

Scone Public School Annual Report



2017



7311

Introduction

The Annual Report for **2017** is provided to the community of **Scone Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Deborah Fisher

Principal

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Message from the Principal

2017 has been an outstanding year for students, staff and the school community. Scone Public provides a welcoming and supportive school environment with empathy for students and parents. This report highlights many of our finest achievements for 2017.

Students are engaged through motivating learning experiences. Commitment and pride in success are acknowledged in every classroom and in sporting and cultural events.

Professional learning for staff again took priority, ensuring that all students accessed rich, quality teaching and learning opportunities.

A highlight for 2017 was the School Concert. All students took to the stage and entertained their audiences. My congratulations go to all involved with the production; our outstanding staff, talented students and very dedicated and helpful parents. It was an amazing team effort by all!

I commend the dedicated, hardworking and professional teaching, administrative and support staff of Scone Public School. Our teachers are excellent practitioners and vary in their years of experience. Each staff member brings specific and complementary skills, which add value to our team.

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.

Deborah Fisher

Message from the school community

As the President I would like to thank all members of the executive and all active members of the P&C for their commitment and efforts during 2017. There has been an amazing amount achieved by a very small amount of dedicated and hardworking individuals. Some of the major achievements for the year are:

- Mid-year Bloom Markets,
- End of Year Bloom Markets and Food Festival,
- Excellent amount of fund raising towards our playground project,
- Obtaining a government grant for \$5,000 towards the playground project,
- Many items to support the school community such as sausage sizzles at the school concert, meet the teacher night, Coles carpark on Saturday morning, Scone and Aberdeen Pony Clubs, and the Scone Rodeo,
- Apart from the fund raising the P&C has made some major progress with the process to change the school uniform.

It has been a pleasure to be part of such an enthusiastic, energetic and hard working group of people who have the best interests of the children and the school community at heart.

Thanks

Simon Davis

President Scone Public School P&C

School background

School vision statement

High expectations have been established at Scone Public School and this is reflected in the school's Statement of Purpose, "Success for all, through partnerships and shared values."

The definition of success in terms of learners at Scone Public School has been defined as risk taking, creative learners who persist in their learning by listening with understanding, thinking critically and independently and by collaborating with their peers.

To this end the school's moral purpose is to ensure that we provide 21st century skills and quality opportunities for our students in order that they enter society as informed and active citizens. We do this through a shared commitment to continual improvement, and high quality teaching and leadership.

Our school community shares this commitment to the development of young people who will be informed and active citizens of the 21st century. They value the opportunities and skills that Scone Public School provides.

School context

Our school has a proud history of educating generations of Upper Hunter residents and a long tradition of academic excellence.

Our students enjoy success in all areas of the Creative and Performing Arts where they are tutored by experienced and talented teachers. An enrichment class provides challenging and stimulating learning experiences for our gifted students and the school offers extensive programs and specialised teachers to support students with additional needs.

Our school fosters critical-thinking and allows students to develop strategies and skills that will enable them to adapt in a world that is forever changing. They are encouraged to face the future with confidence. This is nurtured and developed by the highly qualified and committed teaching and non-teaching staff who work together to provide a happy and supportive environment.

A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community. The school's shared values cement this partnership. We have outstanding welfare and leadership programs that promote a culture of belonging. We recognise and develop the 'whole child' and believe in providing opportunities for every student to succeed.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The results of this process indicated the following results across each domain:

In the domain of **Learning** the school is at Delivering.

Learning Culture (Delivering): A Learning Culture is established across the school by having high expectations for behaviour and the use of data to inform which behaviours to focus on and to be explicitly taught across areas of the school. An Aboriginal Education Worker has been employed to establish programs that support the needs of Aboriginal students. Reward Days have been used to improve attendance and behaviour and to establish a culture of students taking responsibility for their learning.

Wellbeing (Delivering): The school has established a whole school program, *BounceBack!* to address the social and emotional learning needs of all students. The teachers have participated in professional learning to build their capacity to understand the behaviours, attitudes and expectations that enhance wellbeing. Partnerships with outside agencies and universities have supported the school to implement best practice and assist in monitoring data. The Chaplain and Welfare Teacher roles support students and staff to provide a learning environment where students can connect, succeed and thrive.

Curriculum & Learning (Delivering): Effective transition occurs across the whole school. The Play2Learn playgroup supports at risk students and their families to make a successful transition to school as does the Kindergarten Orientation and Transition program. The school fosters the interests and talents of students through extra–curricular activities. Teachers collaboratively develop individualised learning plans and PLPs with parents and carers to address the learning needs of students. Learning Alliances with the local high school for 6–7 transition and students participating in leadership opportunities through the local Youth Council have ensured continuity of learning for students and greater opportunities to create relationships that enhance learning.

Assessment & Reporting (Delivering): NAPLAN data is analysed to monitor trends in performance and to inform teaching. PLAN data and other class–based assessments are used to track and report on student performance. A five–weekly data analysis cycle allows for teachers to establish consistency in teacher judgement.

Student Performance Measures (Delivering): SMART data and Scout data are used to measure the teacher impact and value–added achievement. Teachers calculate Effect Size on Pre–and Post assessment to measure impact of teaching and inform teaching programs.

In the domain of **Teaching** the school is Sustaining & Growing.

Effective Classroom Practice (Delivering): Teachers work collaboratively across stages to plan and assess, regularly reviewing their teaching and learning programs. The school's partnership with Corwin to implement Visible Learning across the school has ensured Learning Goals and Success Criteria have become a part of teachers' practice. Tell Them From Me student survey data indicates that students believe there is rigour in the classroom.

Data Skills & Use (Delivering): Teachers regularly review assessment data to inform teaching practice. The role of the LAST as Interventionist, working collaboratively with classroom teachers has resulted in teachers building their capacity to interpret data and to plan targeted intervention to close the gap on student achievement. The leadership team regularly review available data to inform key decision making.

Collaborative Practice (Sustaining & Growing): Teachers work together in stages to plan and assess learning programs. Teachers participate in Quality Teaching Rounds where observations of lessons take place and feedback is given against the Quality Teaching Framework. These groups of three also work together as a Professional Learning Community working to achieve a professional learning goal that is aligned to the school plan. This explicit system for collaboration has been pivotal in driving school wide improvement in teaching practice and student outcomes.

Learning & Development (Delivering): Teachers develop Professional Learning Goals against the Teaching Standards and one that aligns to one of the school's Strategic Directions. They work collaboratively in Professional Learning Communities to achieve their goals. A Teacher Mentor is employed to support beginning teachers and other teachers

through the accreditation process. This has been a successful way of supporting early career teachers.

Professional Standards (Sustaining & Growing): Professional Learning Communities have been the vehicle for teachers to demonstrate responsibility and leadership towards achieving the school's goals. Some teachers are aspiring to higher-level accreditation and are committed to their ongoing development as a member of the teaching profession.

In the domain of **Leading** the school is Sustaining & Growing.

Leadership (Sustaining & Growing): Parents and community members have the opportunity to engage in school-related activities. We have parents who are active members of our Aboriginal Education Team and also have been participating in our Yarn Up led by our Aboriginal Community Member. The school has a leadership strategy that is embedded in the school. Students from Kindergarten have opportunities to develop leadership skills. We have an active SRC (Student Representative Council) and three students represent the school on the Upper Hunter Youth Council. The school has a strong partnership with the local high school to build leadership opportunities and build relationships and mentoring across settings. Scone High School students help run our Breakfast Club, our Year 5 Leadership Training Day and assist during Transition to High School.

School Planning, Implementation & Reporting (Delivering): The leadership team regularly review the school's performance against the School Excellence Framework and work with teachers to review milestones and achievement of the school's Strategic Directions. All staff contribute to reviews and can articulate the purpose of the School Plan. They all have a responsibility to drive school improvement through their involvement in Professional Learning Communities. The School Plan and Strategic Directions are communicated to the parent body at P&C meetings. Parent input through surveys help to inform annual milestones and improvement plans.

School Resources (Delivering): Being a 229 LMBR pilot school we have strategic financial processes in place to manage school resources effectively. The financial resources have been aligned to achievement of the school plan and professional learning needs of staff. Our school grounds and physical spaces have been optimised to provide a safe and engaging learning environment. Use of school facilities to best meet community needs in terms of the Breakfast Club, Play2Learn and Community Hub have been priorities for this school plan. Teachers ensure curriculum implementation meets requirements and systematic annual staff performance and development reviews are conducted to support achievement of professional learning goals.

Management Practices and Processes (Sustaining & Growing): The school leadership team regularly communicates the school priorities and works with stage groups to implement best practice administrative processes. Feedback from students, staff and parents around school practices helps to inform improvement. Use of the Skoolbag app and Facebook site help to inform parents and the wider community of the school's priorities and practices and help strengthen parental engagement. The school is held accountable for its operation and shares its Annual School Report to the P&C on an annual basis. Consultation is a regular practice to underpin school improvement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Self motivated successful learners, with the skills and knowledge for future success and wellbeing

Purpose

Consistent with the goals of the Melbourne Declaration Scone Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. All members of the school community believe that student wellbeing is central to success and as such the school operates within a framework of equity and excellence.

Overall summary of progress

The creation of a wellbeing team which is supported by the School Chaplain and Welfare Teacher have enabled a systematic approach to supporting the emotional and social needs of the students. Whole school implementation of the BounceBack! program is explicitly teaching students strategies for self-awareness, emotional regulation and resilience.

Visible Learning is a key focus in each classroom with students setting goals and using the Learning Intentions and Success Criteria to monitor their progress. Teachers monitor their impact by using effective assessment strategies.

A proactive Aboriginal Education Team has developed strong partnerships with parents and community members to build a shared understanding and valuing of Aboriginal culture and engaging Aboriginal students in their learning with increased attendance and achievement in school and external data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve at or above Premier's priority of 20% in top two bands in NAPLAN.	NIL	NAPLAN 3 Numeracy– 34% in top two bands Grammar & Punctuation –52% in top two bands Reading– 47% in top two bands Spelling– 38% in top two bands Writing– 44% in top two bands
All students set explicit learning goals and identify the specific thinking strategies required to achieve them. These goals are relevant to each child's needs and are achieved by all students.	NIL	All students set learning goals and can identify the strategies and steps to achieve them. Students use the Learning Dispositions of; Take Risks, Persist, Explore, Connect and Be Resilient to help articulate what makes a successful learner.
At least 80% of Indigenous students match the academic growth of their respective cohort as evidenced in external and school based data.	SLSO to implement Literacy Intervention Program (MiniLit/MultiLit) \$11 000	Year 3 Numeracy– 20% in the top 2 bands. Grammar & Punctuation– 50% in top 2 bands. Reading– 17% in top 2 bands Spelling– 17% in top 2 bands Writing– 33% in top 2 bands. Year 5 Writing– 60% in top 2 bands

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of Indigenous students match the academic growth of their respective cohort as evidenced in external and school based data.		Spelling 40% in top 2 bands Reading 20% in top 2 bands
Socioeconomic disadvantage ceases to be a significant determinant of educational outcomes for our students as evidenced in school based data on student growth (effect size).	Chaplain two days per week \$28000 SLSO to implement Literacy Intervention Program (MiniLit/MultiLit) \$11 000	The School Chaplain and Welfare Teacher support students socially and emotionally so that they can engage better in their learning. The Breakfast Club provides daily support to those who seek to access this service. Tiers of support, including; MiniLit, MultiLit, in class LaST support and focus group intervention. MiniLit Effect Size; 0.97 for Sounds, 1.31 for Words. MultiLit Effect Size; 1.78 for sight words, 3.27 for word attack.

Next Steps

Whole school implementation of Positive Behaviour for Learning to explicitly teach expected behaviours and support students to make positive choices to engage with their learning.

Engage Aboriginal community members on a regular basis to embed cultural knowledge and appreciation of language and dance.

Embed Learning Intentions and Success Criteria into Teaching Programs and use effective feedback to improve student progress.

Strategic Direction 2

High quality teaching and leadership, with a strong commitment to continuous improvement

Purpose

Research (Hattie et al) indicates that teachers make the greatest difference to student outcomes. By developing teacher and leadership capacity within a culture of shared responsibility and embedding the use of research based teaching practices in all classrooms, improved outcomes for students will be facilitated.

Overall summary of progress

Collaborative practices including Quality Teaching Rounds and Professional Learning Communities (PLCs) have been embedded across all stages to create a culture of continuous reflection and improvement.

All staff have engaged in five-weekly systematic review of student assessment data and implementing of targeted intervention to improve literacy outcomes for all students.

A Teacher Mentor has supported beginning teachers, teachers working towards accreditation and teachers seeking accreditation at higher levels to meet accreditation requirements and given feedback to improve teacher performance and effectiveness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An effective professional learning community that engages in continuous research based improvement. This is evidenced by the validity of research, and rigor of self-assessment, evident in the Professional Goals of all staff.	Quality Teaching Rounds– casual salaries \$59 958 Professional Development casual relief to participate in visits to other schools.	Professional Goals and evidence (Performance and Development Plan) provide measurement of growth. PLC groups successfully achieved their goals that were aligned to the School Plan.
All staff will have a deep understanding of the process relevant to their required accreditation. All members of the Executive Team will have completed at least 40% of the Leadership and Management Credential.	Teacher Mentor– \$3301 Casual Salaries– \$7945	All executive staff have completed the Leadership and Management Credential with two relieving executive gaining leadership positions through merit selection. Two members of staff successfully gained accreditation at Proficient level. Two members of staff have identified and made initials steps towards accreditation at Highly Accomplished level.
All stage groups evidence greater than 0.4 Effect Size in all aspects of Literacy and Numeracy as reflected in qualitative trend data.	Additional LaST– 2 days per week \$38895	Teachers and LaST use student assessment data to collaboratively plan and implement targeted intervention to improve student achievement in Literacy.

Next Steps

Embed collaborative practices across all stages to regularly assess, monitor and track student progress and achievement.

Visible Learning Impact Coach facilitates change in research-based teacher practice using regular walkthrough data to monitor and track progress.

Strategic Direction 3

Strong school – community partnerships, committed to common goals and purposes

Purpose

Educational researchers (Epstein et al) consistently advocate the benefits of partnerships between schools, families and communities as a way of improving outcomes for children and young people. To that purpose the school is committed to building partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Overall summary of progress

The Community Hub, whilst strongly supported by the P&C, has been slow to progress to completion. Ongoing negotiations with DoE assets department will continue to take place to ensure the fit out meets the expectations and purpose. The Breakfast Club has been regularly accessed and utilised by up to 20 students every morning.

The Community Liaison Officer was a key facilitator of the Play2Learn playgroup and the school's Breakfast Club. Community partnerships with local businesses to support the Breakfast Club have been developed and sustained. Businesses such as Scone RSL, Scone Woolworths and community groups such as the Scone Lion's Club provide monetary support to sustain this program.

Opportunities for parents to collaboratively contribute to the shared goals of the school have been established with a parent regularly attending the Aboriginal Education Team meetings. A 'Yarn Up' parent group has been set up to facilitate Aboriginal families playing an active role in decision making across the school. Many parents regularly assist in the classroom with reading groups, coaching of sporting teams and attendance on excursions. The P&C hold regular fundraising events including the 'Bloom Markets' which is an initiative to engage the whole local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School satisfaction surveys indicate that the school's Community Hub operates effectively and is central in creating connections between the school, parents and local community. The services it provides are seen as valuable.	NIL	The Community Hub design and fit out of the kitchen has been given to assets to manage. Consultation has been ongoing.
The role of the Community Liaison Officer builds increased trust and connection between the school, the students and at risk/disengaged families. Information captured through parent survey data and school based statistics reflect growing engagement in students' learning by parents.	\$22 000 – SLSO two days per week in Community Liaison Officer role.	The Community Liaison Officer has built ongoing relationships with local businesses to support our Breakfast Club. Regular attendance at the Breakfast Club reflects that this service is well-utilised by up to 20 students every morning. The Play2Learn playgroup held in the school has supported at-risk families to access health professionals and make connections prior to starting school.
The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement and/or wellbeing.	NIL	Parent participation on school teams contributes to the shared planning and decision making as indicated by regular attendance at team meetings. TTFM survey data indicated that 39% of respondents believed the school sought their opinion on the development or review of school policies. Whilst 35% reported that the school sought their opinion about school planning.

Next Steps

Whole school participation in the Visible Wellbeing program supported by community charity 'Where There's a Will'.
Measurement of wellbeing over time to inform future planning.

Partnership with Scone High School to engage students in STEM projects that also build links and relationships between students and staff for improved outcomes and continuity of learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Total Allocation: \$43699</p> <p>Aboriginal Education Worker: \$38,510.42</p> <p>NAIDOC celebrations and workshops: \$2,805</p> <p>Yarn Up \$75</p> <p>Aboriginal Cultural Resources: \$57</p> <p>Connecting to Country Weekend: \$5,200</p> <p>Dust Up: \$1,014</p>	<p>Three days per week Aboriginal Education Worker employed to coordinate the Aboriginal Education Programs and support Aboriginal students in the classroom to achieve PLP goals.</p> <p>Bush Tucker Garden established and opened during NAIDOC Week.</p> <p>Opening of Yarning Circle with a Smoking Ceremony.</p> <p>Professional Development for AEW to attend 'Dust Up' in remote Aboriginal communities.</p>
English language proficiency	<p>Total Allocation: \$493</p>	<p>Targeted intervention and support for students from other language backgrounds has ensured a differentiated curriculum to meet the language needs of these targeted students.</p>
Low level adjustment for disability	<p>Total Allocation: \$167 991</p> <p>LaST allocation: FTE 1.1 \$111731</p> <p>Additional LaST: \$20910</p> <p>Chaplain: \$28 000 and resources \$2713</p> <p>Rewards Day: \$3206</p>	<p>Additional LaST has supported Literacy programs K–6 to target intervention to meet the needs of students. NCCD is reviewed and feedback given to LaST and Learning Support Team to support students.</p> <p>Chaplain: resources and training in Seasons for Growth and Drumbeat : Support the social and emotional needs of students.</p> <p>Rewards Day (Circus Challenge): Improved attendance rate and encouragement of expected behaviours.</p>
Quality Teaching, Successful Students (QTSS)	<p>Total Allocation: \$37 684</p>	<p>Quality Teaching Rounds have increased the collaborative and reflective practice of teachers. This involved professional readings and discussion, lesson observation and feedback.</p>
Socio–economic background	<p>Total Allocation: \$261 257</p> <p>Community Liaison Officer: \$24960</p> <p>Additional LaST: \$57720</p> <p>SLSO salaries: \$143320</p> <p>Additional funds for QT initiative: \$24316</p>	<p>Community Liaison Officer was employed two days per week to increase the engagement of at–risk or disengaged families and students. Effective partnerships were established with outside agencies to support these families through the Play2Learn Playgroup and Breakfast Club.</p> <p>Additional LaST: Supporting students through targeted intervention and collaborative practice.</p> <p>SLSOs to support the implementation of Individual Learning Plans as determined by the Learning and Support Team. Implementation of programs such as MiniLit to improve the Literacy outcomes of targeted students.</p> <p>Additional funds for QT initiative: Supporting of collaborative practice through lesson</p>

<p>Socio-economic background</p>	<p>Total Allocation: \$261 257</p> <p>Community Liaison Officer: \$24960</p> <p>Additional LaST: \$57720</p> <p>SLSO salaries: \$143320</p> <p>Additional funds for QT initiative: \$24316</p>	<p>observations and feedback.</p>
<p>Support for beginning teachers</p>	<p>Total Allocation: \$10788</p>	<p>Teacher Mentor, Don Gardiner employed to support beginning teachers and teachers to achieve mandatory accreditation at Proficient Teacher level.</p> <p>Additional release time provided to Beginning Teachers. Mentoring time, lesson observations and feedback, compiling evidence and engaging in collaborative practices and professional development.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	255	249	241	238
Girls	260	253	238	221

The school enrolment for 2017 is 459 students and comprised of 238 boys and 221 girls. Approximately 10% of our students identify as Aboriginal or Torres Strait Islander. Approximately 2% of our students are from a language background other than English. Our enrolments are fluctuating due to families moving to and from the area for working opportunities.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	92.6	93.2	94.2
1	93.8	90.5	91.6	94.6
2	95.1	92.5	92.2	94.7
3	94.1	91.3	91.3	94.5
4	95	92.4	92.4	92.3
5	93.3	93.5	92.6	93.7
6	94.7	92.4	92.6	92.9
All Years	94.2	92.2	92.3	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school has a strong Attendance Policy and our data shows the average school attendance rate of 92.7% at Scone Public School. This is above the DoE average of 91.7%. Our average attendance rate for Aboriginal students in 2017 was 89.94% which is above the state average of 84.89%.

All students are expected to attend school and all teachers monitor their class attendance electronically daily. The Principal and Home School Liaison Officer (HSLO) regularly monitor the attendance of students and follow up on individual cases where there are concerns. Initiatives to encourage regular school attendance have resulted in an average increase over the last two years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.57
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.58
Other Positions	0

*Full Time Equivalent

The cohesive teaching staff at Scone Public School believes in implementing a balanced curriculum and working cooperatively for improvement. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workplace. At Scone Public in 2017 there were two members of staff who have an Aboriginal and Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

Professional learning and teacher accreditation

The teaching staff at Scone Public School participated in a range of professional learning designed to build the capacity of staff to achieve the key strategic priorities outlined in the School Plan 2015–2017. School Development Days were utilised to participate in training aligned to the School Plan (Visible Learning) as well as complete mandatory professional development. Beginning teachers were also given the opportunity to attend professional development to further enhance their individual classroom teaching skills. Teachers also attended courses that supported the achievement of their individual Performance and Development Plan (PDP) goals and executive team members participated in professional development to build their leadership capacity. In 2017, Scone Public School had 2 teachers achieve accreditation at Proficient level. There are 10 teachers accredited at Proficient level. One teacher is working towards her achieving accreditation at Proficient level.

Staff participated in the following professional learning opportunities:

- Completion of mandatory courses; child protection online modules, emergency care; WHS Induction; School Communities Working Together; Epilepsy Awareness and Administration of Madazalam and Anaphylaxis and Cardio Pulmonary Resuscitation training.
- Leadership; Art of Leadership Master Class, Principal Network Meetings, Evaluation Essentials for School Leadership, School Planning Intensive for School leadership, Scout for Schools–Business Intelligence, School Administrative Managers Network Meeting, Understanding Staffing and Payroll, LMBR Support– End of Year Management Information Session, Communicating & Engaging with your School Community, SASS Conference
- Literacy& Numeracy; Reading Recovery–OPL, Language, Learning & Literacy (L3)–Kindergarten, Best Start Targeted Early Numeracy (TEN) Intervention Program, Capturing Stories through Play: Composing Multimodal Texts, PLAN Software– Starting data conversations in literacy and numeracy,
- Learning & Support; Health Care Procedures, Integration Funding Support: Access Request Training, Counselling Services Conference, Professional Learning for Support Classes, Learning & Support Professional Learning Day,
- ICT; Oliver Library Stocktake, MyPL Basic User Training, Beginners Guide to Google Apps for Education.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	827,415
Revenue	4,464,655
Appropriation	4,333,202
Sale of Goods and Services	3,900
Grants and Contributions	118,943
Gain and Loss	0
Other Revenue	0
Investment Income	8,611
Expenses	-4,451,244
Recurrent Expenses	-4,451,244
Employee Related	-4,081,580
Operating Expenses	-369,663
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,411
Balance Carried Forward	840,826

The school's financial management is determined by the School Plan and Strategic Directions as developed in consultation with staff and community. Procedures and practices have been established to determine whether spending is within the budget. This includes regular budget meetings with the Finance Committee. A copy of the school's 2017 Financial Statement is tabled at the Annual General Meeting of the Scone Public School P&C Association.

In 2017 the school surplus at the end of the year was \$13,411. This added to our school and community funds allows us to carry forward \$840 826.

The school intends to commit ongoing funds in 2018 to the completion of the Community Hub and to further upgrade the playground equipment and air conditioning for the hall.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,976,276
Base Per Capita	73,992
Base Location	11,715
Other Base	2,890,568
Equity Total	473,439
Equity Aboriginal	43,699
Equity Socio economic	261,257
Equity Language	493
Equity Disability	167,991
Targeted Total	264,209
Other Total	527,885
Grand Total	4,241,809

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

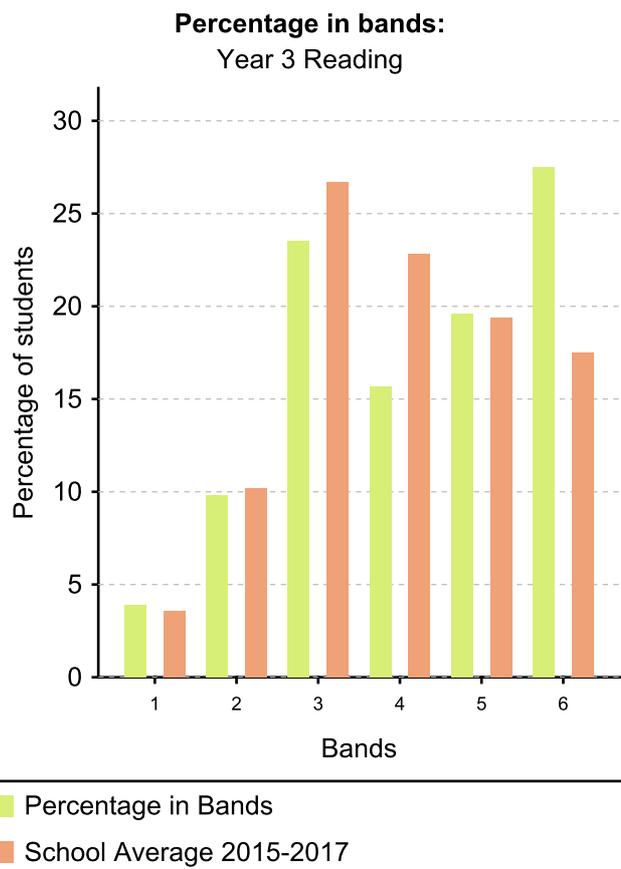
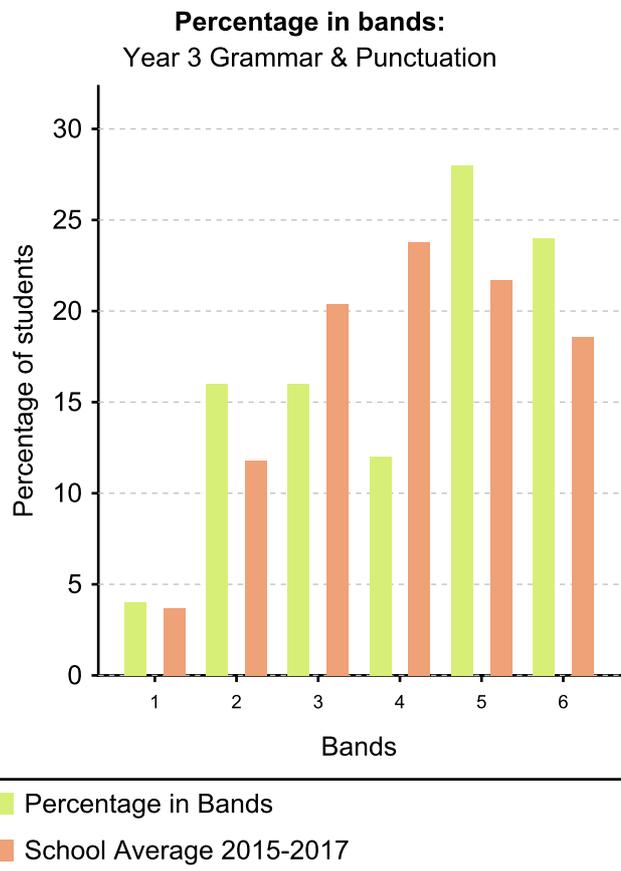
NAPLAN

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. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

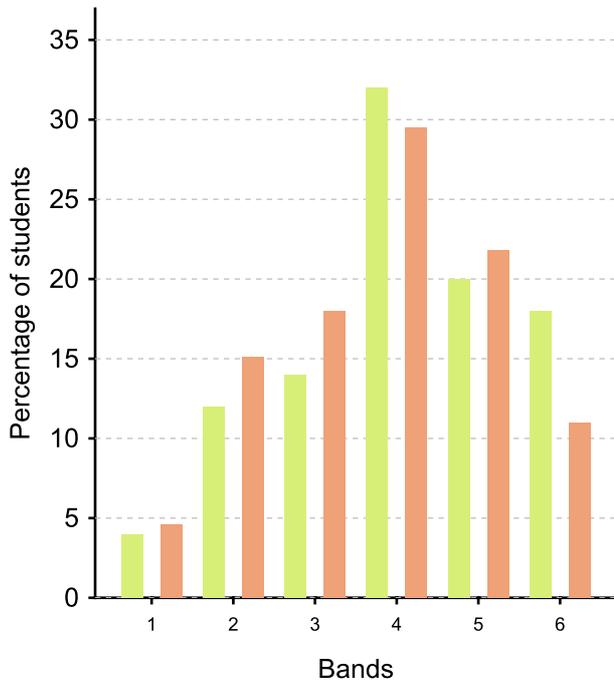
The school K–3 growth is reported against the School Excellence framework as Sustaining & Growing. The Value Added from 3–5 is reported as Working Towards Delivering against the School Excellence Framework descriptors.

Literacy

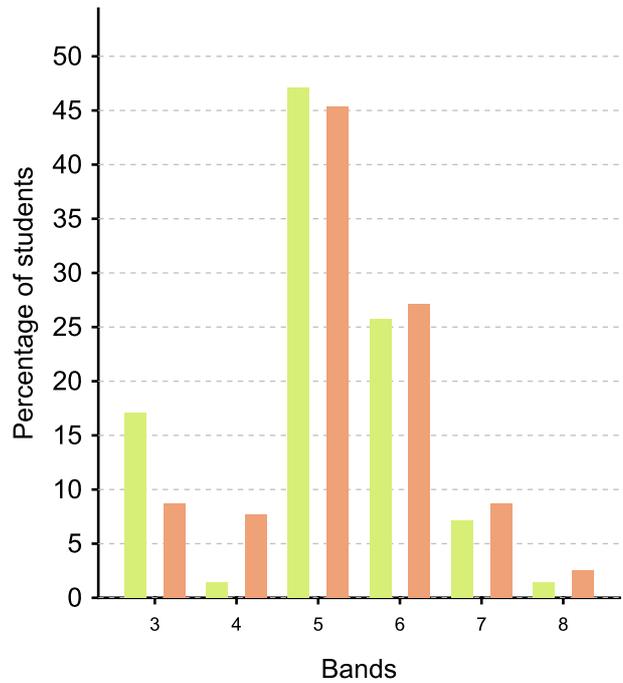
In Year 3, there has been an increase in average NAPLAN scores over the last three years in Grammar & Punctuation, Reading, Spelling and Writing. Year 5 Literacy results have declined over the last three years although the average Writing score continues to be above the average for Statistically Similar School Groups (SSSG).



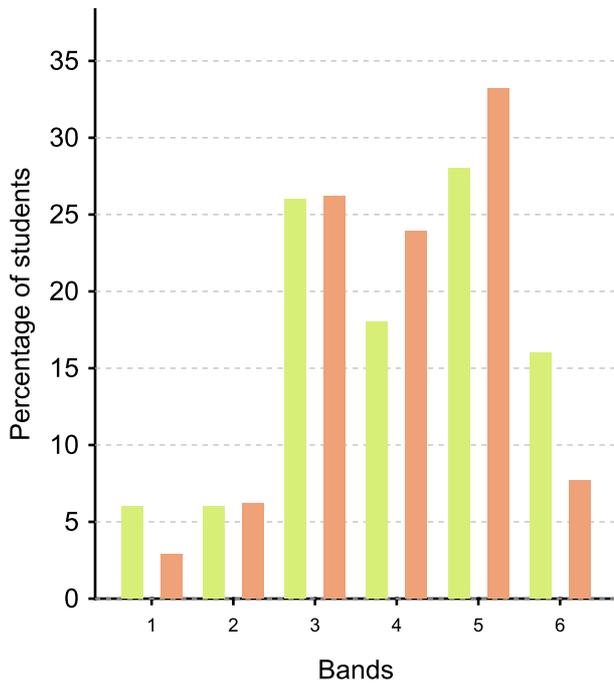
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Writing



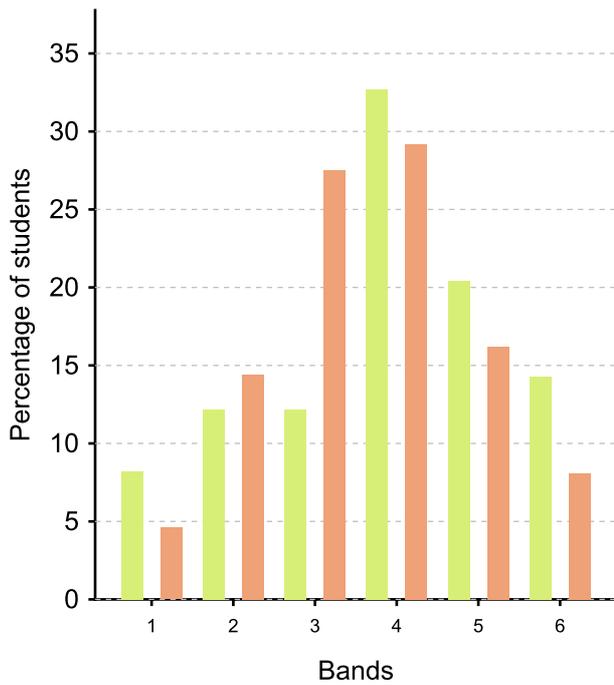
Percentage in bands:
Year 3 Writing



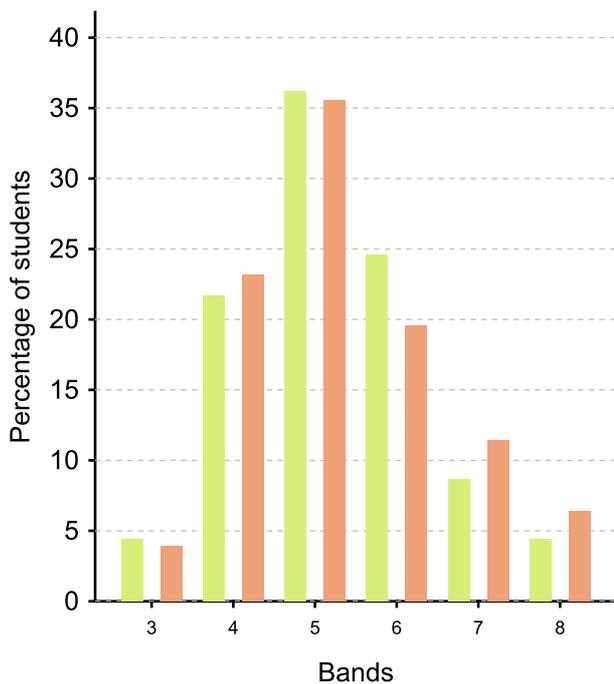
Numeracy

In Year 3, students have made great improvements over the past three years. The average score in Numeracy for Year 3 was 10 points higher than Statically Similar School Groups (SSSG). There were 20% of students in the top two bands in Year 3. Year 5 Numeracy results show that 13% of students reached proficiency. 42.2% achieved greater than or equal to expected growth in NAPLAN 5.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Improving Aboriginal education outcomes for students in the top two NAPLAN bands, students at Scone Public School achieved the following results:

Year 3

Numeracy– 20% in the top 2 bands

Grammar & Punctuation– 50% in top 2 bands

Reading– 17% in top 2 bands

Spelling– 17% in top 2 bands

Writing– 33% in top 2 bands.

Year 5

Writing– 60% in top 2 bands

Spelling 40% in top 2 bands

Reading 20% in top 2 bands



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Students, teachers and parents at Scone Public were provided with the opportunity to participate in the Tell Them From Me surveys in 2017. Feedback was also sought from parents through two surveys throughout the year.

Students from Years 4, 5 and 6 participated in the Tell Them From Me Survey throughout 2017. Students on average had a high sense of belonging (70%) and believe they have friends at school that they trust and encourage them to make positive choices (78%). Students (93%) value schooling and believe it is useful in everyday life and has a strong bearing on their future.

Students rated highly (8/10) that staff hold high expectations for all students to succeed and emphasis academic skills. Of the Aboriginal students surveyed, 70% stated positively that they feel good about their culture when at school and believe their teachers have a good understanding of their Aboriginal culture.

Teachers who completed the Tell Them From Me Survey rated collaboration, learning culture and teaching strategies as the highest drivers of student

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

learning. Data from the Four Dimensions of Classroom and School Practices questions have been used to inform future planning for teacher professional learning. The focus areas will be on setting challenging and visible learning goals, providing effective feedback and use of technology as a learning tool to engage students.

Parents were surveyed about what they like best about Scone Public School. 40% said the friendly and professional teachers and staff. The next most popular response was the extra-curricula learning opportunities followed by community spirit. Parent Tell Them From Me responses indicated that parents felt welcome and that they could speak easily with their child's teacher. Parents indicated that they were not informed as much about their child's social and emotional development as their progress in school subjects.



Policy requirements

Aboriginal education

Scone Public School has an enthusiastic Aboriginal Education Team that strives to improve student achievement and cultural awareness. The team meets every fortnight and is made up executive staff, class teachers, SAOs, an Aboriginal Education Worker and a parent representative. This year, we have successfully initiated the school's "Yarn Up" parent group who have taken an active decision-making and consultative role within the school.

During 2017, the staff at Scone Public School has continued to ensure that all students are educated about and have an understanding of Aboriginal and Torres Strait Islander culture, traditions and beliefs in a respectful manner. This occurs by being embedded into teaching and learning programs across all Key Learning Areas. We recognise traditional custodians during our formal assemblies each week and during special events and meetings through the acknowledgement of country delivered by Indigenous students. The voice of Aboriginal students is recognised by having a member of the Aboriginal student body represented on the Student Representative Council. Teachers work in partnership with families to develop meaningful Personalised Learning Pathways to ensure individual student strengths and areas for improvement are considered when developing the student's learning goals.

The Aboriginal Education Team at Scone Public has established a strong partnership with local Elders from the Hunter Valley and this has led to ongoing

professional development opportunities including a weekend "Connecting to Country" where eight staff members including teaching and non-teaching staff and a parent participated in learning about local culturally significant sites and traditional cultural practices and contemporary issues for Aboriginal people. This year, as part of our NAIDOC celebrations we had a formal opening of the Yarning Circle. This included a traditional smoking ceremony that all students participated in. It was a moving and significant part of the official opening.

Our school celebrates NAIDOC Week with a formal whole school assembly that includes parents and members of the AECG as well as local business people. In 2017 we celebrated Our Languages Matter. All students sang songs in Gomeri language as part of our celebration.



Multicultural and anti-racism education

At Scone Public we aim to promote social harmony and an understanding of Australia's culturally diverse society through teaching and learning programs that celebrate our multicultural society and promote anti-racism.

In 2017, all students celebrated Harmony Day as a day of cultural respect for everyone who calls Australia home. Our SRC students prepared an informative presentation that was shared during our Harmony Day assembly.

Our ARCO participated in re-fresher training and as a result developed some resources on anti-racism that were shared with all the staff. These resources included teaching and learning information and links to websites and further resources.