Scone High School
Annual School Report

2012
Our school at a glance

Students

In 2012 Scone High School (HS) enrolment was 425 students. This encompasses students who travel from across the Upper Hunter to attend the school. The school draws students from seven partner primary schools including Scone Public School (PS), Aberdeen PS, Belltrees PS, Blandford PS, Rouchel PS, Murrurundi PS and Ellerston PS.

Staff

In 2012, Scone HS teaching staff consisted of a healthy mix of early career and experienced teachers. This resulted in enthusiasm for teaching and excellent sharing of ideas and resources across the teaching staff.

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

Significant programs and initiatives

The school is a Centre of Excellence in Agriculture and has been working with its partner schools on a Student Engagement in the Middle Years Project for the last two years. Student leadership remains a critical program within the school. It provides students with opportunities to learn and develop their skills through practical applications both within the school and the wider community.

Student achievement in 2012

In 2012, students at Scone HS in Year 7, performed above like schools and below state in reading. In numeracy Year 7 performed well above like schools and below state.

In 2012, Year 9 students at Scone HS, performed slightly lower than state, but well above like schools in numeracy. They performed well above like schools and in line with state results in reading.

In Year 8 ROSA, students performed slightly below state, and in line with regional results.

In 2012, Higher School Certificate (HSC) results in Biology, Business Studies and Mathematics (General) were above state average results. Biology, Business Studies, Chemistry, English (Advanced), Mathematics (General), Legal Studies Mathematics (2 unit) and Modern History results were slightly above like schools.

Messages

Principal's message

Each year I set a theme which guides school decision making and the teaching of values across the school. In 2012, the theme was “Put your best foot forward.” The theme formed the basis of discussion and actions around getting our feet dressed properly in uniform shoes, through to: individuals doing their best, at what ever it was they chose to participate in, and especially how best individuals can contribute to the larger school and community population. We were mindful that “everyone’s best is different”, but we encouraged all students to give everything their best effort.

We also encouraged students to “take one step at a time” to build on their skills and experiences, and keep working towards achieving their best. We worked on the concept that “every step counts” towards students creating their future.

When students are encouraged and supported to be their best, they feel much better about themselves and enjoy life to its fullest. We asked families work with us in 2012 in supporting the theme and providing opportunities and experiences at home that help our young people achieve their best.

This report highlights the many student achievements, along with opportunities and activities we offer, to allow students to strive to be their best, both as a school and community member.

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

In 2012 the Scone HS P&C Association was involved in a number of activities to help support the school. The year began with a car wash which was a new initiative. Throughout the year, each of the sporting houses organized a car wash with the aim of competing to see which house could raise the most funds. This proved to be highly successful and will be repeated in 2013.

In March we provided supper at the Kia Ora Music Concert. In the busy month of May, we held our street BBQ during the Horse Festival Parade and manned the canteen at the Rodeo held at White Park.

Funds from the canteen meant that the school could purchase a diary for every student in the school for 2012.

Later in the year we ran a very successful BBQ at the PBR which was held in Scone for the first time. To finish off the year, we catered for the Scone Singers’ 15 year anniversary celebration concert. It was probably our most enjoyable function as we were able to listen to their beautiful voices while we worked.

Parent, Raelee Smith, introduced a Movie Ticket fundraiser which proved to be popular with families. The BHP Billiton Match Giving Program operated and we thank everyone who donated their time for this.

With the funds raised in 2012, the P&C were able to contribute to a number of things such as sharing the costs of having Sam Cawthorn, an inspiring speaker, visit the school to address the students.

We provided funds for the school’s annual “Wish List’ so that they could purchase much needed items including the purchase of three electronic data projectors and whiteboards which are great additions to the learning environment of the school.

Our school canteen, run by Tonia Barton, and assisted by volunteers, some who no longer have children at the school, continues to provide students and staff with a wide variety of food choices at very reasonable prices. The canteen has been invaluable in donating funds to purchase resources for the school.

We wish to thank all our volunteers, Lindy Hunt and her staff, along with the wider community, for their generous support of our endeavors. We hope to encourage more families to become involved and support the P&C in their efforts to assist in making Scone HS the best that it can be.

We would be delighted to see some fresh faces at our meetings, which are kept quite brief, on the 4th Tuesday of each month. They are a great way of keeping informed about what is happening at the school.

Jenny Bruce – P&C President

Student representative’s message

During 2012, the SRC’s major focus was on supporting the school and local community. It held some very successful events in order to achieve that goal.

In term one, we conducted Clean up Australia Day. Approximately 70 students volunteered. The senior students had the responsibility of cleaning up the community areas along Gundy Road, while the junior students formed small groups and cleaned designated areas of the school playground, with the assistance of staff volunteers.

SRC visited all of the roll call groups and gave out a piece of fabric for each student to write an anti-bullying message on. The fabric, once collated,
will be made into a quilt to be hung in the Library. This project supported the anti-bullying workshops that were conducted throughout the year for all year groups, which had a major focus on Cyber Safety.

The SRC provided a barbeque for the Kia-Ora Music Camp participants for the final, Friday night performance.

Footy Colours Day provided students with an opportunity to wear their favourite team colours and support their team. A gold coin donation was required from all participants. The SRC also held a footy kicking competition and gave prizes to the best girl and boy. The day made $264.65 which was donated to the Devil Ark Foundation.

In Term Two, School Spirit Day was held in order to raise awareness of talents within the school community. Students were encouraged to add items to their uniform to portray the image of Nerds. They also participated in performances including dance groups, unicycle tricks and a variety of musical items.

Kimbelly Owers, Katie Rawlinson and Jessica Karafillis joined in the fun of “School Spirit Day”

One of the major fundraisers for the SRC is the annual athletics carnival canteen. In 2012 it made $707.50. The money went toward funding future SRC projects and the motivational speaker Sam Cawthourne presentation. He was in a tragic car accident where he lost his left arm. Sam was a great person to have at school and he highly motivated the students. We would like to thank Coal and Allied who sponsored the presentation through $1000 and the P & C for $500 as well.

The SRC provided a recess barbeque to raise $300 for Ronald McDonald House.

In Term Three on Genes for Jeans Day, everyone had the choice of wearing jeans to school in order to support the nation-wide campaign. The SRC collected gold coin donations from those people who were wearing jeans and raised $370.

The SRC held a Trivia quiz during roll call each Friday, and house groups actively supported it. A sense of house spirit emerged and students thoroughly enjoyed the chance to work together as a team, against other teams.

In Term Four, SRC nominations were held. New SRC members were elected in Years 7, 9 and 10. The successful students were Racheal Tillemans and Nick Crackett (Year 7), Sophie Dawson and Isaac Smith (Year 9), and Amy Grant and Lauren Eccles (Year 10)

Students had the opportunity to dress in race day fashions for Fashion on the Fields on Melbourne Cup day. A gold coin donation was collected from those who chose to dress for the races. During recess, a successful barbeque was held, and at lunch the best dressed was judged.

A total of $605.20 was raised with all proceeds being donated to the Scone and District Preschool.
To support *Don’t Dis My Ability*, the SRC held a cupcake stall. They also organized an obstacle course on the back playground, where student competitors were able to show their skills and speed. $112.25 was raised on the day.

A new initiative in 2012 for the SRC was to ensure that every resident at Strathearn Village received a Christmas gift from Scone HS. Students and staff bought gifts and the SRC representatives went to Strathearn village and distributed them to the elderly residents. It was a very moving and worthwhile activity which we hope to repeat in 2013.

### Student enrolment profile

Student enrolment at Scone HS in 2012 was slightly less than in previous years due to declining employment opportunities for families in the area and the increased number of students, particularly boys, who left school at the end of Year 11 to pursue employment.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Male</td>
<td>239</td>
<td>222</td>
<td>228</td>
<td>235</td>
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<tr>
<td>Female</td>
<td>240</td>
<td>225</td>
<td>226</td>
<td>226</td>
<td>207</td>
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### 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.

In 2012, in Years 7 and 9, attendance levels were in line with regional and the state average attendance. Year 10 was in line with region and slightly below state average attendance. For the second consecutive year, attendance levels for Years 11 and 12 at Scone HS in 2012 fell below region and state averages.

### School context

#### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance
The school conducts weekly attendance checks. Every five weeks, students whose attendance patterns are causing concern are identified and parents notified. Counseling is provided to students and assistance from the Home School Liaison Officer (HSLO) is sought in extreme cases. Students who have excellent attendance are acknowledged through the school’s commendation scheme every five weeks.

Post-school destinations
In 2012 the Year 12 cohort chose the following career options:
- 2 students are continuing study at TAFE,
- 22 students are studying at university,
- 6 students have gained apprenticeships,
- 1 student has joined the army
- 13 students’ destinations are unknown.

Of the students who left during 2012 their destinations were as follows:
- 26 transferred to another government school,
- 9 went to a non-government school,
- 29 gained a traineeship or apprenticeship
- 5 transferred to TAFE
- 10 transferred interstate
- 21 student destinations are unknown.

Of the 67 students who enrolled during the year:
- 47 transferred to NSW Government schools
- 15 went to non – Government school
- 4 went interstate, and,
- 1 went overseas.

Year 12 students undertaking vocational or trade training
Eighteen students in Year 12, 2012 studied VET courses at Scone HS. Five students studied VET courses at TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification
45% of students received a vocational education qualification as part of the HSC in 2012. 100% of students received the award of the HSC.

In the 2012 HSC Nick Hall, who studied Electrotechnology through Muswellbrook TAFE, was placed first in the state.

Other VET information
In 2012 the school organised for interested students to obtain their Green Card and hence enter worksites for work placement and work experience. All participating students obtained the qualification.

The Year 11 Hospitality class prepared a beautiful lunch for those people who volunteered in our school canteen throughout 2012. They thanked the volunteers for all that they do to help provide high quality food at very reasonable prices for our students and staff.

Year 11 Hospitality and Primary Industry students spent a day involved in First Aid training as part of their respective VET courses. This training was another step towards achieving their Certificate II qualification.

Throughout 2012, Year 10 students participated in many different TAFE Outreach programs including: Introduction to Welding, Introduction to Beauty, Introduction to Hairdressing, Small Motors and Workplace Health and Safety Courses (Green Card Course). These programs provided students with an insight to the workplace, as well as providing them with a valuable credential.
Staff information

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

In 2012 the teaching staff establishment at Scone HS was 39.1. The number of administration staff allocated to our school in 2012 was 7.82.

They were allocated as summarized in the table below.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
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<tr>
<td>Head Teachers</td>
<td>6</td>
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<tr>
<td>Classroom Teachers</td>
<td>28.50</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL for semester 2 only</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.82</td>
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<td>Total</td>
<td>47.12</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Scone HS in 2012, one Aboriginal person was employed on the administration team.

Staff retention

At the conclusion of 2012 three teachers left Scone HS. One moved to a non-government school and two retired from the teaching profession. This represents a retention rate of 92.31%.

Teacher qualifications

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

In 2012 teaching staff qualifications at Scone HS were:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>92%</td>
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<tr>
<td>Postgraduate</td>
<td>8%</td>
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Financial summary

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

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<th>Date of financial summary</th>
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<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>178677.63</td>
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<tr>
<td>School &amp; community sources</td>
<td>211961.13</td>
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<td>Interest</td>
<td>14279.54</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>971937.98</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>121597.50</td>
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<tr>
<td>Excursions</td>
<td>66038.85</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
<td>836.37</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>29636.75</td>
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<tr>
<td>Capital programs</td>
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<td>Total expenditure</td>
<td>838387.94</td>
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<tr>
<td>Balance carried forward</td>
<td>133550.04</td>
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</table>

Teacher Professional Learning funds are included in Tied Funds. The training and development section of this report relates to expenditure for
administration staff professional development in 2012.

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

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P & C in March. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

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

**Achievements**

**Arts**

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

Mitre 10 sponsored a competition for students to design a mural for the rendered wall on the eastern end of the Library. The newly painted mural is a combination of the work of four students. It highlights aspects that are unique to Scone and adds to the playground.

37 students from Scone HS participated in the Upper Hunter Shire Kia Ora music camp in March. Each year awards are given at the final concert. The following Scone HS students received awards in 2012: Tom Hassell and Matt Winter for stage management and Isaac Smith (Year 9) received a Kia Ora award for drums. He received free entry to the 2013 Jazz Camp, and, Sophie Dawson received a half scholarship to the Upper Hunter Conservatorium of Music for flute for 2 terms.

Scone HS went MADD when many students were involved in a wide range of performances on Variety Night. The partner primary school students thoroughly enjoyed the matinee and families and friends were entertained at the evening performance.

**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 fundraising 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 2012 we had in:

**Swimming**

43 students represented at zone level, with 4 students progressing to the regional carnival. Talia Bruce represented Hunter/Central Coast at the state carnival.

Talia Bruce
Cross Country
15 students participated at the zone carnival with 6 progressing to the regional carnival. Talia Bruce represented Hunter/Central Coast at the CHS championships.

Athletics
37 students represented Upper Hunter at the regional carnival. 8 students progressed to the CHS carnival at Homebush. Sharon Atkinson, Mercadies Cadalbert, Georgie McGuinness, Sophie Hinde, Chioe Hiinde, Emily Wilson, Kimberley Owears, Lauren Eccles and Rachel Pittman represented Hunter/Central Coast and Scone HS in the 4 x 100 m relays.

Cricket
Kirsten Smith of Year 7 was selected in the Hunter/Central Coast Open Girls’ Cricket team as an opening bat. Isaac Smith and Joe Andrews made it to the top 16 players for the region.

Rugby League
Scone HS entered 20 knockout competitions across the sports and also competed in the Peel carnival, Knights Knockout and the Arrive Alive Cup in rugby league.

Tae Kwon Do
Caleb and Liam Ervine competed in the Australian National Tae Kwon Do Championships in Qld. Both boys came up against some tough competition, however, they succeeded in placing in the top 3, with Caleb receiving a Bronze medal for Special Technique and Liam receiving a Gold medal for Sparring.

Hockey
Shanlee Bailey, Taylah Rossington and Cassandra Wright were selected to attend the under 15’s girls’ state hockey training camp during the Aril holidays and James Rossington represented the school at the regional carnival.

Horse sports
Students from Scone HS competed at Willow Tree, Blandford, Scone, Singleton and Quirindi Horse sports in 2012. They performed extremely well and won a swag of ribbons, in events such as hack, barrel racing, key hole, bonfield bounce, show jumping, dressage and flags.

Some of our best efforts included: Rachel Pittman winning Age Champion Rider and Braden Hill being awarded an Encouragement Award. Other members of the team included Curtis Andreoli, Mercadies Cadalbert, Campbell Jones and Brianna Frost.
Photo left to right: Campbell Jones, 13 yrs age group, Rachel Pittman, 14 yrs age group and Braden Hill, 15 yrs age group.

Other programs
Scone HS aims to expose students to a wide range of opportunities and experiences to ensure 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 activities ensure that our students are not disadvantaged.

The other area we emphasize is, 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 Year 10 work experience program is testament to the support our school has for learning in the community. In return for our contribution, students learn about the world of work and participate in experiences to extend their skills and knowledge beyond school, and within their community.

Academic
Lincoln Towler of Year 11 was awarded a bursary by the NSW Minerals Council. Lincoln wishes to study Engineering when he completes school. This opportunity will put him in touch with Muswellbrook Coal, where he has to complete a number of activities to meet the commitments involved in the bursary.

Five Year 11 students from Scone HS competed in the Colin Doyle Mathematics Competition, organised by the University of Newcastle. Approximately 160 students from across the region took part in the competition for elite students of mathematics. Tom Reddie gained a Distinction Certificate, whilst Brett Cochrane and Jacob Googe gained Credits.

Developing a sense of community
All students are invited to participate in ANZAC Day ceremonies within their communities each year. Scone HS students were represented at Scone, Murrurundi, Aberdeen and Gundy in 2012.

Scone HS joined with Scone Grammar School to co ordinate fund raising for a student from each school to attend the ceremony for the 100th anniversary of Gallipoli in 2015. Scone HS organized a bowls afternoon and Scone Grammar a golf afternoon.

The 2013 school captains and prefects attended the Scone Remembrance Day Ceremony in November. They represented the school with pride and dignity. Attendees commented on how well dressed they were in their formal uniforms.
All students from Years 10 and 11 attended a one hour session of the “Arrive Alive Wheelchair Sports Road Show” presented by Mr John Wade. This program is designed to remind young people that getting behind the wheel is a big responsibility – their lives and those of others is quite literally in their hands. P & C sponsored this event, thus enabling John to visit our school.

Year 10 girls attended a special day at Muswellbrook organised by the mines to learn about careers for women in the mining industry.

Crazy Hair Day was held to raise money for the Leukaemia Foundation and support “Shave for a Cure”. There was plenty of crazy hair worn to school, and more crazy hair created at lunch time by our Yr 10 TAFE Beauty Students.

Students were nominated for Australia Day awards across the Upper Hunter Shire. In Scone the following students received awards: Sam Hill received the inaugural Barry Rose Scholarship for Music; Thomas Smith of the Year 12 class of 2011 received the Upper Hunter Shire Young Achiever of the Year, and, Kirsten Smith of Year 7, was awarded the Upper Hunter Shire Council Young Sport Star of the Year.

Each year, the Upper Hunter Shire makes awards to two Year 12 students from each of the secondary schools in the shire. They are for academic achievement, commitment and contribution to the community, and, excellence in the creative arts. Johnathon Dennehy and Beau Gibson received our awards. They each received $1000 towards their tertiary studies in 2012.

The Rotary Club of Scone provided buses for our Year 10 students to attend an outstanding day on Road Safety. With Year 10 starting the process of gaining L plates, it was an excellent opportunity for them to learn some very important information to keep themselves and their friends safe.

The school held a Cyber Safety Awareness Information evening for parents in the Library, Parents learnt skills to assist them to help their students to become positive users of cyberspace.

Agriculture

Fourteen Year 10 Agriculture students and two teachers, Mr Congdon and Mrs Frost, travelled to Sydney to compete at the Royal Easter Show. We showed 4 steers over the four days. The team successfully gained two ribbons in the Paraders’ Competition. Kasey Bretherton represented Scone HS in the School Paraders’ Class and was placed 4th, in a strong field. Brianna Frost received a Highly Commended in the Open Paraders’ Competition after successfully qualifying for this event at Tamworth Show.
We also received a Bronze in the Open Carcase Competition at Sydney. Such success is due to the continued sponsorship of our show team by: the Brooker Family at “Main Camp”, Scone Pastoral Company, St Heliers Correctional Centre, Andy Jones for carrying the cattle to the shows, and, Landmark Townsend Scone for donating the show shirts.

Years 9 and 10 Agriculture classes participated in the Upper Hunter Beef Bonanza at White Park in Scone to receive the prestigious award of the top school at Beef Bonanza. Our students performed extremely well. Their behaviour was outstanding, they supported their fellow team members every inch of the way, and, they all had a fantastic experience. After 4 months preparation they were awarded Grand Champion School Steer. Brianna Frost of Year 10 was awarded second place in the 16 Years Paraders’ competition, out of 109 entrants.

**Student leadership**

Emily Rayner of Year 11 was selected as one of forty female students from state schools in NSW, to attend the UBS Finance Young Women’s Leadership Camp at Sydney University in April. Three Scone HS students were selected to sail on the Young Endeavour organized by the Upper Hunter Shire Council and sponsored by a range of businesses across the shire. They were Zoe Clifton, Troy Higham and Emily Rayner. Matt Guihot was selected as a first reserve.

The SRC met with Megan Mitchell, the Commissioner for Children and Young People in 2012. They enjoyed frank and honest discussion with her about issues for young people in the Upper Hunter. Chris Hodge and Lauren Eccles of Year 10 joined the 10 other members of her state advisory committee to continue discussions and planning at workshops in Sydney. Sophie Dawson and Hayden Clark were selected to take their places on the team to represent country NSW on the Commission in 2013.
Brianna Frost, Amilia Hall, Chris Hodge, Lachlan White and Kirsten Smith were the elected SRC representatives on the newly formed Upper Hunter Shire Youth Council. Formed as a result of the MindMatters work that we have been doing with our partner primary schools, it was launched in May and gives young people a voice in local government.

Four Year 10 students chose to experience Outward Bound in 2012. They endured a week long program to enhance their leadership skills, teamwork and resilience.

“The Horse is King” was the theme for the 2012 Horse Festival parade. Our students and teachers worked together to produce the Best Float in the parade.

Emily Rayner and Ebony Welsh of Year 11 represented Scone HS in the Scone Lions Club Youth of the Year Competition. Emily was announced the overall winner and progressed to the next round in March 2013. She won that round and competed in the district finals at Dunedoo.

Year 10 students volunteered to be involved in a two day workshop to prepare for their roles as Peer Support Leaders, assisting Year 6 students in their transition to our school. They learnt about building positive relationships, conducting workshops, helping younger students feel at ease, making wise decisions and being involved across the school.

In February, 60 of our Year 7 students made their way to Myuna Bay for their first high school camp. Accompanied by 14 of their Year 11 Peer Support Leaders everyone concerned developed new skills, made new friends and definitely enjoyed the learning that was on offer.

During Term 4 2012, twenty one Year 10 students were actively involved in a 10 week long, comprehensive program run by the SES. Their training culminated in a two day camp at Lake Keepit. Students developed incredible skills to be able to help others, especially in a crisis.
The SRC conducted their annual planning day in December 2012. Students participated in a range of activities to build the decision making and leadership skills of the group. They contributed to ideas for the future and selected their target activities for 2013.

SRC students invited two friends to a leadership training day where they were challenged to use their initiative and extend their leadership and communication skills. Students were given the opportunity to put their skills into practice when they ran similar workshops for Year 5 from Scone PS the following week, as part of their leadership development program for students.

Our school captains, Elise Coombes and Matthew Guihot, were privileged to attend a leadership day at Sydney’s Parliament House. They were shown the various chambers and introduced to Members of State Parliament, followed by a tour through Government House where they were addressed by the Governor of NSW, Marie Bashir.

In November, eleven of our students attended the Youth Leading the World Congress at Muswellbrook Shire Council for three days. Congresses involved youth from 12 years to 25 years, were held simultaneously in 50 locations around the world. During the three day summit, the participants explored local and global issues of sustainability, measured and learnt about their own eco footprint and worked on action plans to initiate change in their lives, schools and communities.

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7);
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9);

and, 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).

Reading – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
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<tr>
<td></td>
<td>518.1</td>
<td>508.9</td>
<td>535.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
</tr>
</tbody>
</table>

In 2012, students at Scone HS in Year 7 performed above like schools and below state in reading.
Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>515.5</td>
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</tbody>
</table>

In 2012, students at Scone HS in Year 7 performed well above like schools and below state in numeracy.

Reading – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>568.7</td>
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</tbody>
</table>

In 2012 Year 9 students at Scone HS, performed lower than state, but well above like schools.

Progress in reading and numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>68.9</td>
<td>72.0</td>
<td>67.1</td>
<td>71.0</td>
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<tr>
<td>Business Studies</td>
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<td>72.1</td>
<td>67.3</td>
<td>71.3</td>
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<tr>
<td>Chemistry</td>
<td>69.5</td>
<td>70.8</td>
<td>67.2</td>
<td>75.0</td>
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<tr>
<td>English (Advanced)</td>
<td>69.2</td>
<td>74.5</td>
<td>73.1</td>
<td>79.0</td>
</tr>
<tr>
<td>English (Standard)</td>
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<td>61.4</td>
<td>64.2</td>
<td>66.4</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>62.3</td>
<td>68.9</td>
<td>62.1</td>
<td>66.2</td>
</tr>
<tr>
<td>Legal Studies</td>
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<td>68.6</td>
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<tr>
<td>Mathematics</td>
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<td>72.5</td>
<td>70.0</td>
<td>76.6</td>
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<tr>
<td>Modern History</td>
<td>67.9</td>
<td>69.5</td>
<td>66.9</td>
<td>73.1</td>
</tr>
</tbody>
</table>

In numeracy, 2012 Year 9 students at Scone HS, performed lower than state, but well above like schools.

Note: School means and graphs are only provided for courses with ten or more candidates within the school. SSG data is not displayed for courses where there are less than 250 students enrolled statewide or 100 in the relevant SSG.

In 2012, results in Business Studies were above state average results, while English (standard) and Legal Studies were in line with state averages. Biology, Business Studies, Chemistry, English (Standard), Legal Studies, Mathematics (2 unit) and Modern History were slightly above like schools. Mathematics (General) was in line with like schools.

Significant programs and initiatives

Aboriginal education

In 2012, Scone HS continued to be supported by the 100% Knights program. The program features mentoring of Aboriginal students in Years 10, 11 and 12 to achieve the HSC and progress beyond it into the workforce. The strong cultural base of the program, means that students are exposed to
a range of activities to enhance their self esteem, learn about their culture and strive to stay at school and pursue their dreams.

Five Aboriginal students attended the University of Western Sydney, week long program to increase awareness of opportunities available at tertiary level.

Emily Wilson and Zac McGuinness were selected to attend the All Stars Leadership Program on the Gold Coast early in 2013.

Emily Wilson                Zac McGuinness

Multicultural education

Scone HS encourages the development of tolerance towards others by exposing students to as many different people as possible. With a sister school arrangement with Halla Middle School on Je Ju Island in South Korea, students can nominate to host Korean students and participate in a return visit on alternate years.

Two students were supported through English as a Second Language Program in 2012

Progress on 2012 targets

Each year at Scone HS we set targets for school development in areas identified by the school community. A management plan is developed each year to assist the school in achieving the targets the school sets. Progress on the 2012 targets are summarized below.

Target 1

Capacity Building and Leadership Development

Increase number of staff eligible to take up leadership positions.

Our achievements include:

- 7 teachers were identified for the leadership development program
- these teachers have been involved in relieving in higher positions during 2012
- aspirant leaders in the program have individual professional learning plans targeting leadership, and,
- 2 new scheme teachers achieved professional competence.

Target 2

Technology in teaching and learning, administration and management.

Our achievements include:

- 8 more Electronic Data Projectors have been installed across faculties
- the school has an official Face book page
- the school’s newsletter is displayed on the school’s website each fortnight
- the Millennium program is now used to mark rolls, organize excursions, for student reporting, and for the management of the student welfare and discipline systems, and,
- all teachers have a DER laptop and have received training in their use for teaching and learning and administration and management.

Target 3

Literacy and Numeracy.

Our achievements include:

- all faculty programs include strategies to enhance student literacy and numeracy, especially in spelling and punctuation
- Maths Online has become an additional support for numeracy in the mathematics faculty, and,
- teachers have attended professional learning activities in literacy.
Target 4
Health and Wellbeing
Our achievements include:

- two new teachers were trained in Level 1 MindMatters
- baseline data was collected around participation by students in co-curricula activities, and,
- all teachers were trained in the MindMatters Student Engagement module.

Target 5
Student engagement
Our achievements include:

- attendance of students in the Middle Years (Years 7, 8 and 9) was monitored and analysed
- Scone HS and its partner primary schools have a shared understanding of the term “student engagement” which drives individual programs within each school
- baseline data was collected on parent involvement within the school. Recommendations were made to enhance it so, that it is more consistent and authentic, that is, it moves from participation to real involvement
- transition to secondary school was highly rated by year 7 parents and students
- in Stage 6 a broad curriculum was offered to meet the changing needs of personnel, whilst still meeting the needs of students who wish to enter university

Target 6
School promotion and community involvement
Our achievements include:

- a strategy to improve school uniform and community perception of students was successfully implemented
- there was an article about Scone HS in one of the local papers every school week during 2012
- the annual school calendar was mailed to all families and businesses that support the school towards the end of 2012
- Scone HS and partner school principals were involved in professional learning around student, parents and teacher engagement throughout 2012
- parents and community were invited to public performances during 2012. These included formal assemblies, Variety Night, Presentation day, Education Week celebrations, Captains and prefects induction and when guest speakers where visiting the school.

Target 7
The school environment.
Our achievements include:

- recycling paper is integral to the school’s operation as of 2012
- the number of activities conducted around environmental themes was increased by 5% compared to the previous year
- the garden space at the back of the Library was revamped during the Christmas break, ready for Mandatory Technology classes to design their use in classes in 2013
- a new mural was painted on the Eastern end of the Library, and,
- a plan was developed to reduce electricity consumption, especially during peak times during the school year.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan.

Curriculum area evaluation - Drop Everything And Read (DEAR).

Background
DEAR has been in operation for many years at Scone HS. It consists of a period of 20 minutes at the beginning of each school day where vertical student groups from Years 7 -11 meet. They have the roll marked, the daily notices delivered and participate in a period of sustained silent reading.

All students and 31 teachers completed surveys, and students were involved in discussions about the purpose of DEAR, activities that were suitable
and how it was of assistance to students, teachers and their relationships within the school.

The survey was extensive, and for ease of reporting in this document, the results of the teacher surveys will be presented.

Findings and conclusions

- 100% of teachers understood the purpose of DEAR and promoted it as a worthwhile time within the school day,
- 100% of teachers believed that DEAR provided opportunities for both formal and informal activities and relationship building between them and students, and between vertical groups of students,
- many teachers believed that there was an opportunity for technology such as Ipads, Iphones, Kindles and Tablets to be used to facilitate reading during DEAR,
- to improve the learning aspects of DEAR beyond the benefits of reading, teachers suggested that peer mentoring, pastoral care sessions, reading newspapers on a regular basis, learning sign language. Building on the SRC trivia quiz idea, including literacy and numeracy activities, problem solving activities, discussing news and current affairs, structured tasks to assist students with assignments and study skills, along with team building, connectedness activities and MindMatters activities – were ideas worth consideration for the future,
- student surveys indicated wide and varied attitudes towards DEAR. All students indicated an understanding of the purpose of DEAR. They made similar suggestions for other learning activities to their teachers,
- students particularly valued the vertical nature of the groupings for connecting them to the other year groups in the school, and
- students valued the SRC trivia quiz term.

Future directions

The extensive results of consultation about DEAR will be presented to relevant school teams eg the SRC, the literacy team, the executive team and P&C for further deliberations, recommendations and development in 2013.

Management area evaluation - Leadership

Background

The management area we chose to evaluate in 2012 was Leadership. In 2012 the school was interested to discover if there were sufficient leadership opportunities for teachers who wished to take on leadership responsibility, with a view to extending the number of teachers aspiring to be leaders and participating in professional learning to enhance their role.

Findings and conclusions

- Twenty six full-time and two part-time teachers responded to the teacher survey,
- 75% of teachers stated that they aspired to be a leader with the school context, while 7% did not,
- 75% of teachers believed that they had performed a leadership role within the school and gave many examples, while 18% felt that they did not perform such a role,
- 50% of teachers stated that they had been involved in professional learning to enhance their role as a leader, while 43% had not done so.

The information collected from staff provided an extensive list of leadership activities available within the school and professional learning to enhance leadership roles.

It was pleasing to see that 75% of teachers aspired to fulfill roles as leaders and felt they had opportunities to do so through both activities within the school community and professional learning.

Future directions

The school has initiated an informal leadership development group in 2012, and the information collected can contribute significantly to the future directions of the group in a more structured way.

The list of leadership opportunities and professional development will be collated and published for all teachers to assist them develop their professional learning plans for 2013. The list will be used as a reference for aspiring leaders.
Parent Satisfaction

The school surveyed Year 7 parents new to the school, in relation to their students preparation for secondary school. Questions addressed issues such as the value of orientation days, information disseminated and degree of satisfaction with the overall orientation.

Twenty parents responded to the informal survey at the Year 7 Meet the Teachers evening.

- 100% of parents saw value in the orientation days, with 79% recognizing them as being of excellent value,
- 89% of parents rated at the top of the scale, that their child had enjoyed their first experiences at Scone HS with the remaining 11% rating satisfaction in the second highest of the five point scale.

In regards to being well informed and the information given to prepare for Year 7 at Scone HS

- 63% rated it as excellent
- 31.5% rated it in the second of the five point scale, and,
- the remaining 5.5% rated it in the middle of the scale.

100% of parents indicated that their child felt safe at Scone HS.

When asked if parents would like more opportunities to be involved in the parent community of the school, the results were more scattered across the scale:

- 26% wanted more opportunities
- 26% wanted some opportunities
- the remaining 48% did not wish to have more opportunities to be involved.

100% of parents rated their satisfaction with the orientation into Scone HS as excellent.

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 teachers, needs.

In 2012 the school expended $30,181.10 on teacher professional learning and $836.37 on training for administration staff. This equates to $773.87 per teacher and $106.95 per administration staff member.

During 2012 all teachers and administration staff were involved in school development days as allocated by the DEC. Topics for professional learning on these days included teaching and learning using technology; using Millennium to improve administration and management; completion of the MindMatters Student Engagement module; mental health first aid and WH&S. These days were further supported with external professional learning through conferences, workshops and network meetings. Four teachers also completed online learning modules on managing student behavior.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Capacity building and leadership development

Outcome for 2012 - 14

Increase number of staff eligible to take up leadership positions

2013 Targets to achieve this outcome include:

- Staff involvement in the leadership development program has at least 4 participants.

Strategies to achieve these targets include:

- a comprehensive induction program is designed and implemented for new teachers to the school in 2013,
- opportunities are provided for aspiring leaders to participate in external professional learning around coaching and leadership,
- aspiring leaders are supported to relieve in higher positions,
• aspiring leaders have individual professional learning plans which target identified areas for development,

• aspirant leaders participate in discussions about their progress and are given feedback as part of the TARS process.

School priority 2
Literacy and Numeracy

Outcome for 2012 – 14
• Improved student reading and writing skills across the school, and,
• Improved student numeracy skills across the school.

2012 Targets to achieve this outcome include:
• Year 9 NAPLAN results in reading show a reduction of students scoring in the bottom two bands from 27.6% in 2012, to 20% in 2013.
• Year 9 NAPLAN results in writing in the top two bands are increased by 1.5% in 2013.

Strategies to achieve these targets include:
• reforming the school’s literacy/numeracy team in 2013
• targeted professional learning for teachers on strategies for improving reading and writing
• literacy/numeracy team target support for faculties to meet individual faculty need.
• develop processes for sharing of ideas across KLAs.

School priority 3
Technology in teaching and learning, administration and management.

Outcome for 2012–2014
• improved levels of technology literacy to maximise use in teaching and learning, and for administration and management.

2013 Targets to achieve this outcome include:
• increase access for all faculties to Smart board technology, or equivalent from 11 in 2012 to 15 in 2013
• increase use of laptops in classrooms so that students use them in at least 3 lessons each day in 2013,
• increase use of technology and software for school organization and management from one application to four by the end of 2013.

Strategies to achieve these targets include:
• develop a new plan for future developments in computers and technology at Scone HS
• train staff in the use of Millenium for roll marking, excursion organisation, uniform monitoring, daily notices for students and staff, weekly planning and registering of computer maintenance issues
• investigate ways the school can provide support for laptop use once the Technology Support Officer (TSO) position is terminated at the end of 2013.
• remain abreast with emerging technologies and their implications for teaching and learning and administration and management within schools
• investigate options for ensuring student and teacher access to computers, including personnel supplying their own devices, after the laptop program is complete.

School priority 4
Health and Wellbeing

Outcome for 2012–2014
Improve our understanding of mental health and wellbeing across the school community.

2013 Targets to achieve this outcome include:
• increased Level 1 training in MindMatters from 60% of staff trained in 2012 to 89% in 2013, and,
• increase staff training in Mental Health First Aid from 6 staff members in 2012, to 12 in 2013.

Strategies to achieve these targets include:
• target new members of staff to complete the identified training in MindMatters and mental health first aid.
• ensure that there are representatives in each faculty with the training and target those where people are not trained.
• provide opportunities for all staff to access training in the MindMatters modules.
• conduct MindMatters student surveys with a sample of students from the middle years.

School priority 5
Student engagement

Outcomes for 2012–2014
• Improve student engagement in the Middle years, and,
• provision of a broad curriculum to support diversity and to prepare students for Stage 6 and other pathways.

2013 Targets to achieve this outcome include:
• there is continuity of curriculum across KLAs from year 5 to year 8, encompassing the Australian curriculum by the end of 2014,
• the Upper Hunter Learning Community (UHLC) has a shared understanding of the use of the Quality Teaching (QT) framework by the end of 2013,
• there is authentic and consistent parental involvement and partnerships across the UHLC by the end of 2014,
• maximise opportunities to provide a broad academic and vocational curriculum to increase retention from Stage 5 to completion of Stage 6 from 54.2% in 2012 to 54.8% in 2013, and,
• all assessment tasks in Stages 5 and 6 reflect the QT framework and include quality feedback by the end of 2013.

Strategies to achieve these targets include:
• improve the monitoring of student attendance by refining the system employed at the school,
• embark on a comprehensive promotional program about the benefits of student attendance,
• develop processes to support the implementation of the QT framework across all KLAs,
• encourage and support teacher sharing and classroom visits both within the school and with partner primary schools,
• teacher professional learning on the requirements of the Australian curriculum,
• a shared understanding of the “high expectations” is developed through consultation with students, teachers and parents,
• there is a shared understanding of “quality feedback” based on data and research. The concept is adopted for Stage 6 in 2013,
• the school pursues ways to meet the needs of students who return only until they reach 17 years of age,
• the school will encourage and support increased participation of stage 6 students in part time school based traineeships (SBATS).

School priority 6
School promotion and community involvement

Outcome for 2012–2014
Enhance the positive perception of the school in the community.

2013 Targets to achieve this outcome include:
• Increase student enrolments each year by 5% and from 423 in 2012 to 445 in 2013.

Strategies to achieve these targets include:
• the school participates in learning about the value of “focus groups” as a means of obtaining information to improve the school and enhancing parent involvement in the school,
• trialing of some parent focus groups will take place in 2013,
• the uniform strategy has continued support in 2013,
• the school will purchase some new sporting house banners for display in the MPU,
• a group will form to plan the 50th anniversary celebrations of the school on its current site in 2014,
• newspaper strategy built on in 2013 to include planning for the 50th anniversary.
School priority 7

School Environment

Outcome for 2012–2014

Raise environmental awareness across the school community

2013 Targets to achieve this outcome include:

- Increase participation rate of school community members in environmental awareness activities by 10% compared to 2012.

Strategies to achieve these targets include:

- the environment plan includes strategies to reduce electricity use across the school in 2013,
- the school investigates alternate suppliers for paper product recycling,
- an air conditioner policy and procedure is developed and implemented in 2013,
- classroom audits are conducted and a plan to ensure all classrooms are curtained is designed and implemented as a result, and
- the school records the number of environmental activities and people involved in them to establish growth since 2012.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Lindy Hunt - Principal
Head Teachers – Executive team
Emily Rayner - Student Representative Council
Jenny Bruce - P & C representative
Anne Carter – Teacher representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: