

# Plumpton House School

## Annual Report



2016



5754

## School background

### School vision statement

To provide a respectful and engaging learning environment in which students can become socially competent, confident and independent learners.

### School context

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 schools 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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

In 2016, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we have achieved many positive outcomes. Whilst we are working towards improvements in all learning elements within this domain, our focus has been on wellbeing, learning culture, curriculum and learning. We have made significant progress in developing a positive and respectful school environment. As evidenced in the Wellbeing policy and procedures we have collaborated and communicated clearly with the whole school community that wellbeing underpins successful outcomes socially and academically. Our whole school approach to wellbeing includes an explicit focus on safety, respect and responsibility in order to create a positive teaching and learning environment and improve student engagement. We have utilised a collaborative approach to develop whole school and individual plans that address student needs in proactive and measurable ways.

Our whole school data suggests improvement over time, and anecdotally staff report that the school is calmer, and a more ordered and structured environment to work in. There has been a notable reduction in the intensity, severity and duration of behavioural incidents for the majority of our students.

We are focused on providing high quality learning experiences for our students that develop their skills in key areas such as reading, comprehension and personal and social competence. The school is developing stronger partnerships with parents through providing more opportunities to participate in school community events. Students work towards specific goals and processes are in place to ensure regular communication occurs with all parties regarding student progress, empowering students and working to increase participation in planning for their educational future.

The school has developed learning alliances with a range of community groups and organisations which has given our students the opportunity to engage in a broad range of programs to address identified needs and increase student wellbeing and engagement.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** we have developed strong structures to support teachers to improve their classroom practice, learning and development, and collaboration and better align these with the professional standards for teachers. Our school is presented with the challenge of meeting the extensive learning adjustment needs of our students whilst pursuing high expectations regarding academic

learning goals. We have a responsibility to ensure that our teachers who come from varied backgrounds (high school, primary, special education) and with varied levels of expertise are equipped with the skills to implement effective classroom practice.

Professional learning has been targeted to address the individual needs of teachers and identified priorities of the school. Our progress has been enhanced through refining the systems and processes in the school to enable teachers the time to reflect on practice, providing them with regular feedback, and sharing ideas with each other with a focus on collective improvements in teaching practice. We are systematically addressing curriculum needs with an emphasis on developing an evidence-based approach to teaching and learning. The strategies and programs we have implemented to date are particularly focused on identified areas of need in terms of teaching practice and student learning. They are literacy, numeracy, and social and personal competence.

The school's priorities and the identified professional needs combine to provide direction for teacher's performance and development plans and connect our local needs with system priorities. Processes in place provide teachers with targeted support in areas of identified need. Teachers at Plumpton House School are improving their implementation of professional standards and curriculum requirements. Overall our staff demonstrates commitment to the attainment of their professional learning goals and teaching requirements and this is supported by the school's performance and development processes which include regular classroom observations, teacher reflections and opportunities for feedback.

Whilst some elements in the domain of Teaching such as data skills and use are currently considered an area of improvement, we have improved considerably in our facilitation of collaborative practice, and learning and development. Teachers now participate in the collaborative development of classroom intervention plans, share literacy and cross curriculum unit programs using a consistent approach, share and demonstrate their application of professional learning particularly in the area of literacy and numeracy, and both lead and support each other in the implementation of specific evidence based programs such as Words their Way.

Teachers have opportunities to share data collection methods and analysis and support each other with a focus on achieving school-wide consistency and improvement. One of our next key steps will include professional learning regarding embedding formative assessment and the development of consistent teacher judgement, and ensuring that this becomes part of our school wide assessment and reporting processes

The results of this process indicated that in the School Excellence Framework domain of **Leading** the school has focused on the strengthening of management practices and processes, and improving the leadership capacity of the whole staff. The school's leadership team has a consistent focus on the school's three strategic directions, and have as much as possible facilitated regular reflection on our progress towards incremental goals. We have sought to ensure that everyone is aware of, and working towards our school plan milestones. It is acknowledged that there is room for improvement in this area. The team considers being a relatively small school has been both a strength and a weakness in putting systems in place. Whilst timetabled and planned for, ensuring that regular dialogue and updates with all staff regarding school plan progress occurs is a team goal for improvement.

Processes have been developed to provide formal mentoring and coaching support to improve teaching and leadership practice. Although peer coaching is yet to be fully implemented at Plumpton House School, once in place it will be a strategic system whereby teachers are supported to set meaningful goals and work towards achieving them. The approach, when fully implemented is one that will increase clarity, expectations, and support for individual teachers, guide them to set and work towards small, meaningful, incremental goals, and provide regular supportive feedback on their progress. Importantly the process contributes to the systematic performance and development review of staff. Teachers acknowledge the benefits of the process and are open to participating in peer coaching meetings. A number of teachers and executive are soon to complete Peer Coaching and Leadership Coaching courses through GROWTH Coaching International. These courses will build the capacity of teachers and leaders to understand the process and continue supporting all staff in improving their professionalism, teaching practice and their own leadership skills.

Links have been developed with other schools and educational personnel and this has strengthened and supported the projects being implemented at Plumpton House School. Through the promotion of distributed leadership, and the acknowledgement of individual strengths, teachers have taken opportunities to lead teaching and learning beyond their classroom with a focus on collective school improvement. Through leading parts of the school plan projects as demonstrated through the validation evidence, the team has set high expectations and aspirations for positive, measureable whole school change, and improvements in student, staff and community learning and wellbeing.

School leadership has the second greatest impact on student learning. Continuing to strengthen leadership at Plumpton House School is of vital importance and will ensure that: our students have access to high quality and relevant learning experiences; our community understands and is engaged with our school improvement goals; and our teachers are supported to continue improving their teaching practice relevant to the needs of the setting, are responsive to student needs, and focused on implementing evidence based best practice. Much has been achieved through the implementation of the current school plan to date. However, there is awareness that many areas still require a strong and deliberate focus over the coming years to ensure the change and improvement is sustained and the school's strategic directions are achieved. We have built the momentum and despite some anxiety most staff have embraced and

responded to the positive change.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Inspiring School Culture

#### Purpose

To ensure a culture that is deeply respectful and inclusive and enhances the social and emotional wellbeing and connectedness of the whole school community supported by strong sustainable systems.

#### Overall summary of progress

One of our aims for 2016 was to establish sustainable systems that promotes high quality learning across the school. The school continued its commitment to develop the Positive Behaviour for Learning initiative across the school and wider community. Our commitment towards PBL can be evidenced by all staff having access to professional learning opportunities within the area of PBL. One of the main features of PBL at Plumpton House was the successful implementation of the our positive rewards systems. Early data suggests that the introduction of PBL has had a positive impact on student learning and overall engagement.

Our second project in Strategic Direction 1 has been in the area of community engagement. The school has demonstrated its commitment to building strong connections with the community. This has been achieved by assisting students and their families in initiating both formal and informal sessions with agencies across the community. We have now employed a Community Engagement Officer for a third year. The position of CEO continues to evolve.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Improvement in standardised PBL evaluation data results by a minimum of 15% per annum</li><li>20% reduction in behaviour referrals evidenced through student management and welfare data</li></ul>	<p><b>Project 1:</b></p> <ul style="list-style-type: none"><li>– The implementation of a school wide reward system which has been communicated across the school community</li><li>– Teaching Matrix– Expected behaviour lesson plans developed for targeted areas. These compulsory lessons are timetabled across all classes</li><li>– Wellbeing and behaviour policy developed</li><li>– Data being shared with the whole staff</li></ul> <p><b>Project 2:</b></p> <ul style="list-style-type: none"><li>– Employment of a Community Engagement Officer</li><li>– Role statement developed for Community Engagement Officer</li><li>– Staff members trained to oversee Work development orders</li></ul>	<p>Project 1:</p> <ul style="list-style-type: none"><li>– \$7500</li><li>– 2 X Casual days \$900</li></ul> <p>Project 2:</p> <ul style="list-style-type: none"><li>\$20 000</li><li>1 X Casual day SLSO= \$250</li><li>1 X Casual day teacher = \$450</li></ul>

#### Next Steps

- \* Complete Interpersonal skills inventory (whole staff). Discuss results and use them in future planning.
- \* All teaching and support staff trained in PBL
- \* Publish local procedures for the implementation of Development Work Orders.
- \* Publish Online calendar of community engagement events

## Strategic Direction 2

### Innovative Effective Teaching

#### Purpose

To develop a professional culture of collaboration, shared responsibility, evidence-based decision making, and innovation. Drive effective educational practice that will positively impact student learning and develop all current and aspiring leaders as learners.

#### Overall summary of progress

This strategic direction focussed on becoming a more innovative and effective school. Being a school that caters for students for specific purposes we aim to be experts in all that we do. After completing a needs analysis the school community developed literacy and Numeracy projects targeting a wide range of abilities. Having teachers with varied experience and expertise from both primary and secondary faculties, the need to provide staff with appropriate professional learning opportunities in both Literacy and Numeracy has been required to ensure a high standard of educational delivery.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>All students have personalised targets and demonstrate growth and improvement in literacy and numeracy.</li> <li>A consistent approach to programming and lesson planning is implemented and reflects evidence based best practice.</li> </ul>	<p>Project 1:</p> <ul style="list-style-type: none"> <li>All student's have personalised targets for reading</li> <li>All teachers were provided Professional Learning in 'Words Their Way'</li> <li>All teachers using Reflect, Revisit, Retell in planning</li> <li>All teachers using Literacy Continuum to develop individual learning goals</li> <li>All staff took part in training in Learning adjustments</li> <li>Plumpton House School presents at SEPLA conference the Every Student Every School project (Online learning aid for Behaviour and language) Employment of Speech Pathologists</li> <li>A school wide scope and sequence developed for Mathematics across the school</li> </ul> <p>Project 2:</p> <ul style="list-style-type: none"> <li>Teacher self-observations conducted</li> <li>All teachers take part in fortnightly meetings which included goal setting.</li> </ul>	<p>Project 1:</p> <ul style="list-style-type: none"> <li>\$340 'Purchase of Words their way' kits</li> <li>\$16 500 (Employment of Speech Pathologist)</li> <li>\$900 2 X Casual days for conference attendance</li> <li>\$1800 4 X Casual teaching days</li> </ul> <p>Project 2:</p> <ul style="list-style-type: none"> <li>\$3 600 X 8 casual days</li> </ul>

#### Next Steps

##### Project 1:

\* All teachers to complete regular running records across both Whalan and Plumpton campuses. All students actively take part in setting personalised reading goals.

- \* Further professional learning for staff on Language, communication and behaviour by Speech Pathologist.

- \* Consolidate the use of smart goals across both campuses.

- \* Incorporating the Numeracy continuum across both campuses ensuring that all students are tracked and individualised goals are set.

Project 2:

- \* Teachers to take part in timetabled lesson studies with their peers.

## Strategic Direction 3

### Engaging 21st Century Learning

#### Purpose

To implement a rich, meaningful and challenging curriculum that supports students to become confident and creative learners who actively participate in their own learning and develop the essential skills for success in the 21st Century.

#### Overall summary of progress

Teachers continue to assess and refine processes that support student engagement. Evidence suggests that student engagement has increased. Attendance is a main focus and is monitored by the school relentlessly. Students at risk have individualised targets that are supported within and across the school community. Attendance data is investigated and communicated to all stakeholders which is followed up by regional support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All students are achieving school developed personalised targets for attendance, engagement. High levels of student engagement are evident across the school.</li><li>Learning intentions are clear for students and have meaning and relevance. Students make measurable progress in their learning.</li></ul>	<ul style="list-style-type: none"><li>– Systems have been reviewed to maximise and support student engagement</li><li>– Staff actively track student attendance data and communicate this with parents/carers</li><li>– Teachers have taken part in PL in Visible Learning and the benefits in the classroom</li><li>– ICT is functional across the school and systems have been put in place to monitor this by way of Technical support 1 day per fortnight.</li><li>– New server plus iPads across the school</li></ul>	<ul style="list-style-type: none"><li>– \$300 in course fees</li><li>– \$12 670 (iPads)</li><li>– \$6 500 ( new server)</li><li>– \$3 400 (upgrade of wireless network)</li><li>– \$17 500 (Xenotech Technical support and PL)</li></ul>

#### Next Steps

\* Further PL in the area of Learning Intentions, followed by classroom visits focussing on learning intentions, goal setting and feedback.

\* Teachers to visit schools well known for their effective use of technology in the classroom

\* Visible learning core group to complete formal VL training.

\* PL in Technology focusing on maximising the use of iPads in the classroom, followed by authentic Technology use reflected in the program

\* All teachers to have Learning Intention identified in all mathematics lessons

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The Aboriginal background loading was used to employ an Aboriginal Education Officer. Our Aboriginal education Officer worked each Thursday and worked with staff and students to prepare for NAIDOC celebrations. The school composed a music video that is associated with life at Plumpton House School.	\$13 509
<b>Quality Teaching, Successful Students (QTSS)</b>	Our QTSS funding has assisted the school community in employing casual teachers to support for our Peer Coaching project. Teachers visited each others classroom to support and evaluate each others lessons.	\$1 625
<b>Socio-economic background</b>	Our Socio-economic funding was used to employ a Community Engagement Officer at the school. This position supported students, families, carers and staff in catering for our students across the school. A number of community access programs were provided to assist in this area. Our Socio-economic funding assisted the school in training staff in areas such as Work Development Orders and their implementation.	\$ 124 464

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	46	52	46
Girls	4	2	5	9

Our enrolment at the completion of 2016 was 63 students. 42 students are located at the Plumpton campus and 21 students study out of the Whalan campus. 25% identified as Aboriginal. Students ranged from the years 5–12

### Management of non-attendance

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 a transition to another setting, integration or taking part in vocational activities.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	7.9
Teacher Librarian	0.2
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	0.1

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	23

### Professional learning and teacher accreditation

Teacher Professional Learning was a major priority throughout 2016. Significant funds were allocated towards for quality learning opportunities for all staff. This has supported staff in delivering high quality learning opportunities for the students at Plumpton House SSP. Staff training to support our Positive Behaviour for Learning project and Literacy and Numeracy projects were our major investments.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	412 752.01
<b>Revenue</b>	2 359 728.20
(2a) Appropriation	2 356 034.51
(2b) Sale of Goods and Services	174.50
(2c) Grants and Contributions	145.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 047.46
(2d) Investment Income	2 326.35
<b>Expenses</b>	-2 350 401.20
Recurrent Expenses	-2 350 401.20
(3a) Employee Related	-2 148 003.55
(3b) Operating Expenses	-202 397.65
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	9 327.00
<b>Balance Carried Forward</b>	422 079.01

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	412 894.44
Base Per Capita	6 020.85
Base Location	0.00
Other Base	406 873.59
<b>Equity Total</b>	137 973.35
Equity Aboriginal	13 509.48
Equity Socio economic	124 463.87
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 738 991.92
<b>Other Total</b>	537.00
<b>Grand Total</b>	2 290 396.71

Technology program, students cooked a variety of cuisines from around the world. The students at Plumpton House School studied migrant experiences of refugees in Australia.

Throughout 2016 anti-racism education formed an integral part of the school wide Positive Behaviour for Learning program, which promotes the values of Safety, Respect and Responsibility. Every week students participated in activities to increase understanding, insight and practice of these core concepts.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Policy requirements

### Aboriginal education

Plumpton House School received Aboriginal Background funding in 2016. Throughout 2016 the Plumpton House school community held several events that built connectedness across the school.

The success of our Aboriginal Education program in 2016 was due to the employment of an Aboriginal Education Officer (AEO) 1 day per week. The engagement of an AEO supported the implementation of an Aboriginal education elective for all students (One day per week). Throughout this elective students became more familiar and engaged in Aboriginal arts which included dance, film, song and artworks.

The weekly elective was structured to motivate all students to contribute to our NAIDOC celebrations. The NAIDOC celebrations were a huge success, which we intend on expanding in 2017.

### Multicultural and anti-racism education

Multiculturalism was embedded across the Plumpton House School education program throughout 2016. All classes studied different cultures and countries across a variety of Key Learning Areas. This included an emphasis on Asia. In the school's Food