School context statement

Plumpton House School provides an alternative, medium to long term, educational environment that caters for the academic, social and behavioural needs of students in Years 5-10 from a variety of schools across Western Sydney.

The school is located across two campuses (Plumpton and Whalan) with a total enrolment of 63 students across the two sites. Plumpton House School places a strong emphasis on delivering quality educational experiences for all its students whilst concurrently focusing on transition into the next environment (mainstream school, TAFE or employment). The school works to enhance and maintain collaborative connections, partnerships and networks with outside agencies, mainstream and other alternative educational settings.

The school’s multi-skilled professional staff has a deep knowledge and understanding of students with additional learning needs and possess expertise in specific areas of learning and support to address needs and enhance students’ educational opportunities.

Student enrolment profile

Our enrolment at the completion of 2014 was 63 students. 21% identified as Aboriginal. Students ranged from the years 5-12

Student attendance profile

Students enrolled at Plumpton House are expected to attend full time. Although this may vary with each individual depending on their engagement in areas such as transition to another setting, integration or taking part in vocational activities.

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</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.0</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Admin Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>School Admin Officer</td>
<td>0.422</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.222</strong></td>
</tr>
</tbody>
</table>

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

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

Teacher qualifications

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>77</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>23</td>
</tr>
<tr>
<td>Staff identifying as Aboriginal</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Teacher Professional Learning was a major priority throughout 2014. Significant funds were allocated towards high quality learning opportunities for all staff. This has supported staff in delivering high quality learning opportunities for the students at Plumpton House SSP.

Workforce information

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

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(203,235)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(2,296,401)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(2,284,190)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(248)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(9,307)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(2,656)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>(9,307)</td>
</tr>
<tr>
<td>Expenses</td>
<td>2,145,153</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>2,145,153</td>
</tr>
<tr>
<td>Employee Related</td>
<td>1,989,745</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>155,408</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(151,248)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(354,484)</td>
</tr>
</tbody>
</table>

The information provided in the Financial Summary is current at the date shown. The summary includes reporting from 1 January 2014 to 31 December 2014.

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The Ram data is the main component on the “Appropriation” section of the Financial summary above.

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.

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School performance 2014

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 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.

All student are supported throughout the administering of NAPLAN. Appropriate adjustments for students are made where necessary.

Significant programs and initiatives – policy

Books In Homes

Books in homes has become a regular event on the school calendar. All students at Plumpton House SSP are aware of the program and ask when they will receive their next set of book. Many of the students enjoy a particular style of book or a series and they look forward to collecting. The students ask about the next book by a particular author. Our library collection has increased and it has given us a chance to receive books that we may otherwise not have the funds to purchase. Some of our senior boys are enjoying reading picture books and listen attentively when they are being read to.
Woodwork

Plumpton House runs a Technology (Woodwork) program as an elective. This program involves students designing, producing and evaluating an individual timber project. Students are encouraged to choose what they would like to build, use a range of design processes that encourage flexibility, resourcefulness and imagination. Students learn about technologies and use a range of materials, tools and techniques relevant to their personal lives and interests. Safe and responsible use of materials, tools and techniques is a major focus area of this unit of work. This program has been designed to provide a range of ways to engage students in their learning activities both in theory and practical lessons.

There have been some great results with student projects this year ranging from basic jewellery boxes to more complex jobs of billy carts and chess tables. It is also very encouraging to see the quality of work the students are producing and the engagement they have in this subject.

Arts

In 2014 Plumpton House School art students are tutored in techniques relating to the broad style practices and disciplines of painting. They learn how to paint backgrounds, mixing colours and mediums, as well as tracing and painting images. The students who have chosen to participate in our art program have enjoyed a great deal of satisfaction and success in practical exercises to date. The students are free to choose images to paint, which ensured students engagement in the exercises. A focused individualised step-by-step instructional process demonstrated by the teacher and aides has seen the students developing successful practical works in each lesson. The students usually become more independent and confident with making work as terms progress and many of the students eventually begin experimenting with painting techniques without much teacher intervention. The students produce some very interesting work as a result, much of which was influenced by modern and abstracted techniques that are demonstrated and studied throughout the course.

Sport

Sport in 2014 has seen students at Plumpton House School complete a range of different and challenging activities. Students have focused on their movements in each activity and what they need to do to improve in these. We also have a strong sense of fair play and working as a team. This builds on students social skills and gives them confidence when with their peers. In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation. Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical, social and spiritual wellbeing. When individuals are well informed on health issues and have a sense of control about the decisions they make, they are more likely to experience positive relationships, improved quality of life and less illness. Our PDHPE program at Plumpton House School plays a unique role in the development of our students knowledge, understanding and practical skills that leads to better health.

Aboriginal education

Plumpton House has an enrolment of Aboriginal students of approximately 21%. Aboriginal education and a need to include an aboriginal perspective in all areas of learning, for both aboriginal and non-aboriginal students has been a priority at Plumpton House School. The Plumpton House Community is committed to ‘closing the gap’.

Multicultural education and anti-racism

Plumpton House School is committed to Multicultural Education. This is reflected within
the classroom in supporting students with a language background other than English. The school community has links with local interpreters to assist with parental communication where needed.

Building Knowledge – “Reveal truth”

To educate our students to become effective and positive citizens

- Focusing on the things that matter. This means:
- We value our culture of inclusion and forgiveness, and a tradition of respect and loyalty
- We stand against cultures of indifference and hopelessness, and traditions of uniformity and exploitation
- Enable and empower parents/carers with strategies and choices in managing students at home

- Graduates of Plumpton House School are citizens who:
- Respect and look after the needs of others and themselves
- Demonstrate hope for their future and employ a positive attitude and work ethic to attain it
- Contribute to society and exercise stewardship of their community

School priority 2

Changing Perception – “Paint a different picture”

To educate our students to become effective and positive citizens by moving towards understanding, wisdom, empathy, flexibility, care, practicality and awareness. Share our experience of what does and doesn’t work. Evaluate lesson of how to adapt and solve.

Create a personalised and motivational curriculum focused on the lives and preferred futures of the students in the real world and authentic policies, procedures, protocols, structures that enables them to move from:

- Welfare to enterprise
- Helplessness to a planned future
- Victims of a system to individual and collective work ethic and contribution
- The school priority is to address the hard issues that really matter such as ant-social behaviour, criminal activity, drugs, alcohol and health this often makes any sort of measurement difficult. It is therefore important that all assessment and evaluation procedures do not present as trivial or tokenistic.

- The School offers electives that students “choose” on a daily basis.
- Electives are designed to encourage responsibility and success through the student’s right to choose and the lessons offered in: woodwork, Art, P.E and Cooking.
- These elective subjects are relevant lessons that build relationships of trust between teachers and students

School Priority 3

Creating Connections – “Change Realities”

To build meaningful connections with agencies and other schools that affects the lives of our students. To move away from a culture of: alienation, negativity, defensiveness, defeatist/defeated and isolation. Empower students to move towards; positive society, hopeful, connected, supported, future orientated, service focused valued, mutual benefit and sharing.

Processes need to be tailor made and relevant to the future needs of students, both educational and as future Australian citizens.

All processes have a strong emphasis on life skills and appropriate social codes of behavior and emotional intelligence.
All processes need to consider individual student ability, potential and talent, culture and economic background as well as mental health issues and disability.

Establish networks and create a database with a broad variety of organisations and services

Assist and support students in all aspects of travel/transport documentation and interviews in relation to future employment, traineeships and other educational setting

**Pedagogy:**

**Using the things that work in driving and delivering learning for our student’s means:**

Analysing, understanding and responding to both the holistic (Physical, emotional, social, spiritual and academic needs) and abilities of all students and also the needs, philosophy and motivation of the staff who serve them

Constructing flexible, interesting and dynamic experiences that correspond to both the students’ needs of the moment and the plans for their futures

Reflecting on and reviewing practice personally and collaboratively to improve students’ life outcomes

**2014 Targets to achieve this outcome include:**

- All students to be functionally literate before leaving Plumpton House
- Continue to raise the profile of the school in both educational and broader communities
- To build sustainable networks with employees, businesses TAFE and community agencies that lead to potential employment, training and health support for all students
- To develop a relevant and meaningful curriculum that addresses the unique mental health and behaviour issues and needs that affect our student’s capacity to function in a mainstream society
- To provide positive choices that enable student to make decisions and have ownership over their behaviour
- To continue to work with MSP and CIRCLE to make Plumpton House a Centre of excellence
- Provide a holistic, meaningful experiences through social interaction with the broader community
- Opportunity for each student to experience other cultures and the beauty of the natural world and their local environment
- Strategies to achieve these targets include:
  - Provide opportunity for students to be able to choose and take responsibility for their elective subjects.
  - Continual assessment of student reading levels
  - Books in Homes involvement to encourage ownership with discovering reading and choosing books to keep
  - Library sessions for all classes
  - Teacher relief allocated to enable Training and Development for all staff in Emotional Literacy
  - School counsellor and 2 classroom teachers to implement RAP program (self-esteem and mental health awareness) across whole school
  - Whole school to work with consultancy group (CIRCLE) to assist with individualised curriculum development
  - Organise excursion, camps, outings and guest speakers from a broad range of backgrounds and cultures


— Continue to establish positive role models thorough organisation’s such as FUSION
— Liaise with other professionals and organisations to address drug alcohol issues, Organise training and development and support and education for students, parent and carers.
— Organise and coordinate parent visits and school information days
— Assist school in collecting data and parental input into school welfare and discipline/restitution program
— Increased attendance through rigorous collaboration with HSLO
— To establish documentation that captures our culture of forgiveness and our traditions of respect and our strong stand against culture indifference and hopelessness.
— To create a specific training and development package specific to school needs this will start with an PHS induction package for beginning teachers
— Introduce the new Plumpton house brand and Logo (Every Student Every School)
— Every student to receive new school uniform
— To document and publish school curriculum, pedagogy and initiatives about citizenship, restitution pastoral care and relationship building
— Establishing common language that stems from the document “The house: The way we do things here” (Developed in 2011)
— The development and publishing of the: “Plumpton House Positive Choices for life” model.

As part of The “Every Student Every School” Initiative, an action research project focusing on 6 priority areas:

1. Ethos & values
2. Curriculum & Pedagogy
3. Behaviour Management
4. Staff welfare & attitude
5. Pastoral care
6. Family & community

— Behaviour Curriculum documentation to highlight explicit teaching of inclusive and explicit lessons that incorporate the teaching of positive codes of behaviour in all KLA’s
— The engagement of Indigenous artists and mentors to educate students about tribal tradition
— To work on ways to measure assess and celebrate success
— Establishment of measurement processes that have meaning
— To establish networks and create a database with a broad variety of organisations and services offered.
— To assist and support students in all aspects of travel/transport documentation and interviews in relation to future employment, traineeships and other educational settings i.e: TAFE

Practices of social justice and fairness:
• Restitution
• Critical and creative thinking
• Best practice in dealing with personal hygiene
• Parent relationships
• Personal and social competence
• Cultural understanding
• Leadership
• Tolerance and forgiveness
• Equality
• Responsibility

Recognition of success
— Develop innovative collaborative processes that build tailored programs encompassing academic and value-based education that is personalised and community-based
— Teach flexible and holistic content in literacy, numeracy and life skills that has meaning, purpose and relevance for subsequent learning and employment
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.

“My son loves coming to school now.”
“It’s not an effort getting him.”
“he is reading everything now.”

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.

By way of consultation and wide collaboration below are the 3 strategic directions for the 2015-2017

1. Inspiring School Culture
2. Innovative Effective Teaching
3. Engaging 21st Century Learning

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Michael Cruickshank    Principal
Leanne Neville         Deputy Principal
David Booth            Assistant Principal
Mel Robinson           Head Teacher

School contact information
Plumpton House School
327 Rooty Hill Rd North, Plumpton
Ph: 9625 5033
Fax: 9625 8554
Email: plumptonho-s.schools.nsw.edu.au

Web: www.plumptonho-s.schools.nsw.edu.au
School Code: 5754
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: