2010 Annual School Report
Scone High School

NSW Public Schools – Leading the way
Our school at a glance

Students

In 2010, Scone High School (HS) had 454 students from nine different partner primary schools across the Upper Hunter.

Staff

In 2010, Scone HS teaching staff consisted of a healthy mix of early career and experienced teachers. This resulted in enthusiasm for teaching and excellent sharing of ideas and resources across the teaching staff.

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

Significant programs and initiatives

Scone HS has a reputation for the high quality of education it provides to young people in the Upper Hunter. With many rural students we have a focus on working together across the school community to provide connectedness to the community and a basis for values shared across the school community.

Our Agriculture program is outstanding and is recognized across the state for its success at many levels.

In 2010 the school was successful in their application as lead school, to obtain $6 million of Commonwealth Government funding to establish the Upper Hunter Trade Training Centre (TTC), a shared resource with Merriwa Central, Muswellbrook High and Scone Grammar Schools.

The school continued its work in student mental health and wellbeing by being recognized as one of fourteen schools nationally as a MindMatters school.

Student achievement in 2010

Each year students sit external examinations including Years 7 and 9 NAPLAN, Year 8 ESSA, Year 10 School Certificate (SC) and Year 12 Higher School Certificate (HSC)

In ESSA tests, Year 8 students performed well to reflect results in line with state averages.

Year 7 students in NAPLAN performed in line with the state in literacy and slightly below in numeracy

In Year 9 student growth in literacy was:

- for reading - above like school groups and state;
- for writing – well below like school and state;
- for spelling - well above like schools and state;
and,
- for grammar and punctuation - well above like schools and state.

In Year 9 student growth in numeracy was well above students in like schools and across the state.

In School Certificate, Year 10 students performed best in Mathematics and Science.

The HSC Year 12 cohort performed extremely well with three students gaining an ATAR above 95. These were the best ATARs in the Upper Hunter. Our HSC results included 9 Band 6 scores across the courses studied.

Messages

Principal’s message

Each year I set a theme to guide growth and development at Scone HS. In 2010 the school revisited its school motto as its theme. “Play Your Part Well” reinforced the values we hold as a school community and embraced all school community members in how they can contribute to the development of the young people at Scone HS as learners and citizens across the school community. This report is a summary of the many achievements of Scone HS. It highlights the wide variety of opportunities our students have to become caring, responsible and supportive citizens, who contribute positively to their school and community.

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.

Lindy Hunt

P & C message

The members of Scone High P&C Association continue to support the school through fundraising activities.

Our canteen continues to thrive, providing healthy food at competitive prices and is well patronized by students and staff. We are fortunate to have a small band of volunteers donating their time to assist in the canteen.

Consequently we were able to donate $25 000.00 to the school to purchase equipment and resources for the Mathematics, Hospitality, Entertainment and Library programs as well as additional items for the kitchen in the MPU. In addition each student also received a school diary.

Our other fundraising ventures including the Horse Festival Parade barbeque, staffing the canteen at the Scone Rodeo and catering for the Music Camp and National Tug-O-War titles, all proved successful again in 2010.

Over three days 30 April to 2 May Scone High P&C and staff hosted the inaugural Quilt Show, proving to be a resounding success. Staff and parents showed over 130 quilts which was an amazing effort for their first exhibition.

We encourage all families to become involved in the parent body and are very appreciative of the continued support given to our school by the wider community.

Mrs Christine Johnson
P&C President

Student representative’s message

The Student Representative Council (SRC) had another very successful year in 2010. During Term 1, money was raised for the victims of earthquakes in Haiti and Chile. Students catered for the Upper Hunter Shire Kia Ora Music Camp. Second term saw students support the Shepherd Centre through “Loud Shirt Day.” They also ran a canteen at the school’s annual athletics carnival. In third term the SRC ran a very successful and hotly contested TRIVIA quiz during roll call, along with fundraising to support Jeans for Genes Day.

Junior students on the SRC invited a member of their year group to participate in leadership training led by our principal Ms Hunt. They used their newfound skills to design and conduct leadership days for Year 5 students from Scone Public School as part of their transition to secondary school and leadership programs.

During term 4, Year 9 and 10 members attended the Hunter Youth Forum. Again, “Fashions on the field” was held on Melbourne cup day to raise funds for the Pakistan flood victims.

During 2010, SRC members attended ANZAC ceremonies, the horse festival parade and acted as ushers at various formal occasions, including the Education Week award presentations.

Brett Cochrane – SRC president

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
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Student enrolment at Scone HS over the past five years has remained relatively stable. Any variations are often due to changes in rural circumstances. The increased opportunities for employment in the mining industry across the Upper Hunter significantly impacts on the number of senior student enrolments.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
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Attendance at Scone HS remains very positive with all year groups being in line with or slightly above state averages. The overall attendance total in 2010 for the school was above both regional and state scores, as it has been for the last four years.

Management of non-attendance

The school conducts weekly attendance checks. Every five weeks students whose attendance is of concern are identified and parents notified. Counseling is provided to students and assistance from the Home School Liaison officer (HSLO) is sought in extreme cases.

Those students who have excellent attendance are acknowledged through the school’s commendation system every five weeks.

Retention to Year 12

Retention of Year 12 over the past five years has remained relatively similar. The school has been active in providing curriculum options to encourage and support students in their efforts to complete their Year 12 study.

Post-school destinations

In 2010 the Year 12 cohort chose the following career options:
- 7 students are continuing study at TAFE,
- 18 students are studying at university,
- 3 students have part time work,
- 4 students have full time employment,
- 5 students gained apprenticeships, and,
- 5 student choices are not known.

Of the students who left during 2010 their destinations were as follows:
- 38 transferred to another government school,
- 20 went to employment,
- 7 went to a non-government school,
- 3 transferred to TAFE,
- 21 destination unknown

Of the 84 students who enrolled during the year:
- 16 came from non government schools,
- 5 re- enrolled after leaving in 2009,
- 52 transferred in from other government schools,
- 3 students came from interstate, and,
- 8 students were from overseas.

Year 12 students undertaking vocational or trade training

Students at Scone HS can study Vocational Education and Training (VET) courses through TAFE, the school, distance education or other local schools. In 2010 the following courses were studied by Year 12 students:

Through School:
- Metals and Engineering
- Hospitality – café fundamentals
• Primary industries

Through TAFE:
• Construction
• Electrotechnology
• Aged care

Year 12 students attaining HSC or equivalent vocational educational qualification

29 students in Year 12 studied VET courses at Scone High School in 2010. 3 students studied VET courses at TAFE including one student who completed a School Based Traineeship in Aged Care.

63% of Year 12 students received a vocational education qualification as part of their HSC in 2010. 100% of students received the award of the HSC.

Four Scone HS students were nominated for awards at the Upper Hunter Vocational Education awards evening. Patrick O’Brien was awarded best All Round Year 11 student for Electro technology and Rhiannon Teague received the Best All Round Year 12 Business Services student. Rhiannon studied her course through Merriwa Central School.

Maddie Kelaher and Rikki-Lea Gardiner receiving Excellence Awards from Muswellbrook TAFE for Nail Technology and Hairdressing respectively.

Staff information

In 2010 the teaching staff establishment at Scone HS was 38.9. They were allocated as summarized in the table below.

The number of administration staff allocated to our school in 2010 was 7.782

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28.3</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.782</td>
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<tr>
<td>Total</td>
<td>46.682</td>
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</table>

Our school is committed to employing Aboriginal people. In 2010 one Aboriginal person was employed. She works with students with special needs.

Staff retention

At the conclusion of 2010 five teachers left Scone HS. Two moved to other government schools, two retired from the teaching profession and one has taken long term leave.

This represents a retention rate of 89.3%

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
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<tr>
<td>Postgraduate</td>
<td>15</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2010</th>
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</thead>
</table>

### Income

- Balance brought forward: $293,759.27
- Global funds: $356,248.36
- Tied funds: $209,764.19
- School & community sources: $223,487.93
- Interest: $130,253.8
- Trust receipts: $24,210.25
- Canteen: $0
- **Total income**: $1,120,495.38

### Expenditure

- Teaching & learning
  - Key learning areas: $94,218.95
  - Excursions: $106,302.50
  - Extracurricular dissections: $72,328.35
- Library: $155,550.08
- Training & development: $730.31
- Tied funds: $281,688.17
- Casual relief teachers: $82,324.53
- Administration & office: $100,140.82
- School-operated canteen: $0
- Utilities: $83,854.03
- Maintenance: $52,075.58
- Trust accounts: $20,524.92
- Capital programs: $45,963.46
- **Total expenditure**: $955,886.70
- **Balance carried forward**: $164,608.68

Teacher professional Learning funds are included in Tied Funds. The training and development section of this report relates to expenditure for administration staff training in 2010.

The school’s canteen is operated by the P & C. They make regular donations to the school for the purchase of resources to support student learning.

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.

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School performance 2010

Scone HS encourages all students to be actively involved in a wide range of activities within the school and its community.

### Achievements

#### Arts

Scone HS values the role the arts play in the development of students. We encourage all students to be involved in the arts through the curricula and co curricular experiences.

Students are able to study drama, music and visual arts, all to HSC level. The school has a close association with the Upper Hunter Conservatorium of Music at Muswellbrook. They co ordinate the school band and provide music lessons to students in a wide range of instruments. Students can access tutors for individual tuition within school time. This allows students from outlying areas access to quality music tuition on individual instruments. There is also a combined public schools band linking primary schools to Scone HS.

Students participate in the annual Kia Ora Upper Hunter Shire music camp each year. The combined concert featuring over 200 students is always a highlight of the camp.

Year 11 Drama students attended a performance of Matt Cameron’s contemporary Australian play *Ruby Moon* at the University of New England.

Thomas Smith of Year 11 was selected to represent the Hunter/Central Coast Region as a member of the regional band to travel to Hawaii. He will perform with sixty students from across the Riverina, New England and Western NSW regions at the pacific Basins Band festival in Hawaii. Thomas was also selected to participate with the *West of the Divide Concert Band* tour for 2011.
Thomas Smith

Thomas was also selected to play with the State Wind Ensemble at the Opera House in May.

**Sport**

Scone HS provides opportunities for students to participate in sporting activities as recreational and competitive pursuits, from local through to national levels. The school continues to enjoy extremely strong support from local sporting clubs and personnel, who are actively involved in coaching a wide range of sports at the school.

The purchase of team uniforms and equipment for sport is supplemented through fund raising at the annual Sports Trivia Night, held during Horse Festival each year. Sponsored and supported by local community, it is a highlight on the sporting calendar in the town.

The school conducts annual carnivals in swimming, athletics and cross country. Students can progress from these to state and national levels. In 2010 we had in:

**Swimming:**

Forty one students represented the school at zone swimming which was hosted by Scone HS. Nine students were selected to represent the zone at regional level and one student competed at the state carnival at Homebush.

**Athletics**

Ninety students represented the school at zone athletics. Twenty seven of these students moved on to compete at regional level and five students represented Hunter/Central Coast at the state carnival.

The 14 Years girls’ 4 x 100m relay team competed at the state carnival and were placed fourth in their heat. Lachlan Eccles of Year 12 was placed 12th in the final of the 200m.

**Cross country**

Eleven students represented Scone HS at the zone carnival. Eight of these students moved to the next level to participate in the regional carnival. Sam Hill was the only student selected to compete at the state carnival.

**Water polo**

Jack Dawson of Year 11 was selected to represent Hunter/Central Coast in the open water polo team. The team was placed ...

**Horse sports**

The horse sports team participated in a wide range of carnivals throughout the year gaining excellent results.

Jodie Cutler of Year 7 was selected to represent NSW as captain of the NSW U12’s Polocrosse team which competed at the national titles in Ballarat.
Sporting Competitions

In 2010 Scone HS competed in 19 state knockout competitions across nine different sports as well as in a variety of rugby league carnivals and a netball gala day.

Other Sport

To promote physical activity as a worthwhile venture, the school entered the Premier’s Sporting Challenge again in 2010. Sixteen students reached silver level and six students reached Bronze level.

Twenty students from Years 8 and 9 attended the Active Girls’ Breakfast run by the Upper Hunter Shire Council in 2010.

Other

Premier’s Volunteer Program

In 2010 Scone HS enrolled in the Premier’s Volunteer Program. Open to students in Years 9 and 10, it encourages students to contribute to others, and be involved in the school and its community. In the first year of the program 19 students participated. The students were instrumental in organising a school social with the theme “Movie Stars” as part of the program in 2010.

The school participated in the Survive to Five program in 2010. Students and their families knitted over 1000 squares which were sent to the Save the Children Fund for distribution to families in need of warmth and protection to enable young people to live past the age of 5.

Leadership

The newly appointed school leaders for 2011 were treated to attendance at the National Young Leaders Day at Darling Harbor. A highlight of the day for the students was meeting Anh Do, author and comedian.

Emily Rayner and Sarah Kemp of Year 9 were selected to attend the University of Newcastle Girls’ Science School in December.

Ryan Healey of Year 10 was one of 12 students selected from across NSW to represent the nation as part of an ANZAC scholarship program to Gallipoli in 2011.
Ashley Jones of Year 12 was recognized for her outstanding leadership and contributions to her school community through a Minster’s Award for Excellence in Student Achievement.

Lauren Godde of Year 12 won a place at the University of NSW Rural Medicine course for aspiring medical practitioners in 2010.

Our school received national recognition, with Scone Public School (PS) as a MindMatters School in 2010. We were one of sixteen school to receive this recognition as a result of the amazing work the SRC has done in relation to designing programs to increase student connectedness to school, including the transition from Year 6 to Year 7, especially from Scone PS to our school.

Our school joined with our partner primary schools to conduct a survey of students as part of the MindMatters program. The SRC asked students to identify the things they valued in their communities and the things that concerned them. The collated information was presented to a Community Forum held at the Upper Hunter Shire Council. A community group has been formed to follow up on the outcomes of the forum. Young people in the Upper Hunter will be involved in establishing plans to improve the issues they, and their community, have identified, in 2011.

Gifted and Talented Programs
The school runs a 100 club to promote excellence in Mathematics. Students are recognized for receiving 100% in tasks through this club. Students are also encouraged to attend the Hunter Valley Gifted Maths Day each year.

Talented Year 10 scientists are encouraged to attend the annual Science and Engineering Challenge in Muswellbrook. In 2010 students progressed to regional finals in Newcastle.

Academic Competitions
At Scone HS we encourage and support students to challenge themselves and to participate in a range of activities outside of regular lessons. Subject based competitions are an example of such activities.

Jake Reddie of Year 12 was one of 119 students in the region to receive an invitation to participate in the University of Newcastle’s Colin Day Memorial Mathematics Competition. Twenty two students received distinctions and Jake was one of those.

Science competition results for 2010 4 distinctions and 10 credits.

26 students participated in the mathematics competition in 2010. Our top achieving student was Tom Reddie of Year 9 who scored in the 99 percentile, earning him a high distinction (HD). Sam Reddie also received a HD scoring 98%, with Jake Reddie and Troy Higham gaining Distinctions with scores of 95% and 92% respectively.

15 Year 8 students participated in the Geography trivia Challenge in Newcastle. All teams won prizes, including a Geography Resources Kit for the school valued at $150.
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.

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

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

Literacy – NAPLAN Year 7

Year 7 NAPLAN Reading

<table>
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<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
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<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
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<td>18</td>
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<tr>
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<td>5.2</td>
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<tr>
<td>SSG average 2010</td>
<td>9.3</td>
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<tr>
<td>State average 2010</td>
<td>6.7</td>
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Year 7 students in 2010 performed above like schools and slightly below state in reading.

Year 7 NAPLAN Writing

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<th>SSG</th>
<th>State</th>
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<td>6</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>34</td>
<td>15</td>
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<td>Percentage in band 2010</td>
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<tr>
<td>State average 2010</td>
<td>8.2</td>
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Year 7 students in 2010 performed above like schools and slightly below state in writing.

Year 7 NAPLAN Spelling

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<td>School average 2008 - 2010</td>
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<tr>
<td>State average 2010</td>
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Year 7 students in 2010 performed slightly below like schools and below state in spelling.

Year 7 NAPLAN Numeracy

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<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td>9.0</td>
<td>20.5</td>
<td>25.6</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>6.9</td>
<td>21.6</td>
<td>24.1</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>6.7</td>
<td>23.5</td>
<td>31.0</td>
</tr>
<tr>
<td>State average 2010</td>
<td>5.2</td>
<td>17.9</td>
<td>25.9</td>
</tr>
</tbody>
</table>

Year 7 students in 2010 performed above like schools and below state in numeracy.
Year 9 students in 2010 performed above like schools and below state in reading.

Year 9 students in 2010 performed well above like schools and above state in grammar and punctuation.

Year 9 students in 2010 performed above like schools and below state in spelling.

Progress in literacy

In reading, the average score growth for Year 9 students was 34.2 compared to the state 35.06. 57.3% of students had greater than or equal to expected growth, while 42.7% had less than expected growth in reading.

In writing, Year 9 students performed poorly compared to the state average growth score of 29.41. They achieved a growth score of 6.9.
Progress in numeracy

Growth in numeracy for Year 9 students in 2010 was very positive with performance better than state at 12.3. 85% of students in the 25th percentile or above were 10 percentage points above state. 66% of students achieved expected growth compared to the state figure of 60%.

School Certificate

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

<table>
<thead>
<tr>
<th></th>
<th>Average mark 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance band</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in band 2010</td>
<td>2.0, 2.0, 2.4, 2.4</td>
<td>2.0, 2.0, 2.4, 2.4</td>
<td>2.0, 2.0, 2.4, 2.4</td>
<td>2.0, 2.0, 2.4, 2.4</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td>2.4, 2.4, 2.4, 2.4</td>
<td>2.4, 2.4, 2.4, 2.4</td>
<td>2.4, 2.4, 2.4, 2.4</td>
<td>2.4, 2.4, 2.4, 2.4</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
</tr>
<tr>
<td>State average 2010</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
</tr>
</tbody>
</table>

In English in 2010 School Certificate students performed in line with like schools and slightly below state.

<table>
<thead>
<tr>
<th></th>
<th>Average mark 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance band</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in band 2010</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Percentage in band 2010</td>
<td>2, 2.0, 2.4, 2.4, 2.4, 2.4</td>
<td>2, 2.0, 2.4, 2.4, 2.4, 2.4</td>
<td>2, 2.0, 2.4, 2.4, 2.4, 2.4</td>
<td>2, 2.0, 2.4, 2.4, 2.4, 2.4</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
<td>1.4, 1.4, 3.2, 3.2</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
<td>0.5, 0.5, 5.5, 5.5</td>
</tr>
<tr>
<td>State average 2010</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
<td>0.4, 0.4, 3.9, 3.9</td>
</tr>
</tbody>
</table>

In Mathematics students performed slightly above like schools and slightly below state.

In School Certificate Mathematics students performed slightly above like schools and slightly below state.
In Computer Skills in 2010, School Certificate students performed slightly above like schools and slightly below state.

**School Certificate relative performance comparison to Year 5 (value-adding)**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG Average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-1.6</td>
<td>-1.3</td>
<td>-0.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.9</td>
<td>-0.1</td>
<td>-0.9</td>
</tr>
<tr>
<td>Science</td>
<td>-0.7</td>
<td>0.0</td>
<td>-0.5</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-2.5</td>
<td>-1.7</td>
<td>-0.8</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-0.5</td>
<td>-0.7</td>
<td>-0.6</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-0.5</td>
<td>-1.3</td>
<td>-0.5</td>
</tr>
</tbody>
</table>

**Note:** By definition, the State average relative performance is zero.

**Higher School Certificate**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG Average 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>68.9</td>
<td>70.2</td>
<td>68.0</td>
<td>72.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>59.8</td>
<td>61.5</td>
<td>60.0</td>
<td>61.8</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>67.4</td>
<td>70.7</td>
<td>64.0</td>
<td>70.7</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>72.3</td>
<td>71.5</td>
<td>67.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>70.4</td>
<td>65.0</td>
<td>70.0</td>
<td>73.4</td>
</tr>
<tr>
<td>Senior Science</td>
<td>69.5</td>
<td>73.3</td>
<td>73.0</td>
<td>74.4</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>64.4</td>
<td>64.4</td>
<td>72.0</td>
<td>73.7</td>
</tr>
</tbody>
</table>

The best performances in HSC course in 2010 were those with candidature less than 10. As a result there are no statistical graphs of the details. HSC students performed extremely well in Physics, Chemistry, Advanced English and Extension 1 and 2 Mathematics. When compared with state results, the average score for all Mathematics courses was 0.28. These are outstanding results indeed.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>-5.0</td>
<td>-0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>-2.6</td>
<td>-2.0</td>
<td>-2.9</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>-2.2</td>
<td>-2.3</td>
<td>-3.5</td>
</tr>
</tbody>
</table>

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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 below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.8</td>
</tr>
<tr>
<td>Writing</td>
<td>93.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.6</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.5</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2010 Aaron Cochrane of Year 9 was selected to participate in the Newcastle Knights leadership program at the Gold Coast.

Brett Cochrane of Year 10 was selected to participate in the University of NSW Indigenous Engineering Summer School.

Two Aboriginal students, Brandon Wilson of Year 12 and Maddie Wilkinson of Year 11, received Two Ways Together Scholarships to encourage and support their future learning.

Chris Sampson of Year 12 won a $30,000 scholarship to study electrical engineering at the University of Newcastle.

To celebrate reconciliation Week, all people across our school had their hands traced onto fabric. The fabrics were then converted into a quilt which hangs in the Library as a celebration of both the Aboriginal students, and the diversity of people within our school.

Multicultural education

Scone HS has a sister school relationship with Halla Middle School on Je Ju Island, South Korea. Each alternate year students participate in a cultural exchange visit. Korea students travelled to Australia in February and were hosted by Scone HS families. The return visit saw 15 Scone HS students travel to South Korea during the April vacation. The experience is the third the school has conducted. It is growing in popularity and is proving to be an excellent vehicle to increase understanding and tolerance of difference for our students.

The involvement of our students in their school and its community is testament to how we integrate the teaching of values into all that we do at Scone HS. The theme for our school each year is values based. In 2010 the theme “Play your part well” focused on the benefits of taking one’s role seriously within the school community and doing it to the best of one’s ability so that the overall impact is that everyone benefits and is able to achieve their best
In 2009 students hosted the “Arrive Alive Wheelchair Road Show” as part of their PD.H.PE studies. The respect the students showed towards the presenter clearly demonstrated their appreciation for what happened to him, and for what he is currently trying to instill in young people.

**Connected learning**

Scone HS received its connected classroom during Term 4, 2010. An initial group of staff have been trained in its use and professional learning for effective teaching using the connected classroom has been organized for all teachers in 2011.

**Other programs**

**Agriculture**

Scone HS is constantly recognised for its outstanding agriculture programs. Students are able to study agriculture in Years 7 and 8 as part of their mandatory technology course, as an elective in Years 9 and 10, and for the HSC.

In 2010 students participated in the Muswellbrook Show, the Tamworth show, the Royal Easter Show and the Upper Hunter Beef Bonanza. They were extremely successful for the 26th consecutive year at the Royal Easter Show receiving ribbons with all steers.

**Horse festival**

Teegan Saunders and Travis Bateman of year 7 received awards at the Art competition attached to the centenary of the Melbourne Cup celebrations in Scone.

The school entered the annual Horse Festival parade and was awarded the Best School Entry.

Hospitality students catered for the Art Show held at Scone PS and our students featured with their winning artworks.
Progress on 2010 targets

Each year at Scone HS we set targets for school development in areas identified by the school community. A management plan is developed each year to assist the school in achieving the targets the school sets. Progress on the 2010 targets is summarized below.

Target 1

Quality teaching and learning using technology

In order to achieve this target a major upgrade of computer facilities was necessary.

Our achievements include:

- All desktops across the school were assessed and those which did not meet requirements were replaced using school funds.
- Support from the P & C of $25,000 provided new computers in the Library.
- All teachers have a laptop and 100% of them have been involved in training to improve their skills and confidence to use them in Year 9 and 10 classes.
- NSW DET provided increased bandwidth to upgrade access for all students and teachers.
- Every School Development Day (SDD) there were opportunities for teacher learning about teaching and learning using technology.
- NSW DET provided and had installed a connected classroom in the Careers room.
- P & C purchased four electronic whiteboards so that all mathematics classrooms have one installed.

Target 2

Providing quality experiences and curriculum to meet the learning needs of 15 – 18 year olds.

To meet the changing needs of students entering the senior school, due to the increased leaving age, the school has instigated a range of strategies.

Our achievements include:

- Increased curriculum offerings in Year 11, especially in the VET area.
- Spread VET courses across all lines to enable increased access for all students to VET courses.
- Increased the number of case conferences students have before during and after subject selection in Year 10.
- Due to unforeseen changes in Federal Government there was a delay in the start date for the TTC it will be constructed in Semester 1, 2011.

Target 3

All Aboriginal students at Scone HS have well documented and communicated individual learning plans (IPLs) which reflect their individual learning needs.

In 2010 we were unable to make as much progress as we had planned in this area. However, plans are in place to assist us to achieve in 2011.

Our achievements include:

- Staff training in the new Aboriginal education policy has been booked for Term 1, 2001.
- SRC students and senior Aboriginal students have devised a planning sheet for students at Scone HS to use as a guide for the development of individual plans in 2011.
- The 100% Knights Program has been booked for term 1, 2011 for participation by years 10, 11 and 12 students.

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 carried out evaluations of
Educational and management practice
In 2010 the school evaluated leadership of health and wellbeing within the school.

Background
As a MindMatters school, it is essential to spread the leadership of health and wellbeing to ensure that all areas within the school embrace the concepts of MindMatters. Leadership is key to the success of the program and opportunities to lead are essential to progress. The results of the staff survey are outlined below.

Findings and conclusions
• 81% of staff agreed that students had many opportunities for leadership within the school community.
• 71% of staff agreed that there were opportunities for staff to act in leadership positions around.
• 71% of staff indicated that there was clear endorsement by the school leadership team of action to promote mental health and wellbeing.
• 37% of staff did not know that leadership groups were actively supporting mental health and wellbeing partnerships and initiatives across the school community.
• 69% of staff agreed that school executive and leaders contribute positively to the mental health and wellbeing climate of our school.
• There were many questions in the survey where a significant number of staff members answered that they “did not know.”

Future directions
The school has a MindMatters core team who are working with staff on addressing each of the areas identified for development. In the leadership of health and wellbeing area, staff members have identified the school’s strengths as outlined above, and areas for future development. They have had input into strategies to address each of the areas. The MindMatters core team will take the analysis and strategies and develop a plan for 2011 to address the more immediate issues, and a three year strategic plan for health and wellbeing at Scone HS.

Curriculum
The curriculum area we evaluated in 2010 was the preliminary (Year 11) curriculum and how it met the needs of students who enrolling to continue their study due to the increased school leaving age.

Background
Prior to the increased leaving age the curriculum at Scone HS was quite conservative and catered for those wishing to enter university after their schooling. While the school ran VET courses, they were often not as accessible as they needed to be for students not seeking university entrance. A review of the curriculum and how we counseled students in course selection was therefore necessary to meet the changing needs of students entering Year 11.

Findings and conclusions
The action the school took included:
• A different approach to course selections. We included additional information steps to ensure that both students and parents were very aware of what was required in each course.
• Included courses within the curriculum which suited students. A list of courses was distributed to students and the curriculum was established from their top seven individual student preferences. These were arranged into a framework of lines for students to choose courses from.
• Increased opportunities for students to access more than one VET course by spreading them evenly across the curriculum lines.
• Advertised TAFE offerings extensively as viable courses of study in the senior school.

Future directions
• We will continue to refine the process and the courses offered in the future to meet the needs of the cohort in each year.
• Continued guidance and support for Year 11 and their families, will be a key strategy during course selections.

• Further spreading of VET courses across the curriculum lines will take place. Incorporating a “trade” strand for students who are not seeking university entrance, but rather an apprenticeship will be an aspect of the 2012 curriculum. This will become more realistic with the introduction of the TTC in 2012.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Students completed the Quality of School Life Survey. Their responses are presented below.

• 89% of students agreed that they were proud to be at student at Scone HS.
• 80% of students agreed that at Scone HS they are treated fairly and listen to them.
• 8% of students felt depressed or worried at school at some stage.
• 85% of students felt that Scone HS was a place where they can be successful and get involved in their work.
• 93% of students agreed that Scone HS is a place where what they learn is important.

The overall results of the survey were excellent. On a scale of 1.0 to 4.0, for girls results for overall quality of school life ranged from 3.0 to 3.4 while the boys range was 2.6 to 3.0.

The school noticed that the quality of school life improved each year for girls up until Year 10, then decreased slightly, especially in the area of self esteem.

For boys there was a significant difference in the self esteem aspect of the quality of school life, with peaks in Years 7 and 11.

The school will continue its work on mental health and wellbeing over the next three years to build on these results.

Professional learning

Each year at Scone HS teachers develop individual professional learning plans to guide and enhance their learning as educators. The school aligns spending on professional learning with the priorities in the school’s plan and teachers’ needs.

In 2010 the school expended $24128.86 on teacher professional learning and $730.31 on training for administration staff. This equates to $620.28 per teacher and $93.39 per administration staff member.

During 2010 all teachers and administration staff were involved in school development days as allocated by the DET. Topics for professional learning on these days included teaching and learning using technology, training on the use of laptops in the classroom, health and well being and OH&S.

School development 2009 – 2011

2010 saw some changes in strategic direction for the school with the announcement of the TTC and the distribution of laptops to all students in Years 9 and 10. This meant that teacher professional learning was focused more on teacher skills in implementing computers and technology into classroom practice. This meant that we gave less priority to the MindMatters program, focusing on health and wellbeing across the school, until 2011 when we will revisit it more comprehensively.

Targets for 2011

In 2011 there are two key areas for school development. They are outlined in the targets we have set below.

Target 1

*Increase average growth for Year 9 students in writing to within 10 points of state growth.*

Strategies to achieve this target include:

• Intensive professional learning for all teachers on teaching writing in their KLA
• Establish a team to design a plan to enhance writing across the school
• Seek regional consultancy support to assist the school in developing a plan to enhance writing for students.
• Investigate opportunities to learn from partner primary schools on National Partnership Programs for literacy.
• Investigate what other schools across the state are doing to enhance writing.
• Collate and publish a cross curriculum resource document for teachers to support them in teaching writing.
• Conduct writing blitzes across the school at regular intervals.

**Our success will be measured by:**

• The average school growth score is within 10 points of state growth in writing for Year 9, 2011.

**Target 2**

_To increase staff awareness of structures to support mental health and wellbeing across the school community._

Strategies to achieve this target include:

• Conduct the MindMatters Staff Matters survey
• MindMatters core team to lead staff through a process to identify the strengths, and areas for development across the school community.
• Staff have input into suggested strategies to address each of the areas for development.
• MindMatters core team to develop a three year plan as part of the school’s planning cycle plan for school development.
• MindMatters team to reflect on progress at significant stages throughout the year.
• Small working groups are allocated to ensure that the plans are implemented.

**Our success will be measured by:**

• Post survey results indicate improved staff knowledge and understanding of mental health and wellbeing across the school community.
• Survey results indicate increased communication about mental health and well being across the school community
• Referral pathways are published for all staff and used effectively to support mental health and wellbeing across the school community.

**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.

Lindy Hunt – Principal
Head teachers – Executive team
Kate Smith – Teacher representative
Brett Cochrane - SRC representative
Christine Johnston – Parent representative

**School contact information**

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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:
http://www.schools.nsw.edu.au/as