that Plumpton PS has ever achieved this high standing to date at the Blacktown Zone Carnival.

A further nine students were selected at the Zone Carnival to represent at the Sydney West Athletics Carnival. This year we had one student make NSW State Athletics and compete in the High Jump event.

Cross Country

Plumpton PS Cross Country Carnival was held on school grounds in week ten of Term 1. There were four age groups that students competed in 8/9yr, 10yr, 11yr and 12yr boys and girls.

As a result of the school carnival thirty-two students were chosen to represent the school the Blacktown Zone Cross Country Carnival at Paterson Reserve, Quakers Hill. The students represented the school with pride and did their best. Three students went on to represent the Blacktown Zone at the Sydney West Cross Country Carnival held at the Penrith Regatta Centre.

Swimming

Plumpton PS Swimming Time Trials Carnival was held early in Term 1, 2014 at Nirimba Education Precinct Pool. A total of seventeen confident swimmers attended. Plumpton shared the pool with fellow PEC (Plumpton Educational Community) school William Dean PS this year. Teachers and parents from both schools worked as a team to ensure the smooth running of the carnival. As a result of this carnival eight swimmers qualified for the Blacktown Zone Swimming Carnival.

PSSA Sport

Plumpton PS participated in the Summer and Winter competitions of Blacktown PSSA in 2014, which involved selected students in stage 2 and stage 3 competing in Cricket, European Handball, AFL, Soccer, Netball and Oz-Tag competing against other schools in the Blacktown Zone. Our teams experienced success throughout the year with both Junior and Senior Football (soccer) teams, Junior Cricket, Senior Oz-Tag and Junior and Senior European Handball teams making the semi-finals. The Junior European Handball team won the premiership and the Junior Football (soccer) team was named Joint Premiers.

Each week, students represented the school with pride and displayed excellent sportsmanship. It was a great sporting and learning opportunity for all involved.

Blacktown PSSA Zone Sporting Teams

Plumpton PS had eight Students trial for varying sporting teams for the Blacktown Zone. Out of these eight students we had two students selected to represent in Football (Soccer) and one in Rugby League.

State Knockout Teams

Plumpton entered two teams in the NSW PSSA State Knockout competition this year, Rugby League and Girls Football (soccer). All players represented the school with pride and played as cohesive teams. Unfortunately both teams were defeated in the Round 3 games.
Significant programs and initiatives – policy

Aboriginal education
Aboriginal perspectives were embedded in the curriculum and the significance of Aboriginal history was shared in a meaningful way.

Stage 3 Aboriginal students had the opportunity to attend the Koori Education Carnival at UWS Penrith and Parramatta campus. These students participated in workshops that were designed for fun, knowledge and promoting further education and career choice, as well as promoting Aboriginal identity and culture. All students felt this was a valued and rewarding experience.

In 2014, NAPLAN, 50% of Plumpton Year 3 aboriginal cohort were placed in the top two bands. This compared with 22% of aboriginal students across the state. NO Year 3 aboriginal students were in the bottom two bands.

We believe that this result may have been a direct result of the Reading to Learn program in K-2 in the previous three years.

Multicultural education and anti-racism
In Term 2 Plumpton Public School had two students (Tiah Rahman and Emma Wilson) participate in the Multicultural Public Speaking Competition. Both students worked hard preparing their speeches and learning to present impromptu speeches. They should be proud of their effort at this competition.

The school participated in Harmony Day with children wearing orange and colourful displays of hands throughout the school.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014
Naplan reading and writing results show an increase of 2.5% in the top bands and a decrease of 1.5% in the lowest bands.

Evidence of achievement of outcomes in 2014:

In the lower bands we aimed at a 1.5% decrease. Results worth noting are:

- In Year 3 Writing we had a decrease of 9.9% ACHIEVED
- In Year 3 Grammar we had a decrease of 9.8% ACHIEVED
- In Year 5 Reading we had a decrease of 4.1% ACHIEVED
- In Year 5 Grammar we had a decrease of 7.8% ACHIEVED

In the higher bands we aimed at a 2.5% increase. Results worth noting are:

- In Year 3 Spelling we had an increase of 4.7% ACHIEVED
- In Year 5 Reading we had an increase of 2.6% ACHIEVED
- In Year 5 Spelling we had an increase of 8.9% ACHIEVED
- In Year 5 Grammar we had an increase of 6.7% ACHIEVED
Strategies to achieve these outcomes in 2014:

- Developed and initiated a K-6 Spelling Scope and Sequence linked to the new English syllabus.
- Moderation of writing tasks to ensure consistency of teacher judgement.
- Developed and implemented stage appropriate grammar scope and sequences.
- Collaboratively planned units and assessment tasks using the new English syllabus.

School priority 2
Numeracy
Outcomes from 2012–2014
Naplan numeration results show an increase of 2.5% in the top bands and a decrease of 1.5% in the lowest bands.

Evidence of achievement of outcomes in 2014:
In the lower bands we aimed at a 1.5% decrease. Results worth noting are
- In Year 3 Numeracy we had an increase of 6.7% NOT ACHIEVED
- In Year 5 Numeracy we had a decrease of 7.1% ACHIEVED

In the higher bands we aimed at a 2.5% increase. Results worth noting are
- In Year 3 Numeracy we had an increase of 0.5% NOT ACHIEVED
- In Year 5 Numeracy we had an increase of 2.7% ACHIEVED

Strategies to achieve these outcomes in 2014:
- Observe demonstration lessons with Carol Spencer of The Learning Place as a mentor
- Subscribe to “A Learning Place” to provide quality programming and lesson instruction in Literacy
- Build Scope and sequences and assessment tasks that are true to the new curriculum.

School priority 3
Australian Curriculum
Outcomes from 2012–2014
1. Innovative practices for 21st Century learners and learning
2. Quality teaching framework
3. Student-centered learning with a breadth of curriculum options
4. New syllabuses incorporating the Australian curriculum
5. Quality professional support for teachers and leaders
6. Increased achievement levels for all students

Evidence of achievement of outcomes in 2014:
- Whole school professional learning to develop a deep understanding of the English Syllabus
- Whole school professional learning to develop a deep understanding of the Mathematics Syllabus
- Kindergarten to Year 2 track student progress using the Literacy and Numeracy continuum

Strategies to achieve these outcomes in 2014:
- Staff professional learning on the use of the Literacy and Numeracy Continuum.
- Carol Spencer, maths consultant and mentor gave staff a deep understanding of maths using her “a learning place” website
- Observing demonstration lessons by Carol Spencer. Appropriate feedback always followed.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff Survey
Maths Professional Development

- 100% of teachers agreed or strongly agreed that their enjoyment in teaching, and their understanding of mathematics has increased.
- 100% of teachers agreed or strongly agreed that their capacity to differentiate has increased.
- 94% of teachers agreed or strongly agreed that their capacity to use questioning rather than telling has increased.
- 94% of teachers agreed or strongly agreed that their students’ enjoyment of maths has increased.
- 100% of teachers agreed or strongly agreed that their students’ capacity to use and understand meta-language, and understanding of mathematical concepts has increased.
- 94% of teachers agreed or strongly agreed that their students’ capacity to self-direct their learning has increased.
- 80% of teachers agreed or strongly agreed that their students’ independence and resilience has increased.
- 100% of teachers agreed or strongly agreed that the demonstration lessons, off-class professional learning and whole school professional learning sessions were an effective way to implement the professional learning.
- 83% of teachers agreed or strongly agreed that A Learning Place A Teaching Place website is user friendly, with 100% of teachers agreed or strongly agreed that they have used the teaching resources.

Student Survey
PSSA Sport

The students completed a survey regarding their favourite PSSA sports.

One hundred and thirty six students, featuring an even representation of boys and girls across years 3 - 6 responded to the survey. In PSSA Summer Sport the student’s preference is shown here

- Handball 24%
- Cricket 21%
- AFL 15.8%
- Softball 14.29%
- No interest in any 24.6%

Future directions

In 2015 we will only have two PSSA sports in summer competition and they will be in the sports of Handball and Cricket.

In the PSSA Winter Sports the student’s preferences were

- Soccer 39%
- Netball 23%
- Rugby League 15.38%
- League Tag 8.4%
- No interest in any 13.6%

Future Directions

We observe that there is generally more interest in Winter sports. League tag is not very well supported. Blacktown PSSA has voted to play a Rugby League 9 a side competition this year and there appears interest amongst our students in having teams participating in League. Soccer has a a lot of interest so we are unlikely to lose Soccer to take up League. As a trial in 2015 we intend to offer both Rugby League and Soccer as well as Netball. League Tag will not be offered.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

- The new plan for Plumpton has been developed through an exhaustive consultative processes with parents, teachers and students.
- The school has named three strategic directions for the years 2015 – 2017

They are
- Excellence in Teaching and Leadership
- Students engaged in Future-Focused learning
- Student, staff, and community wellbeing

Further detail of the Plan can be found on our school website at

School contact information
Plumpton Public School
33 Bottles Rd, Plumpton 2761
Ph: 02 9832 2466
Fax: 02 09832 2499
Email: plumpton-p.schools@det.nsw.edu.au
Web:
School Code: 2887

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:

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.

Terry Dauw, Relieving Principal
Leeanne Katon, Relieving Assistant Principal
Barbara Wozniak, Learning and Support
Sue Devlin, Classroom teacher
Susan Powell, Assistant Principal
Marie Plumb, Assistant Principal
Idette Mannell P & C President