Scone High School
Annual School Report 2014

“Helping young people create their futures”
School context statement

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.

The school has a close relationship with its partner primary schools and works with them to achieve a relatively seamless transition of students from Year 6 to Year 7.

Student leadership and the development of literacy skills in the early years of secondary schooling remain significant priorities within the school. The school provides a wide range of opportunities for all students to develop their skills and experiences through practical applications both within the school and its wider community.

Principal’s message

Each year I set a theme which guides school decision making and the teaching of values across the school. In 2014 the theme was “Our priority is learning.” The theme placed emphasis on both student and teacher learning.

Students were encouraged to make learning their priority, whether it was at school, home or in the community. Teachers were encouraged to learn about how they can enhance the learning outcomes for all of their students.

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 have enjoyed another successful year during 2014. We held the AGM in March and filled all positions. We welcomed new members to our organisation and started our fundraising efforts by catering for super at the Upper Hunter Shire and Kia Ora Music camp.

In May we catered at the Horse Festival Parade with one of our most successful BBQs to date. We commenced support for students by sponsoring two students under the Young Endeavour Scheme.

A laptop was purchased for the Treasurer’s use. This enables the Treasurer to complete all accounting tasks either at school or home. Records are stored in one place and can be handed over to the next Treasurer when the time comes. We purchased new aprons with Scone High P & C logo embroidered on them to raise our profile at fundraising events. In June we supported Royal Far West with a donation to that very worthy organisation. Our fundraising efforts were used to purchase a kiln for the visual arts faculty and a calf cradle for agriculture.

Blazers were purchased in July for students to wear when representing the school.

October was an exciting and busy time for the school with the 50 year celebration of public education on the school’s Gundy Road site. The P & C catered for the morning tea for the participants after the re-enactment of the 1964 walk from Scone Public School to Scone High School.

In November we appointed a new Canteen Supervisor Mrs Belinda Field and were pleased that our previous Canteen Supervisor Mrs Tonia Barton requested to move to a part time role and not leave us completely.

The P & C supported students who represented the school at sport at state level throughout the year, with donations towards costs incurred by families. We are looking forward to an equally successful 2015 as we work in partnership with our school.

Raelee Smith

P & C President

Student representative’s message

2014 was a busy year for the Student Representative Council (SRC) as we conducted numerous fundraising events, community service programs, and workshops. The overall outcomes of the SRC during 2014 were of a high standard and the contributions to the community were outstanding.
2014 positions were as follows:
President: Sophie Dawson
Vice President: Kirsten Smith
Secretary: Rachel Pittman
Co-Secretary: Isaac Smith
Publicity officers: Grace Coombes, Brock Lloyd, and Jake Speck

The SRC started the year by participating in *Clean up Australia Day* and certificates of recognition were distributed to participants. They also conducted an audit of clocks around the school and repairs were organised for any broken time pieces.

SRC made connections with the Tazewell High School Interact Club by filling out surveys sent over to the USA with Ms. Hunt when she visited the USA state of Virginia. We still have yet to receive a response from the Interact Club but have been in contact again.

In March, Ms. Davis assisted the SRC to run ‘Funky Hair Friday’. This year Alyssa Jones, Olivia Gould and Lyndsay Atkinson all cut large amounts of their hair as a donation for wig production. Year 12 students Paul Johnson and Blake Nesbit were extremely brave and shaved off their whole head of hair. SRC coloured and styled numerous students hair for a gold coin donation. A raffle was also run with the prize to shave Mr Croucher’s Moe off, this proved to be a big hit. With a BBQ and all the donations for shaving and funky hairdos, $400 was raised, and together with $700 raised by Alyssa, the money was donated to the Leukaemia Foundation.

SRC assisted with running the Barbeque at the annual Upper Hunter Music Camp again in 2014. Our help was greatly appreciated and SRC were given a donation for our efforts. During April SRC also assisted the Youth Council in running a canteen for Youth Beat Concert.

The annual athletics carnival was also supported by the SRC through help with the Canteen.

Another donation drive was conducted in aide of Stewart House with Certificates handed out for participants.

The SRC proudly became involved in the Breakfast Club at Scone Public where representatives were rostered each morning prior to school until 10am twice a week, assisting in serving Breakfast to students who did not have breakfast prior to coming to school.

On 17 June ribbons were sold, BBQ manned and students could add blue to their uniform to support the Prostate Cancer Fund.

Another successful *Jeans for Genes* day was held on 1 August with a gold coin donation as well as a BBQ and stall selling drinks and lollies. This helped to raise much needed funds for this worthy cause.

Every year the SRC conducts a leadership workshop for Scone HS students who then conduct workshops for Scone Public School Year 5 students. Our training day was held on the 19th August and the official workshops were held on 1st September. These greatly assisted the development of leadership skills for students at both schools.

As part of Mental Health Awareness month, SRC produced and conducted workshops on the topics of anxiety, depression and bullying. These were presented to all students in Years 7 and 8 on the 30 October and were highly evaluated.

Our major Term 4 fundraiser was *Friendly Faces Helping Hands*. Conducted in conjunction with Melbourne Cup *Fashions on the Field*. It included a sausage sizzle, drinks, lollies and a catwalk for all students who wished to participate and show off their race day outfits.

Our annual planning day was conducted on 27 November where we officially planned all our fundraisers and elected our new committees for 2015.

Our final event for the year was our annual Strathearn Village appeal where we all dressed up as Santa’s little helpers, to deliver all the presents donated by students and staff. This was a lovely way to end the year, providing support to the seniors in our community.

The 2014 SRC representatives would like to thank everyone who assisted in the activities and fundraisers. Without this support from students, staff and families they would not have been so successful.

Rachel Pittman,
SRC Secretary 2014.
Student information

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

Student enrolment profile

In 2014 there were 410 students enrolled at Scone HS which was a slight decrease on the previous year.

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.

- Years 7 and 9 attendance was slightly above state attendance figures, Year 8 was in line with state, and Years 10, 11 and 12 were slightly below state attendance for 2014.

Post-school destinations

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>0.00</td>
<td>1.43</td>
<td>0.00</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>5.88</td>
<td>15.57</td>
<td>25.00</td>
</tr>
<tr>
<td>university</td>
<td>1.18</td>
<td>0.00</td>
<td>8.33</td>
</tr>
<tr>
<td>entry</td>
<td>N/A</td>
<td>N/A</td>
<td>25.00</td>
</tr>
<tr>
<td>other</td>
<td>7.06</td>
<td>12.86</td>
<td>2.08</td>
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<tr>
<td>unknown</td>
<td>2.35</td>
<td>14.29</td>
<td>43.75</td>
</tr>
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</table>

Year 12 students undertaking vocational or trade training

In 2014 45 Year 11 students studied a VET course as well as 33 students in Year 12. This represents 80% of Year 11 and 67% of Year 12 students undertaking vocational or trade training.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students attained the HSC or equivalent vocational educational qualification in 2014.

Workforce information

In 2014 the teaching staff allocation for Scone HS was 37.9. This was made up of both permanent and temporary teachers in order to meet the curriculum needs of the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>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>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.382</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

In 2014 Scone High School employed one School Learning Support Officer (SLSO) who was Aboriginal.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

100% of teachers at Scone HS participated in professional learning during 2014. All teachers participated in professional learning on School Development Days (SDD) and at weekly staff meetings. A wide range of professional learning activities was available for teachers to select from in order to meet their professional goals and/or the strategic directions of the school. Some examples are outlined below:

Head teachers (HTs) attended HT network meetings, beginning teachers attended workshops to support their introduction into the teaching profession, other teachers attended learning around welfare programs to support students develop resilience, communication and decision making skills, training on the Australian curriculum and programming for the new syllabus workshops were attended by teachers from the English, mathematics, history and science faculties.

Professional learning at a school level included: strategies to support teaching and learning in literacy across the school, with particular emphasis on Focus on Reading, Mental Health First Aid, student engagement, Visible Learning and differentiating the curriculum to meet student learning needs.

Expenditure on professional learning for teachers is 2014 was $56676.35. This represents an average of $1400.00 per teacher. The funds to support this level of professional learning were taken from the professional learning budget, national partnerships and Australian curriculum budgets.

Expenditure on professional learning for administration staff was $1033.26. This is an average of $73.00 per staff member.

The school had five teachers maintaining accreditation at Proficient level in 2014.

Beginning Teachers

In 2014 there were two beginning teachers employed at Scone HS. The additional funds allocated to the school for these teachers was spent on a range of professional learning activities to develop their skills and assist them in adjusting to their new roles in NSW public schools.

Beginning teachers were involved in professional learning at classroom, school, district and state levels. Activities included: release from classes to observe colleagues at school level, school based professional learning as previously reported, district level professional learning for beginning teachers, NSW Teachers Federation training for beginning teachers, National Curriculum planning workshops.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>132921.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>386614.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>435774.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>199187.90</td>
</tr>
<tr>
<td>Interest</td>
<td>8545.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34954.53</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1197999.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>87918.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>54673.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52185.81</td>
</tr>
<tr>
<td>Library</td>
<td>7920.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1033.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>355277.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>122980.60</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>105144.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>118604.69</td>
</tr>
<tr>
<td>Maintenance</td>
<td>39556.18</td>
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<tr>
<td>Trust accounts</td>
<td>33550.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>978845.95</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>219153.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014
Scone HS encourages all students to be actively involved in a wide range of activities within the school and its community. It provides a wide variety of opportunities in order to support student learning.

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)

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>Average score, 2014</td>
<td>531.1</td>
<td>512.4</td>
<td>538.9</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>Number in Band</td>
<td>3</td>
<td>6</td>
<td>24</td>
<td>16</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.8</td>
<td>9.5</td>
<td>38.1</td>
<td>25.4</td>
<td>17.5</td>
<td>4.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>7.4</td>
<td>18.3</td>
<td>30.8</td>
<td>23.4</td>
<td>16.1</td>
<td>4.1</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>7.2</td>
<td>23.2</td>
<td>32.4</td>
<td>22.8</td>
<td>10.4</td>
<td>4.1</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>5.0</td>
<td>16.3</td>
<td>26.8</td>
<td>24.8</td>
<td>15.7</td>
<td>11.4</td>
</tr>
</tbody>
</table>

In 2014 Scone HS Year 7 students performed well above like schools and slightly below state in reading.

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>496.5</td>
<td>475.2</td>
<td>499.0</td>
</tr>
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</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>Number in Band</td>
<td>7</td>
<td>19</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.8</td>
<td>29.2</td>
<td>29.2</td>
<td>15.4</td>
<td>15.4</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>12.2</td>
<td>29.4</td>
<td>28.7</td>
<td>18.5</td>
<td>10.5</td>
<td>0.7</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>17.1</td>
<td>33.9</td>
<td>28.2</td>
<td>13.7</td>
<td>6.0</td>
<td>1.1</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>12.1</td>
<td>26.8</td>
<td>27.9</td>
<td>17.9</td>
<td>11.3</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Year 7 Scone HS students in 2014 performed above like schools and slightly below state average in writing.

In 2014 Year 7 students at Scone HS performed above like schools and below state in spelling.

Year 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>534.8</td>
<td>522.2</td>
<td>545.1</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>Number in Band</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>23</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>7.7</td>
<td>13.9</td>
<td>16.9</td>
<td>35.4</td>
<td>18.5</td>
<td>7.7</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>10.1</td>
<td>15.1</td>
<td>25.5</td>
<td>26.3</td>
<td>16.7</td>
<td>6.3</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>10.2</td>
<td>17.7</td>
<td>23.5</td>
<td>24.9</td>
<td>17.2</td>
<td>6.5</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>7.4</td>
<td>13.1</td>
<td>19.8</td>
<td>25.0</td>
<td>20.7</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Scone HS Year 7 students in 2014 performed well above like schools in grammar and punctuation and in line with the state average.

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>Average score, 2014</td>
<td>518.9</td>
<td>508.5</td>
<td>542.9</td>
</tr>
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</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>Number in Band</td>
<td>1</td>
<td>12</td>
<td>24</td>
<td>20</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.6</td>
<td>19.1</td>
<td>38.1</td>
<td>31.8</td>
<td>7.9</td>
<td>1.6</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>5.5</td>
<td>23.1</td>
<td>33.2</td>
<td>21.7</td>
<td>11.8</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>6.1</td>
<td>28.0</td>
<td>33.7</td>
<td>20.3</td>
<td>8.5</td>
<td>3.4</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.0</td>
<td>19.2</td>
<td>28.1</td>
<td>21.7</td>
<td>13.1</td>
<td>13.9</td>
</tr>
</tbody>
</table>

In 2014 students Year 7 at Scone HS performed above like schools and below state average 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>Average score, 2014</td>
<td>560.5</td>
<td>547.2</td>
<td>575.0</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>
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</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>8</td>
<td>17</td>
<td>21</td>
<td>17</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.8</td>
<td>23.0</td>
<td>28.4</td>
<td>23.0</td>
<td>13.5</td>
<td>1.4</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>9.9</td>
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<td>29.2</td>
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<td>11.5</td>
<td>2.1</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>16.0</td>
<td>26.1</td>
<td>27.0</td>
<td>20.1</td>
<td>9.2</td>
<td>1.7</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>10.6</td>
<td>19.0</td>
<td>23.8</td>
<td>23.3</td>
<td>16.4</td>
<td>6.9</td>
</tr>
</tbody>
</table>

In 2014, students in Year 9 at Scone HS performed above like schools and below state in reading.
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 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
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<td>70.1</td>
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The 2014 HSC results were slightly above state average scores in English (Standard), Biology, Mathematics General 2 and Ancient History and were in line with state for Senior Science and Hospitality.

**Achievements in the Arts, Sport and other school programs**

**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. Students can study Visual Arts, Music and Drama through to HSC level with the school providing a wide range of extra curricula activities to enrich student learning in the arts.

The school maintains a positive relationship with the Upper Hunter Conservatorium of Music which co-ordinates the school band and conduct an outreach program of lessons for students who would otherwise not be able to access them, in school time.

In 2014 our school hosted the annual concert and students participated in the Upper Hunter Shire and Kia-Ora music camp with 200 students from across the Upper Hunter Shire.

Isaac Smith of Year 11 was selected in the Senior State Wind Band. He performed at the Festival Of Music at the Opera House over two nights in June. Isaac was joined by Indiana and Ebony Taylor in a workshop with the Australian Opera Ballet Orchestra. After intensive rehearsals they performed in the Sydney Opera House Orchestra Pit in the Joan Sutherland Opera Hall.
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. In 2014 the evening raised over $3000 for the school as well as $800 for the Jamie Manning fund to assist him in his recovery from an accident earlier in the year.

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

Nick Wagner of Year 8 competed in the Sporting Shooting Association of Australia Lever Action Competition in Townsville to receive the Under 15s Australian Junior Champion.
Chess is a sport to challenge the mind. Scone HS holds annual chess competitions and participates in those held for students outside of school.

**Horse Sports**

2014 was another successful year for the Scone High Horse Sports Team. We participated in 10 local carnivals, with approximately 12 students at each event. Scone High took out Champion Secondary School at Willow Tree, Scone and Quirindi. Many members of our team were awarded Champion, Reserve Champion or Encouragement awards throughout the year.

Our “Team of Four” riders were once again crowned Champion team of four at Coonabarabran Horse expo.

**Significant programs and initiatives – Policy and equity funding**

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.

In 2014 the school received additional funding to support such programs across the school. Funding was allocated under the Local Schools, Local decisions education reform in the form of equity funding through the resource Allocation Model (RAM) for Aboriginal background, socio-economic background, and for low level disabilities.

**Aboriginal education**

In 2014 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.

The school received Norta Norta funding to support students who scored below national benchmarks in literacy and numeracy in the previous year in Years 7 or 9. The school employed a teacher one day each week to assist students with their numeracy development. Students who were below national benchmarks in numeracy on their NAPLAN results were targeted.

The teacher reported outstanding increases in achievement at classroom level due to increased confidence and preparation for class.
assessments. The small group and individual tuition meant that students’ strengths and weaknesses could be identified and individual programs put in place to address them.

NAIDOC week was celebrated with a whole school assembly, which was planned and presented by all Aboriginal students. Following the assembly was a flag raising ceremony for the whole school and a special morning tea for Aboriginal students, their families and special guests. Local Aboriginal community members and AECG members contributed to the planning and were special guests for the assembly and morning tea. Traditional Indigenous Games replaced normal sport for all students in Years 7 and 8, with the assistance of senior Aboriginal students and Indigenous Sport and Rec staff.

During Term Three, 23 students from Years 7-10 participated in the Meeka Youth Expo day in Singleton. The Ungaroo Corporation 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, twelve students from Years 10-12 attended the University of Western Sydney’s Indigenous Youth Visit. 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 have had to participate in an excursion.

The busy school year concluded at the annual presentation day, when senior student and young Aboriginal leader, Demi Randell was awarded for academic excellence and community involvement.

**Multicultural education and anti-racism**

Each year at Scone HS we celebrate the many different nationalities of our students on Harmony Day. 2014 was no exception and it was wonderful to be joined by two exchange students. Vivienne Carsten from Germany and Jessica Rote from the USA.

**Aboriginal background**

Funding in this area was used to employ a co-ordinator for our Aboriginal programs for one day per fortnight. Funding also supported the activities our students were involved in throughout the year. The co-ordinators work is summarised in the above report.

**Socio-economic background**

In the school placed a great deal of emphasis on the use of technology in teaching and learning. We upgraded teacher laptops using this funding source so that the process of teaching and administration was much easier. Teachers participated in workshops to learn a range of skills to incorporate into their work. Some laptops were also purchased for students who do not have regular access to use. They are able to borrow them from the Library in order to complete their work.

There were four classrooms without white board technology. The funds were used to install the latest models to the remaining classrooms.

The school employed a computer technician for three days each week to assist with teacher
learning and computer coordination to ensure that all technology was operational in all classrooms, thus supporting learning without interruption.

The school also supported students who were unable to afford uniforms and learning materials throughout the year. Some students were also given assistance to attend extra curricula activities which were part of their learning activities in 2014. Some students were supported with materials required in elective classes to ensure they were able to participate in learning activities.

Funds were also used to employ an additional Learning and Support Teacher (LAST) for one day each fortnight. She expanded the work of the LAST team to provide extra literacy support to students who performed below benchmarks in NAPLAN in Year 7 the previous year.

English language proficiency

One student accessed additional support for learning English through the employment of a teacher one day each week.

Learning and Support

The school’s staffing allocation of Learning and Support Teachers (LAST) was reduced by two days each fortnight in 2014. To ensure that the service of support for learning for our students was maintained at the same high levels, we employed the LAST for two days each fortnight. She continues to provide high quality support to students and to teachers to assist them in supporting student learning, particularly for students who experience difficulty with their learning.

Other significant initiatives

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 5 leadership activities.

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.

Jake Speck was recognized for his outstanding leadership and community involvement when he was awarded runner up in the NSW Tidy Towns Community Service category.

Jake Speck and Tara Vaughan

The senior student leaders attended the GRIP leadership conference in Tamworth in October. It focuses on developing the skills of school leaders to maximize their impact and maintain momentum.
The following students and staff members were recognised for their achievements at the Upper Hunter Shire Australia Day Awards ceremony in January:

Amy Mills – Sports Star of the year Award
Emily Raynor – Young Citizen of the Year Award
Thomas McGrath – Creative Arts Award
Ebony Welsh – Academic Achievement Award

Community involvement

At Scone HS our community is an integral part of our learning environment. Students contribute to the Scone community in order to give back for the amazing support it provides students, but also to learn about the value of volunteering.

Scone HS participates in the Horse festival parade each year. In 2014, their entry into the float competition saw them receive Best School Float.

Clean up Australia day saw students volunteer to clean up the streets immediately around the school.

Scone HS students joined with other schools through the Upper Hunter Shire Youth Council to provide activities for youth across the shire. Youth beat was hosted by Scone HS in the MPU. A highly successful event was nominated by the Shire for a Youth Engagement Award at state level.
Scone HS students always represent the school at the annual ANZAC Day and Remembrance Day services.

The SRC joined with the Rotary Club of Scone to raise in excess of $2000 in Hat Day during October – Mental Health Month. The day aimed to raise funds for and awareness of mental health issues.

“Shave for a Cure” was another fund raising activity that students raised funds for in 2014.

Celebrating 50 years of public education at Scone HS.

In October, Current and ex-students celebrated with the community, 50 years of public education on the school’s current site on Gundy Road. Current students, joined ex-students to re-enact the original march from Scone PS to Scone HS. Supported by the community, they joined their sporting house teams for the journey along the original route.
A photograph of all students and staff in the shape of “50” was taken on the back oval and students shared morning tea with ex-students.

A cake celebrating the occasion was cut by the oldest ex-student and the youngest current student to celebrate the 50 years.

Chloe Russell and Mrs Audrey Temple (nee Wynn)

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The evaluations for 2014 were around creating a new direction for the school.

The processes used included:

All staff, a group of students, and a number of volunteer parents, were involved in a collaborative process to arrive at a revamped school vision, values statements and the development of a new strategic direction for the school.

The school evaluation team use classroom visits, surveys, feedback sessions, parent workshops, P & C meetings, focus group meetings with students and classroom walk-throughs to identify strengths and areas for future development.

School planning 2012-2014:

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 achievement of outcomes in 2014:

There are 6 members of staff involved in the leadership development program;

8 members of staff relieved in higher positions within the school during 2014;

5 head teachers and 2 classroom teachers participated in Head Teacher Network days during 2014; and

Aspiring leaders all have individual professional learning plans which are negotiated with their supervisors and target identified areas for leadership development.

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 build and extend their skills and experiences.

Executive team members mentor each other to assist in their individual development.

**School priority 2**

**Literacy and Numeracy**

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

Improved student numeracy skills across the school.

**Outcomes from 2012–2014**

Evidence of progress towards outcomes in 2014:

Data collected on the target group in Year 8 showed growth in comprehension skills over the year, especially for those students whose scores in Year 7 were below national benchmarks. Those who were well below still need a great deal of additional support to increase their literacy skills. They are part of a small group who receive targeted intervention.

Teachers across some KLASs employed the *Super Six Strategies* to build literacy skills in their Years 7 and 8 classes.

Students experiencing difficulties with reading received additional support during assessment periods and were more comfortable to participate in their assessments and examinations.

A *Newspaper Program* was conducted each Friday during 2014.

Targeted Aboriginal students worked in small groups with a teacher on developing their numeracy skills. Results in class assessments indicated significant improvement for 100% of students in the program.

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

In the *Newspaper Program* students were taught about how newspapers are written, how to find various aspects within them, writing to convince readers, about bylines and sensationalism, photographs to portray a message and so on. Evaluation of the program indicated wide spread support from students for the program. However, the majority of students (86%) were not inclined to take the papers home to share with their families.

Individual Year 7 students experiencing difficulties with their learning were given additional support through the *Peer Tutoring* program where Year 10 students worked with them each morning at roll call. The relationships developed between Year 7 and their Year 10 tutors proved very worthwhile in developing confidence in Year 7 students and leadership skills and responsibility in the Year 10 students.

NAPLAN results and mathematics teachers were used to identify Aboriginal students who were experiencing difficulties with numeracy. The school employed a teacher using *Norta Norta* funding to work with small groups of students on a weekly basis throughout 2014 to support identified students.

The national partnerships funding program enabled the school to collect data on reading and comprehension skills of all Year 8 students throughout the year. The results were plotted against the *Literacy Continuum* Years K - 10. This information was made available to all staff in order for them to be able to see where their students are at and therefore how they can develop learning to ensure student growth and development.

**School priority 3**

**Technology in teaching and learning**

**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 2014:**

All classrooms have electronic whiteboards installed.

All teachers have top of the range laptops to support teaching, learning and administration activities.

Hardware has been upgraded to ensure that the school is ready for the installation of eT4I across the school.
The Wi-Fi network has been upgraded and additional points installed in all staff rooms, as well as additional points across the school, to support the implementation of eT4L.

A computer technician was employed three days per week during semester 2 to support teacher learning on the new laptops. He also ensured that all systems are in place for the implementation of eT4L in early 2015.

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

Staff training on the new laptops was conducted throughout semester 2.

The technology team collected data on what technology teachers required to support teaching and learning across the school. They made a recommendation for laptops for teachers. This recommendation was fully supported using RAM funding.

Data was collected by the technology team on the technology available in all classrooms and recommendations to upgrade technology and/or install new technology resulted in all classrooms now having electronic whiteboards.

The school server was upgraded during 2014 in preparation for the implementation of eT4L in early 2015. It also increased speed of internet access across the school.

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**School priority 4**

**Health and wellbeing**

**Outcomes from 2012–2014**

Improve our understanding of mental health and wellbeing across the school community.

**Evidence of progress towards outcomes in 2014:**

- 4 teachers trained in mental health first aid
- Staff survey data indicated areas for the development in staff health and wellbeing and they form part of the school’s strategic directions for 2015 – 2017.
- All teachers were trained in Hattie’s concept of *Visible Learning*. Data collected during the follow up planning stages has significantly shaped the strategic directions of the school for 2015 – 2017 in health and wellbeing for both students and teachers.
  - A teacher was trained and conducted *Seasons for Growth* workshops for students experiencing grief and/or loss
  - Student workshops were conducted by the SRC during Mental health month (October) to assist students in understanding where they can get help and how they can help their friends if they are suffering from a mental health issue.

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

- Students in Years 7 – 10 participated in the *Tell Them from Me Survey*. Data collected helped shape future development in student welfare for the school.
- Targeted students participated in a range of programs conducted by external agencies, with in school support included: *Rock and Water, Mean Girls, Year 7 Boys Mentor program*.

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**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 2014:**

- All teachers participated in professional reading and learning about the value of feedback in enhancing student learning.
- All teachers in the English, history, mathematics and science faculties contributed to the development of new teaching and learning programs to reflect the new Australian curriculum.
• Teachers in the above areas, reflected on 2014 program implementation, made recommendations for adjustments for 2015, and developed a scope and sequence, and teaching learning programs to continue implementation across Years 8 and 10 in 2015.

• Extensive mentoring, interviews and support during the transition process from Year 10 to Year 11 resulted in fewer students changing courses in the first 5 weeks of the school year when compared to 2013.

Strategies to achieve these outcomes in 2014:

• The new Australian curriculum was implemented for Years 7 and 9 during 2014. An evaluation was conducted during semester 2 around appropriateness of the learning activities for Scone HS students and meeting the requirements of the guidelines as set out in the new Australian curriculum.

• Open access to School Based Traineeships and Apprenticeships, TAFE and Vocational courses, along with a comprehensive list of academic courses was offered before curriculum lines were established, in order to better meet the changing needs of senior students at Scone HS.

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 2014:

• The school aimed for 50 positive articles in the local newspaper during 2014. 84 were published.

• The 50 years celebrations of the school on the Gundy Road site were held in October 2014. All activities conducted over the celebration weekend were evaluated highly, and 100% of the feedback from the local community was positive. The school received many letters of congratulations and support.

• Over the weekend, $2000 was donated by ex-students. The funds will be used to create a new front entrance to the school in 2015.

• A comprehensive set of articles were featured in the local paper over the year about current teachers and ex-students. The week prior to the 50 years celebrations, a significant historical article captured the essence of what public education in Scone has been able to provide over many years.

Strategies to achieve these outcomes in 2014:

• The school established a Facebook page onto which positive messages about the school are posted. Feedback from viewers has been 100% positive.

• The school’s website was updated every month to showcase the many positive activities students at the school are involved in.

• Formal assemblies acknowledged achievements of students across all years and showcased the many talents of students.

• The school participated in as many community events as possible throughout 2014 and invited the community to school events where we celebrated students’ achievements.

• The school and community worked together to raise $10,000 to send Year 10 student Joel Bates to Gallipoli in 2015. The Scone RSL sub branch donated $3000 towards the trip.

School priority 7
School environment

Outcomes from 2012–2014
Raise environmental awareness across the school community.

Evidence of progress towards outcomes in 2014:

• A team of school personnel plans and implements activities to enhance the school environment.
- A new surface for the undercover area at the back of B Block was completed in 2014.
- New steps were constructed and installed at the front of the MPU as part of a plan to update the front of the school and provide an attractive entrance for the community.
- A new hedge has been planted along the front of the school with an inbuilt watering system.

Strategies to achieve these outcomes in 2014:
- Formation of an environment team with representation from across the school
- A written and visual plan for the redevelopment of the front of the school

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. A sample of responses which we collected throughout the year are presented below:
“Communication during the transition of Year 6 into year 7 was excellent.”
The use of Skoolbag has enhanced communication to parents. “Keep it up as we like it”
“Please use Facebook more as we use it all of the time.”
“We love the formal assemblies and how you celebrate student success.”

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

After extensive consultation with parents, students, teachers and the community, Scone High School, established three key strategic directions for the future work and development of the school. They are:

1. Students are successful learners, leaders and active global citizens
2. Teachers and leaders are innovative, reflective and committed to quality learning.
3. Positive partnerships share responsibility for the development of young people.

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 school planning committee has determined strategic directions 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: