School context
Scone High School (HS) is situated in the Upper Hunter Valley of NSW. It prides itself on a history of excellent outcomes for students across academic, cultural, sporting and civic areas. It is a Centre of Excellence in Agriculture, and the lead school in the Upper Hunter Trade Training Centre (TTC), a joint initiative between Scone HS, Scone Grammar School, Merriwa Central School, Hunter/New England TAFE and Muswellbrook HS. Together we aim to deliver courses to help address the skills shortage areas across the Upper Hunter.

We have a close relationship with our partner primary schools and have been involved with them in a Middle Years (Years 5 – 9) Student Engagement Project for the last three years.

Student leadership remains a significant priority within the school. It provides opportunities for all students to develop their skills through practical applications both within the school and its wider community, and at state level.

Principal’s message
Each year I set a theme which guides school decision making and the teaching of values across the school. In 2013 the theme was “The place you are in shapes the person you become.” The theme placed emphasis on the many opportunities our school and community offers to young people. They are of benefit to students and shape their future, if they choose to be involved.

We encouraged students to try new things, meet new people, accept different opinions and understand that we are can all benefit and grow as a result of doing so. We emphasized the benefits of being involved in family life, and contributing positively to the 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 P&C team continued with active fund-raising in 2013: catering for the Upper Hunter Horse Festival Parade and Rodeo. We also catered for the Federal Election polling procedures at school and organized a family movie ticket initiative. Our largest event for the year, was catering for the NSW Rural Women’s Gathering and our Quilt Exhibition, both in the final weekend of October. Funds raised have been poured back into the school for learning equipment upgrades, purchasing learning resources and subsidizing students who compete in sport at State level. Our fund-raising is supplemented with invaluable financial donations from the school canteen. We acknowledge with tremendous thanks the particular commitment of P&C volunteers Karen Rayner, Sue Rowland and Kimberley Hill in their final year of involvement with our school. We also acknowledge the support of Mrs Jane Carter who has resigned as canteen assistant to pursue an alternative career path.

Mrs Jenny Bruce – P & C President

Student representative’s message
During 2013 the student representative council (SRC) conducted fundraisers and school spirit days in order to raise money for charities and assist in the community. The overall achievements of the SRC were astounding and anyone who assisted and donated to any of the causes should be proud of their contribution.

“Clean up Australia Day” saw the students from the SRC patrolling the streets in search of rubbish. They enlisted the help of friends to combine their rubbish hunting skills and eliminate any rubbish that dared escape the bins at school, and along Gundy Road.

During 2013 the SRC hosted two School Spirit Days. The first was themed ‘Crazy Tie Day’ and encouraged students to dress in their “nerdiest” of attire. Performances were held in the quad and overall school involvement was outstanding. The day succeeded in raising the morale of students and uniting the school.
Ms Davis assisted the SRC to participate in the ‘World’s Greatest Shave’. Hairspray decorated the heads of many students, with the main event being the shaving. The day succeeded in raising over $1000 which was donated to charity.

After the success of the roll call trivia quizzes in 2012, the SRC decided to bring them back. Every Friday morning, students would compete against other roll calls to win the ultimate prize: a pizza lunch!

In 2013 the SRC implemented a scheme to minimize power consumption throughout the school. In order to do this they made labels for every light switch in the school that encourages students and staff to “Switch off” whenever they leave the room.

Each year the SRC holds “Jeans for Genes” day. Our school always manages to raise a substantial sum of money for this worthy cause. In 2013 we raised $327 for the charity, exceeding previous years.

The second “school spirit day” was even better than the first. Students were still drawn in by the loud music and performances by other students. A fairy floss machine was kindly supplied by the Rotary Club of Scone and provided us with sugary goodness to fuel our excitement. Overall we succeeded in raising $160, thanks to Mrs Frost’s hard work. The funds were donated back to Rotary to support their fundraising for students with disabilities.

“Fashions on the Field” is the most anticipated fundraiser of the year. Students come to school dressed in their racing best and celebrated the Melbourne Cup. Boys and girls from across the school were acknowledged for their attire. Music and food was supplied by the SRC, this allowed the students to have a fun, relaxing day at school while they raised money for the Rural Bushfire Services.

In Term 4 the SRC visited Strathearn Village to present gifts to the residents. Students dressed up as Santa’s helpers and handed out gifts purchased by the students and staff of Scone High. This display of festive kindness was much appreciated by everyone involved and allowed our school to form connections with the elderly residents.

Overall the SRC would like to thank everyone who assisted in the organisation and fundraising efforts in 2013. Without the continued help of teachers and parents, we simply would not be able to do all the wonderful things that we do.

Christopher Hodge, 2013 SRC President

Student information

Student enrolment profile

In 2013 there were 443 students enrolled at Scone HS

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>244</td>
<td>239</td>
<td>222</td>
<td>228</td>
<td>235</td>
<td>218</td>
<td>210</td>
</tr>
<tr>
<td>Female</td>
<td>235</td>
<td>240</td>
<td>225</td>
<td>226</td>
<td>226</td>
<td>207</td>
<td>214</td>
</tr>
</tbody>
</table>

Student enrolments remain stable compared with 2012, with a slight decrease compared with 2011.
Student attendance profile

Attendance by Scone HS students compared to state and regional attendance over the past four years is summarized in the table below.

For the second consecutive year, attendance levels for Years 7 and 9 at Scone HS are in line with regional and state average attendance. Year 8 attendance at Scone HS is in line with regional attendance and slightly less than the state average. In 2013 attendance levels for Year 12 fell below regional and state averages.

Management of non-attendance

The school conducts weekly attendance checks. Every five weeks, students whose attendance is causing concern are identified and parents notified in writing. In 2013 the school conducted an attendance blitz where a team of Home School Liaison Officers (HSLO) attended the school to interview all students with unsatisfactory attendance. The HSLO team worked closely with the school to follow up on the interviews. Counseling is provided to students in extreme cases.

Post-school destinations

Of the students who left during 2013, their destinations were as follows:

24 students transferred to another government school,
9 students went to a non government school,
23 students gained a traineeship or apprenticeship,
1 student transferred to TAFE,
5 students transferred interstate, and,
15 student destinations are unknown.

Of the 56 students who enrolled during the year:
28 students transferred from another government school,
16 students came from non government schools,
2 students came from interstate, and,
10 students re enrolled after leaving earlier in the year.

In 2013 the Year 12 cohort chose the following career options:
16 students went to university;
6 went to fulltime employment;
6 gained part time employment;
4 students have gained traineeships;
4 students gained apprenticeships;
2 students are continuing their studies at TAFE;
2 students are having a gap year prior to going to university in 2015;
1 student has gone overseas to study; and,
The career choices of the remaining 4 students are not known.

Year 12 students undertaking vocational or trade training

Twenty-seven students in Year 12 studied 1 or more VET courses at Scone HS. Two students studied VET courses through TAFE. Twenty-seven Year 12 students attaining HSC or equivalent vocational educational qualification

60% of students received a vocational education qualification as part of the HSC in 2013. 100% of students received the award of the HSC.
Workforce information

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

In 2013 the teaching staff establishment at Scone HS was 38.3. The number of administration staff allocated to our school in 2013 was 7.382.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>27</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.382</td>
</tr>
<tr>
<td>Small School Supplement - teachers</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>50.482</td>
</tr>
</tbody>
</table>

The Secondary Smaller School Supplementation allowed the school an additional 3.8 teachers.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Scone HS in 2013, one Aboriginal person was employed as a School Learning Support Officer (SLSO)

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>92%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>133550.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>321888.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>241886.44</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>209253.52</td>
</tr>
<tr>
<td>Interest</td>
<td>6955.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24250.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>937784.24</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas 91609.81
  - Excursions 95744.12
  - Extracurricular dissections 47894.45

Library 6817.15

Training & development 476.36

Tied funds 201216.98

Casual relief teachers 94482.69

Administration & office 96499.74

School-operated canteen 0.00

Utilities 100739.70

Maintenance 26980.61

Trust accounts 42400.93

Capital programs 0.00

Total expenditure 804862.54

Balance carried forward 132921.70

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au), enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 7 - Literacy**
(including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>510.9</td>
<td>511.1</td>
<td>534.0</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>6</td>
<td>15</td>
<td>21</td>
<td>17</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>8.7</td>
<td>21.7</td>
<td>30.4</td>
<td>24.6</td>
<td>11.6</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>9.0</td>
<td>20.0</td>
<td>28.1</td>
<td>23.1</td>
<td>15.5</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>9.5</td>
<td>23.8</td>
<td>29.4</td>
<td>22.2</td>
<td>11.8</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>6.6</td>
<td>17.8</td>
<td>25.9</td>
<td>22.5</td>
<td>17.0</td>
<td>10.2</td>
</tr>
</tbody>
</table>

In 2013, students in Year 7 at Scone HS performed below like schools and below state in reading.

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>484.9</td>
<td>476.0</td>
<td>502.1</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>11</td>
<td>23</td>
<td>16</td>
<td>9</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>16.4</td>
<td>34.3</td>
<td>23.9</td>
<td>13.4</td>
<td>10.4</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>School Average 2011-2013</strong></td>
<td>12.7</td>
<td>29.4</td>
<td>28.5</td>
<td>19.5</td>
<td>9.0</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>17.7</td>
<td>32.4</td>
<td>28.5</td>
<td>13.6</td>
<td>6.4</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>12.4</td>
<td>25.3</td>
<td>27.4</td>
<td>18.5</td>
<td>11.5</td>
<td>4.9</td>
</tr>
</tbody>
</table>

In 2013 students at Scone HS in Year 7 performed above like schools and below state in writing.

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>516.4</td>
<td>529.9</td>
<td>551.9</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>8</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>11.8</td>
<td>22.1</td>
<td>26.5</td>
<td>19.1</td>
<td>16.2</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>9.9</td>
<td>14.3</td>
<td>28.5</td>
<td>25.0</td>
<td>16.0</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>9.9</td>
<td>13.6</td>
<td>24.8</td>
<td>28.6</td>
<td>17.3</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>7.4</td>
<td>9.9</td>
<td>20.1</td>
<td>28.1</td>
<td>21.5</td>
<td>12.8</td>
</tr>
</tbody>
</table>

In 2013, students in Year 7 at Scone HS performed below like schools and below state in spelling.

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Grammar and Punctuation</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>491.5</td>
<td>501.9</td>
<td>529.7</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>16</td>
<td>12</td>
<td>19</td>
<td>10</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>23.5</td>
<td>17.6</td>
<td>27.9</td>
<td>14.7</td>
<td>11.8</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>13.8</td>
<td>15.6</td>
<td>28.2</td>
<td>26.4</td>
<td>9.1</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>18.7</td>
<td>19.9</td>
<td>23.1</td>
<td>20.4</td>
<td>12.3</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>13.8</td>
<td>15.7</td>
<td>20.0</td>
<td>20.3</td>
<td>16.7</td>
<td>13.4</td>
</tr>
</tbody>
</table>

In 2013, students at Scone HS in Year 7 at Scone HS performed below like schools and below state in grammar and punctuation.

**NAPLAN Year 7 - Numeracy**

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>512.3</td>
<td>510.5</td>
<td>540.9</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>3</td>
<td>17</td>
<td>27</td>
<td>12</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>4.3</td>
<td>24.6</td>
<td>39.1</td>
<td>17.4</td>
<td>11.6</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>6.5</td>
<td>23.4</td>
<td>31.0</td>
<td>19.8</td>
<td>13.5</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>6.5</td>
<td>26.2</td>
<td>32.6</td>
<td>21.6</td>
<td>8.9</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>4.0</td>
<td>20.6</td>
<td>26.6</td>
<td>21.8</td>
<td>13.2</td>
<td>13.9</td>
</tr>
</tbody>
</table>

In 2013 students at Scone HS in Year 7 performed above like schools and below state in numeracy.

**NAPLAN Year 9 - Literacy**
(including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>563.5</td>
<td>554.6</td>
<td>574.8</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>5</td>
<td>15</td>
<td>27</td>
<td>22</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>6.6</td>
<td>19.7</td>
<td>35.5</td>
<td>28.9</td>
<td>9.2</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>9.8</td>
<td>20.8</td>
<td>29.6</td>
<td>24.4</td>
<td>12.9</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>9.2</td>
<td>27.5</td>
<td>31.2</td>
<td>22.0</td>
<td>8.7</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>6.9</td>
<td>21.2</td>
<td>27.4</td>
<td>23.5</td>
<td>15.9</td>
<td>5.1</td>
</tr>
</tbody>
</table>

In 2013 students at Scone HS in Year 9 performed above like schools and below state in reading.

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>518.8</td>
<td>508.4</td>
<td>534.2</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number in Band</strong></td>
<td>16</td>
<td>19</td>
<td>25</td>
<td>12</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>20.8</td>
<td>24.7</td>
<td>32.5</td>
<td>15.6</td>
<td>5.2</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>School Average 2011-2013</strong></td>
<td>28.7</td>
<td>24.3</td>
<td>22.2</td>
<td>17.8</td>
<td>4.3</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>SSG % in Band 2013</strong></td>
<td>32.9</td>
<td>26.3</td>
<td>20.5</td>
<td>14.2</td>
<td>3.8</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2013</strong></td>
<td>24.9</td>
<td>21.7</td>
<td>20.6</td>
<td>18.7</td>
<td>8.1</td>
<td>6.1</td>
</tr>
</tbody>
</table>

In 2013 students at Scone HS in Year 9 performed above like schools and below state in writing.
In 2013 students at Scone HS in Year 9 performed slightly above like schools and below state in spelling.

### Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>568.0</td>
<td>567.2</td>
<td>584.0</td>
</tr>
<tr>
<td><strong>Skill Band Distribution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>5 12 32 20 6 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.6 15.8 42.1 26.3 7.9 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>13.7 18.0 27.4 25.9 12.2 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>9.8 16.8 31.8 27.8 9.8 3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>8.3 13.1 27.6 28.6 13.0 9.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In 2013 students at Scone HS in Year 9 performed above like schools and below state in grammar and punctuation.

### Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>555.5</td>
<td>538.4</td>
<td>565.8</td>
</tr>
<tr>
<td><strong>Skill Band Distribution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>10 11 30 18 6 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>13.2 14.5 39.5 23.7 7.9 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>14.5 16.8 32.2 20.6 9.4 6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>19.7 22.6 32.7 16.3 5.7 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>15.4 17.0 29.1 19.4 10.1 9.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In 2013 in numeracy Year 9 students at Scone HS performed above like schools and below state.

### Higher School Certificate (HSC)

In the Higher 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>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>68.4</td>
<td>70.7</td>
<td>63.8</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>69.2</td>
<td>71.3</td>
<td>68.4</td>
<td>72.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>65.5</td>
<td>62.6</td>
<td>61.2</td>
<td>63.8</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>71.1</td>
<td>68.1</td>
<td>66.8</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>59.9</td>
<td>66.7</td>
<td>60.8</td>
<td>64.0</td>
</tr>
<tr>
<td>Senior Science</td>
<td>69.1</td>
<td>70.8</td>
<td>70.9</td>
<td>71.9</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>69.7</td>
<td>74.1</td>
<td>74.6</td>
<td>77.5</td>
</tr>
</tbody>
</table>

Our HSC results indicate slightly above state average scores in English (Standard), and a score within one % point of state average in Ancient History. Our results also indicate above average scores compared with like school groups in Ancient History, Biology, English Standard and Legal Studies. Results show slightly below state and like school groups in Visual Arts, Senior Science and General Mathematics.

### Record of School Achievement (RoSA)

There is no Board of Studies data to reflect RoSA awards for school leavers from Scone HS in 2013.

### Other school based assessments

There is no data to reflect other school based assessment in 2013.

### Other achievements

Outlined below are the achievements of Scone HS students across the wide variety of opportunities available to them in 2013.

#### The 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 both curricula and co curricula experiences.

In 2013 the music classes contributed, on a monthly basis, to Strathearn Village by performing for the residents. On one of their visits, they discovered that their piano needed tuning, so the students raised money on election day by selling cakes, and had the piano tuned for them.

Isaac Smith of Year 9 was selected to participate in the State Senior Wind Band. He performed at the Opera House in August.
Rachel Tillemans of Year 8, and Madii Smith of the previous Year 12, received awards from the NSW RSL for their entries in the “poppy” art competition. They were both placed in the top 5 of their sections. Rachael received a Gold Distinction Award and Madii a Silver Distinction Award.

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 the 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 2013 we had in:

Swimming

In 2013 49 students represented the school at zone level with 7 students progressing to the regional carnival. Talia Bruce represented Hunter/Central Coast at the state carnival.

Cross country

17 students participated at the zone carnival with 14 progressing to the regional carnival. Two students, Talia Bruce and Chloe Hinde represented Hunter/Central Coast at the CHS championships.

Athletics

In 2013 47 students participated in the zone athletics carnival and 24 progressed to the Hunter/Central Coast carnival. Ten students went on to represent Hunter/Central Coast at the CHS carnival. They were: Chloe Hinde, Lachlan Cheshire, Lauren Eccles, Emily Wilson, Sharon Atkinson, Rachel Pittman, Georgia McGuinness, Kimbelly Owens, Katherine Nicholson and Jemma Touzell.

Cricket

Kirsten Smith represented Hunter/Central Coast at the state carnival in February and was selected in the NSW CHS seconds team to play in the Taverners Cup against CHS 1sts, Independent schools and catholic schools.

In December, Kirsten was selected again to represent the Hunter area team at the state championships early in 2014.
Rugby 7’s
Sharon Atkinson represented NSW at the national Indigenous Girls’ 7’s Rugby Tournament in Darwin;

![Sharon Atkinson](image)

**Representation at Hunter trials.**
10 students represented the school at the Hunter area trials. They were in:
- Hockey - Taylah Rossington and Cassandra Wright;
- AFL – Bailey Cullen;
- Rugby League – Mitchell Rando, Blake Kellett and Caleb Taylor;
- Girls’ Touch – Chloe Hinde;
- Girls’ Soccer – Chloe Hinde; and,
- Boys’ cricket – Isaac Smith.

**Horse Sports**
Scone HS has an active and highly successful Horse Sports team. Led by Mrs Joanne Cutler, they attended six carnivals and the Coonabarabran Expo during 2013. They were named Champion School at every carnival they competed in. These included: Scone, Willow Tree, Merriwa, Quirindi, Singleton and Blandford. Many students received champion ribbons and recorded outstanding results across a wide range of events. Of particular note were the following achievements:

- At the Coonabarabran Expo, our team of Anna, Katrina and Nick Wilson, with Rachel Pittman, took out the Champion Team of 4
- Katrina, Anna and Rachel were also members of the Zone 7 Team of four riders which won the championships at the Royal Easter Show.
- Anna was also Reserve Champion Rider for her age group at Coonabarabran.

At some carnivals there is a competition for the **Best Presented** team. Scone HS won this at both Merriwa and Blandford.

There were also many champion riders for age groups awarded throughout the competitions. Rachel Pittman was Secondary Rider at Quirindi and Callum Winn at Blandford.

There were far too many other winners to mention them all. 2013 was the most successful year our Horse Sports Team has had to date.

**Significant programs and initiatives**
Scone High School aims to expose its students to a wide range of opportunities and experiences to ensure that they have access to similar experiences to those of their city counterparts. An extensive co curricula program operates and students are encouraged to apply outside of the school for as many experiences as possible. These enriching experiences ensure that our students are not disadvantaged.

We also emphasize and promote the value of contributing to the community. Students are encouraged and supported to be involved in community events and to assist community members in whatever way they can. Students value their community and form values for contributing both as an individual and as a school.

The school maintains its highly successful agriculture, sport, student leadership and
academic programs to cater for the wide range of students who attend the school.

**Aboriginal education**

In 2013 Scone High School provided opportunities for all students to participate in culturally rich events and programs. In addition to the regular meetings scheduled for all Aboriginal students, a range of activities took place.

NAIDOC week was celebrated with a whole school assembly and through collaboration with the school’s SRC, an Aboriginal trivia event took place during roll call. Local Aboriginal community members and AECG members contributed to the planning and were special guests for the assembly.

During term three, 19 students from Years 7-10 participated in the *Meeka Youth Expo* day that was held in Singleton. The Ungaroo supported event allowed students to visit information stalls which provided them with relevant information and guidance including: Headspace, Aboriginal Health, local mines, and TAFE.

In November, 16 students from Years 9-11 attended the University of Western Sydney’s Indigenous Youth Visit. These students were exposed to university life and the opportunities that are available for young Indigenous people. For many, this was the first opportunity that they had to participate in an excursion.

The busy school year concluded on Presentation Day, when School Captain and young Aboriginal leader, Emily Wilson was awarded with the local AECG award for academic excellence and community involvement.

**Community participation**

Students are encouraged to contribute positively to their community. They are all invited to participate in ANZAC Day ceremonies. Scone HS is represented at Scone, Murrurundi, Aberdeen and Gundy each year.

The school participates in the Scone and Upper Hunter Horse Festival each year. In 2013 they entered the parade and were awarded the *Best School Float* for their entry on the festival theme “My Kingdom for a Horse” from Shakespeare’s Richard III.

The 2014 school captains and prefects attended the Scone Remembrance Day Ceremony in November, and the captains met the Governor General in Sydney.

Year 10 girls attended a special *Pathways for Girls* day at Muswellbrook organized by the Hunter Valley mines. They learnt about the diversity of opportunities and careers for women in the mines.

Our hospitality students designed and presented a beautiful lunch to thank the members of the community who volunteer at our school.
Students were nominated for Australia Day Awards across the Upper Hunter Shire. The following Scone HS students received awards:

- Emily Rayner received the Scone Young Citizenship Award, and Chloe Hinde the Young Sports Star of the Year;
- In Aberdeen, Brock Lloyd received the Young Citizen of the Year Award;
- In Murrurundi, Jake Speck received the Young Citizen of the Year Award; and,
- Staff member Amy Mills received the Senior Sports Star of the Year.

Scone HS was the venue for the Department of Primary Industries (DPI) Rural Women’s Network Gathering in 2013. Parents, teachers and students worked together to deliver outstanding service to the community and those attending from across NSW. Teachers ran workshops, parents prepared meals, our students were guides for participants, and the sound and lighting team ran the activities in the MPU with expertise, precision and maturity. The efforts of the school were highly praised, not just in Scone, but also by others across the state.

The P & C conducted a quilt show on the same weekend as the Women’s Gathering. This captured viewers who might otherwise not attended. All of the quilts were made by either staff members or parents of Scone HS. The hospitality class provided finger food for the opening evening and teachers and parents “manned” the exhibition throughout the weekend. The event raised $3000 for the P & C.

Hospitality students were involved in the Aberdeen Highland Games in 2013. They were part of the catering team that provided the meal for the annual dinner.

Male staff and students representatives participated in fund raising to support research into cancer through their entry in Movember. They raised $1200 for the cause.

Luke Morris of Year 9 researched and presented a history of one of his family members from WWI to gain himself a birth on the Hunter RSL trip to Gallipoli in 2015. Luke is one of 12 students selected from Hunter Valley schools to make the journey to Gallipoli for the 100th anniversary.

The Rotary Club of Scone visited our school and involved students in raising funds to help eradicate polio worldwide. Students contributed by paying to have their Pinkie Painted Purple for Polio Plus.

Our school was host of our Upper Hunter partner schools at the annual Education Week Awards ceremony in July. Our school recognized the following people for their contributions to Scone HS:

Teacher
Mr David Hill

Parent
Mrs Raelee Smith

Students
Ebony Welsh and Kaitlin Logan

Non teaching staff
Ms Amy Mills.
During 2013 the P & C challenged students from the sporting houses to raise funds. Each term, students worked together to compete against each other at a car wash. The sporting house captains led student teams who raised over $5000 for the P & C. They made new friends, built solid teams and enjoyed really positive feedback from the community on their efforts.

**Anti bullying program.**

Scone HS is committed to dealing with bullying and educating their students about it. All year groups participated in cyber bullying workshops in 2013. Run by teachers from the school, police and external providers, the students received information first hand on what bullying is, that it isn’t acceptable and what to do if they or their friend is bullied.

Teachers also participated in workshops. As a result the school’s anti bullying policy was revisited and strengthened to reflect current trends in society.

A number of articles for parents were published in the newsletter to assist them in gaining knowledge about and dealing with cyber bullying.

Scone HS teachers travelled to other schools in the area to provide workshops for their teachers and parents on cyber bullying.

**Agriculture**

Scone HS is a Centre of Excellence in Agriculture. Students can study the subject from Year 7 through to the HSC. One of the areas they excel in is the showing of beef cattle. Each year students prepare cattle to show at Maitland Muswellbrook, Tamworth, and the Royal Easter Shows, as well as for the Upper Hunter Beef Bonanza.

Our Steer Leading team enjoyed success at the Sydney Royal Easter Show with a bronze medal in the carcass competition for an angus steer carcass. Other steers won places in various age and weight divisions. A Scone High School steer was also selected for inclusion in the winning Angus entry for the Stan Hill Best of Breed competition.

In 2013 20 students participated in Beef Bonanza. They showed 6 steers, with our school steer taking out *Champion Secondary School Steer*. We entered a range of parading competitions and gained ribbons. As well, our school bred, Charollaise-Angus Cross steer, won its weight division and reserve Champion Heavy Weight Steer.

**Student leadership**

Student leadership development is a priority at Scone HS. The SRC are actively involved in providing and leading opportunities for students to be involved in leadership both at school and in the community.

They designed and led a leadership and initiative program for their peers, who went on to conduct workshops for Year 5 students at Scone Primary School.

Year 7 students are led through a Peer Support program, by Year 11 students, as part of their
orientation to secondary school. They further developed their skills at an Orientation Camp held at Myuna Bay during Term 1.

Year 9 students participated in a team building and leadership development camp at Collaroy, where the focus on their skills development was through outdoor education.

Year 9 students participated in the nation-wide Bridge Building competition in 2013. They put many hours into their design and presented it to a panel of judges at the Art gallery of NSW. Judges commented very positively on their original design.

Year 10 students participated in Outward Bound over 10 days at Kyogle, northern NSW. They extended their skills through a longer and more challenging outdoor leadership experience.

Year 11 students participated in a year group excursion to Newcastle after their final examinations. They participated in a range of educational activities, explored career opportunities in the lower Hunter Valley, and attended cultural and recreational activities.

Emily Rayner, Troy Higham and Zoey Clifton participated in the 2012 Young Endeavour Scheme. The voyage was conducted in December 2013 sailing from Sydney to Melbourne.

Brock Lloyd, Cassandra Wright and Justin Gillis participated in the 2013 Young Endeavour Scheme sailing from Melbourne to Devonport, Tasmania in January 2014.

Sponsored by the Upper Hunter Shire Council, these voyages were fantastic experiences for our students.

Lauren Eccles and Chris Hodge participated in the Lions Youth of the Year competition in Scone.

Years 11 and 12 SRC members attended the Young Leaders Day at Tamworth in early Term 4, 2013.

Sophie Dawson and Hayden Clark of Year 10 were two of 12 students to represent young people from across NSW on the Commission for Children and Young People’s Advisory Group in 2013. Sophie and Hayden travelled to Sydney to share their ideas and were involved in conducting a statewide survey on binge drinking and drug use by young people.
Students are encouraged to extend their skills and participate in the Solar Boat Challenge. In 2013, Year 8 students Matt Hodge and Campbell Murray, came second in the actual boat race, but did a fantastic presentation on Solar Energy to win for Scone HS, for the second year in a row, the Champion School Team.

Matt Hodge & Campbell Murray

Emily Rayner of Year 12 was recognized for her outstanding leadership when she was awarded a NSW DEC Minister’s Award for Outstanding Student Achievement. She was the 9th student from Scone HS in as many years to be bestowed with such an honor.

Emily Rayner

In 2013 Scone HS had four representatives on the Upper Hunter Shire Youth Council. They were: Samantha Hallet, Jake Speck, Kirsten Smith, and Lachlan White. They worked with students from all of the schools in the Upper Hunter Shire to design and lead activities for youth across the shire. Of particular note was their work in co-ordinating a sports fun day, a drama weekend for secondary students, a technology night for primary students in partnership with Scone library, and movie nights at various venues around the shire.

Year 12 students led the way with their Mini Olympics competitions at lunch times during 2013. Many students and staff members participated in a wide range of activities which provided a lot of fun and raised funds for the Year 12 gift to the school.

Matt Walmsley

In April 2013, Lauren Eccles of Year 11 was selected to attend the UBS Finance Women’s Leadership Week at Sydney University. She was one of 30 students from across NSW public schools to experience this fantastic opportunity.

Lauren Eccles

Multicultural education

Scone HS encourages the development of tolerance towards others by exposing students to as many different people as possible. In 2013 twelve students participated in an interschool
cultural exchange with Chuja Middle School from South Korea.

During NAIDOC week the school celebrated the cultural diversity of students through a special flag parade at a formal assembly.

Our school enjoyed hosting an exchange student from Italy in 2013. Gaia Martuscelli, from Naples, spent six months in Year 10. Our students enjoyed it when she shared a little bit of Italy each day with her friends and roll call.

Three students received support for the development of their English skills under the New Arrivals program in 2013.

National partnerships and significant Commonwealth initiatives (participating schools only)

In semester 1, 2013, Scone HS was allocated an additional $113,000 to spend on improving literacy. After assessment of the Year 7 cohort and consultation across the school community, we decided to spend the funds on the following:

- Training of a Literacy Leadership Team in the Focus on Reading (FoR) program which focuses on improving reading and comprehension.
- Professional learning for teachers at the school on the FoR program in 2013 and Visible Learning principles in 2014.
- Time for the literacy team to spend in classrooms with teachers assisting them and providing feedback on the implementation of FoR.
- Resources for students and the school generally
- Time for teachers to assess and monitor Year 7 and Year 8 students
- A newspaper program to be introduced in 2014
- Conducting the Tell Them from Me student surveys and analyzing the results

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Year 7 Student Engagement Survey

Sixty-eight Year 7 students completed the Tell Them from Me Student Engagement survey during Term 4, 2013. The school chose Year 7 to complete the survey, as they were part of a whole school literacy program. The school will collect data again in Year 8 in 2014 and track progress to see if there have been any changes as a result of the reading and comprehension strategies being implemented across the school in Year 7 in 2013, and Years 7 and 8 in 2014.

Findings

While there were no NSW benchmarks to compare the data to in 2013, as the Canadian survey is relatively new to Australia, a number of issues were identified for future analysis, particularly after the students complete the survey in Year 8 in 2014. Relevant data from NSW schools will be available then. Below are the outcomes in the social-emotional outcomes area of the survey.

Positive areas for future investigation included:

- 75% of students believe they have positive relationships with friends;
- 58% of students surveyed reported a high rate of participation in sport; and,
- 82% of students valued school outcomes and believed that education will benefit them personally and economically, and will have a strong bearing on their future.

Areas for future investigation and action include:

- Only 16% of students reported being involved in extra curricula activities such as art, dance, and music for example;
- 52% of students had a high sense of belonging to the school;
- 18% of students reported that they had truanted school at some stage in Year 7;
- Interest and motivation for learning, and students trying hard to succeed was
approximately 10% below the norm. (The norm was for Canadian schools);  

- 20% of students reported moderate levels of anxiety about particular events or social situations; and,  
- 21% reported to have experienced prolonged periods when they feel sad, discouraged and inadequate.

**Future Directions**

It was recommended by the student engagement team that all students complete the survey in future years so that the school has additional data to help drive decision making about teaching and learning across the school.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. In particular we asked Year 7 parents about their satisfaction with the transition of students from Year 6 into Year 7. Questions addressed issues such as the value of orientation days, information disseminated and the degree of satisfaction with the overall orientation.

Twenty parents completed the survey, conducted at a ‘Parents Meet the Teachers’ evening event. This represented 30% of Year 7 parents.

**Findings and conclusions**

Without exception all parents who completed the survey indicated high value in the Year 6 into Year 7 orientation program of visits to our school. All surveys showed high or very high satisfaction levels with the information processes put in place to inform parents about the school prior to their child’s enrolment into Year 7. All surveys showed high or very high levels of satisfaction with their child’s integration into our school and general progress in the first half of term 1 of Year 7.

**Future directions**

Based on the high satisfaction levels with the school’s orientation program for Year 6 into Year 7, we will maintain the program of 4 visits to our school (1/term) in 2014. We will continue to investigate middle school programs with feeder Primary Schools to assist further smooth transition into secondary school and where possible, to meet the needs of Gifted and Talented (GAT) stage 3 students at our feeder primary schools.

**Professional learning**

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

In 2013 the school expended $30181.10 on teacher professional learning and $476.36 on training for administration staff. This equates to $603.62 per teacher and $68.05 per administration staff member.

During 2013 all teachers and administration staff were involved in school development days as allocated by the DEC. Topics for these days included: Student engagement, feedback Australian Curriculum, First Aid, mandatory child protection training, and, literacy. These days were further supported with external professional learning through conferences, workshops and network meetings. Teachers also completed online learning modules on managing student behavior and autism.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Capacity building and leadership development**

**Outcomes from 2012–2014**

Increase the number of staff eligible to take up leadership positions.

**Evidence of progress towards outcomes in 2013:**

- There are 6 members of staff involved in the leadership development program;  
- 9 members of staff relieved in higher positions within the school during 2013;  
- 5 head teachers participated in Head Teacher Network days; and,
Aspiring leaders have individual professional learning plans which are negotiated with their supervisors.

All staff are members of a whole school team who work together to achieve outcomes for the school.

**Strategies to achieve these outcomes in 2014**

- Staff members participate in training in the area of leadership and coaching.
- Staff members take on new roles within the school to extend their skills and experiences.
- Members of the executive team mentor each other, and members of staff, to experience new positions and complete tasks.
- Whole school teams design and implement a management plan to achieve team goals for the year.
- Aspiring leaders are encouraged and supported to relieve in higher positions. Aspirant leaders participate in discussions about their progress and are provided with feedback as part of the Teacher Assessment Review Schedule (TARS) process.

**School priority 2**

**Literacy and numeracy**

**Outcomes from 2012–2014**

Improved student reading and writing skills across the school, and,

Improved student numeracy skills across the school.

**Evidence of progress towards outcomes in 2013:**

- Analysis of Year 7 results across a range of reading and comprehension tasks revealed that 72% of students were below national recommended levels on the Literacy Continuum.
- A new plan for literacy development was designed for the school.
- National Partnerships funding for Literacy and Numeracy was used to train a

Literacy Leadership Team in *Focus on Reading (FoR)*.

- The Literacy team delivered aspects of the FoR course to all teachers.
- A teacher was employed to work with small groups of Aboriginal students in Years 7 – 10 to work on their basic numeracy skills. All students participated positively and gained renewed confidence in their skills and abilities in numeracy.

**Strategies to achieve these outcomes in 2014:**

- All teachers will continue training in FoR throughout 2014;
- The Literacy team will support teachers in classrooms with the implementation of FoR;
- Parent workshops will be conducted to assist them to understand what their Years 7 and 8 students are learning, and how they can support them at home in the areas of reading and comprehension.
- Student progress in reading and comprehension will be monitored through 2014 and compared to the Literacy Continuum;
- All teachers will explain to each class the “learning intentions” at the beginning of every lesson throughout 2014;
- A “Friday Newspaper Program” will be introduced across the entire school in term 1, 2014;
- All teachers will be involved in training in *Visible Learning*;
- All executive will participate in additional *Evidence in Action* workshops to support the implementation of *Visible Learning* across the school, and in district primary schools.
- Literacy team members will work with designated faculties to incorporate strategies to improve reading and comprehension in Years 7 and 8;
- A teacher is employed using *Norta Norta* funds to work with Aboriginal students to enhance numeracy outcomes.
School priority 3
Technology in teaching and learning, administration and management.

Outcomes from 2012–2014
Improved levels of technology literacy to maximize use in teaching and learning, and for administration and management.

Evidence of progress towards outcomes in 2013:
- Another 4 Smart boards were installed in classrooms as tools for teaching and learning
- Computer roll marking has been adopted across the school for whole school and class rolls
- Millennium software has been increasingly used for administration and management for excursion organization, uniform monitoring, daily notices, room bookings and weekly planning;
- A policy for Bring Your Own Devices (BYOD) has been developed and communicated to the school community.

Strategies to achieve these outcomes in 2014:
- An additional 8 electronic white boards will be installed across Key Learning Areas (KLAs) to facilitate teaching and learning;
- Students and teachers will be able to bring their own technologies to school and access the school’s network for teaching and learning purposes;
- Specifications for suitable technology will be published for the school community;
- The school spent time preparing for the replacement of the server to upgrade the computer system in 2014.

Evidence of progress towards outcomes in 2013:
- All beginning teachers were trained in level 1 Mind Matters
- 4 more staff were trained in Mental Health First Aid

School priority 5
Student engagement.

Outcomes from 2012–2014
Improve student engagement, particularly in the middle years; and,
Provide a broad curriculum across KLAs, to support diversity, and to prepare students for Stage 6 and other pathways.

Evidence of progress towards outcomes in 2013:
- All teachers participated in training about the role of “feedback” in increasing engagement and enhancing student outcomes.
- All faculties are working towards all assessment tasks in Stages 5 and 6 reflecting the Quality Teaching (QT) framework and include quality feedback mechanisms
- Representatives from the English, Mathematics, Science and History faculties were trained in the philosophy behind the Australian curriculum and on their KLA area changes and requirements for 2014 and beyond.
- The school offered abroad range of courses to Stage 6 students including academic, Vocational (VET), TAFE and pathways opportunities, and school based traineeships and apprenticeships,
to meet the diverse needs of senior students.

**Strategies to achieve these outcomes in 2014:**

- Teachers to continue to meet with primary colleagues to learn from each other about strategies to employ to enhance engagement in the middle years.

- Conduct follow up “Tell Them from Me” student engagement surveys for Year 8 in 2014.

- Begin collecting student engagement data, through the above mentioned survey, for the whole school.

- Continue to assess progress of Years 7 and 8 students in reading and comprehension, to discover if there are links between literacy improvement and overall student engagement.

- The school attended as many community events as possible and invited the community to school events that celebrated our students’ many achievements.

- Two groups were formed to coordinate the 50th anniversary of Scone HS on Gundy Road. One and “in school” team, the other a community based team. They met monthly to plan activities.

**Strategies to achieve these outcomes in 2014:**

- The school will trial “focus groups” for students and parents in 2014 to gain feedback about the school.

- 50th anniversary teams to meet monthly until Term 3, then more regularly as the celebrations draw nearer.

- A comprehensive coverage of proposed events and articles featuring aspects of education over the last 50 years will feature in local and national newspapers throughout 2014.

**School priority 6**

**School promotion and community involvement.**

**Outcomes from 2012–2014**

Enhance the positive perception of the school in the community.

**Evidence of progress towards outcomes in 2013:**

- Despite working very hard in this area, the school found it increasingly difficult to deal with negative postings on Facebook, often by people without students or experiences at the school.

- The uniform strategy continued throughout 2013.

- The school promoted attendance as a means of increasing student engagement and achieving enhanced outcomes throughout the year.

- The school was featured through an article in either the Scone Advocate newspaper or the Hunter Valley News, every week of the year. The school was front page for the last edition of the Scone Advocate for 2013 and again for the first edition in 2014.

**School Priority 7**

**School environment**

**Outcomes from 2012–2014**

Raise environmental awareness across the school community

**Evidence of progress towards outcomes in 2013:**

- The SRC conducted a power saving program promotion across the school.

- The school employed an alternate company to remove waste and recycle paper products

- Classroom audits were conducted to identify rooms that require additional fittings to reduce heat and cold.

- Students are involved in recycling in their classrooms

- The SRC encourages students to be involved in Clean Up Australia Day.

- The front foyer was upgraded in 2013 and now includes a range of student photographs, comfortable and attractive furnishings, a new notice board and a TV
screen with photos highlighting opportunities available at the school

Strategies to achieve these outcomes in 2014:

- Rooms identified for additional fittings are given priority and gradually refurbished to meet a better standard across the school.
- An active environment team leads activities at the school.
- Plans for upgrading the front of the school are made and at least half are completed in 2014. Parents and students are involved in the planning and implementation of the plans.

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.

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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: