

# Scone Public School

## 2019 Annual Report



7311

## Introduction

The Annual Report for 2019 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.

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### Message from the principal

2019 has been a successful year at Scone Public School. Scone Public School students continued the proud tradition of outstanding poetry, public speaking and debating. Each year we have extended the number of students going away to represent the school in poetry and public speaking and each year they return with a swag of awards. This year was no different. Our front foyer proudly displays the results of this year's competitions. Our public speakers continue to perform well. This year we had the youngest ever recipient of the Apex Public Speaking Shield in Nathaniel Chapple. Our school happily reigns supreme in this competition with the majority of names appearing on the shield coming from Scone Public.

Our debaters performed well this year with our Scone Storm team coming away as Zone Champions in the Premier's Debating Challenge. Thank you to Mrs Borg and Miss Faras for their support and organisation of public speaking and debating across our school.

Our students experienced success in the sporting arena. Our teams and individuals have been recognised throughout the year at our various assemblies. Of notable mention, our Boys PSSA Basketball team performed extremely well throughout the competition coming second in the Hunter Region. Our Boys Touch Football team made it through to Round 6 of the PSSA competition and this year we fielded our very first all girls Rugby League team. Well done all on your success! Another team that performed well were our riders who attended the Willow Tree Horse Sports. They were given the accolade of being the highest scoring school. Other sporting successes of note include Charlie Smith for making the Under 11 Hunter Rugby League team. Also an up and coming star, in Year 3, Ruby Brochtrup this year who made it to State for Athletics.

A big thank you to Mrs Schofield, our Sport Coordinator, and all the teachers who have taken on coaching and managing of teams and coordinating the sporting carnivals throughout the year. Also a big thank you to our volunteer parent coaches who turn up each week to bring out the best in our students on the sporting field.

The Creative Arts are alive and well at Scone Public School! This year we held our biennial concert at Scone High School for the first time. Every student had the opportunity to entertain and perform on a large stage with the full light and sound production thanks to the Scone High School entertainment students and Mr Westbury.

This year we had a group of Year 5 and 6 dancers perform at CAPERS in the Tamworth Regional Entertainment Centre. We also had a large group of students attend the KiaOra Music Camp with Hallie Croucher being awarded the dance scholarship for her talent in dance.

We had 7 students participate in the eGATS program in a range of subjects from Poetry, Computer Programming, Photography, Animation and Film Making as well as the Science of Sustainability.

Our Eco Warriors have been busy making our world a better place. The joint initiative with the P&C to collect return and earn bottles has seen our students carefully sorting waste to reduce landfill and contribute to the P&C fundraising at the same time. This earned our school a Keep Australia Beautiful Award. A special mention to Thomas and his dad Scott Boggard for his tireless energy and commitment to collecting these bottles from businesses around town. Their donations now heading into the thousands. Our Garden Club participants are very successful with freshly grown produce

regularly for sale. Thank you to Mrs Shoemsmith for her ongoing support of these sustainable practices.

Mrs Shoemsmith has also been instrumental in coordinating a new Stage 3 Mathematics Olympiad group. These extension Mathematics students took on St Mary's Primary in a Mathematics based competition and came away triumphant.

We have many outstanding teachers at Scone Public who go above and beyond to nurture our students' talents and interests and to instill a love of learning. I would like to take a moment to thank them and to extend that thanks to our hard working teacher's aides, office staff and groundsman.

This year we farewell two permanent staff members. Mrs Kylie Dow and Mrs Anna Carter. Kylie has successfully gained a transfer to Paxton Public School and Anna is moving to the Central Coast. Both teachers have contributed to our extra-curricula programs in dance, music and sport. We can all be thankful to Mrs Carter for the transformation of our school library. We wish them and their families the best of luck with their moves.

We also have two members of staff becoming first time mums! We wish Mrs Russ and Ms Mateer all the best with their new bundles of joy!

Our school leaders have done a wonderful job throughout the year. We thank you for your contributions to the school, especially how you have shown your fellow students how you have taken every opportunity and been such great participants in all school activities. Our Captains, Prefects and House Captains have been terrific role models for our younger students and we thank you for your service to the school.

I would like to warmly thank our amazing P&C for the wonderful work they do for our school. Our P&C is made up of a small but dedicated and fun group of parents. The fundraising efforts this year have been outstanding. They have organised the Mother's Day and Father's Day Stalls, School Banking, Photo fundraisers at Grandparents Day and barbecues at the Farriers Competition just to name a few. They run the school Canteen and Uniform Shop two greatly valued services to our students and families. The Bloom Markets organised by the P&C has become a highly anticipated community event each year and this year's Christmas theme was very well received and earned over \$14000 in funds. A heartfelt thanks goes to these parents and the ones who heed the call for help, whether it's baking cakes, donning the barbecue apron or just helping with cleaning up.

Next year, the Department of Education will be introducing mandatory targets in Reading and Numeracy for every school. We will also have targets for attendance. These will be focus areas in our school. So watch out for the Reading Revolution and some Maths Magic! We know that every day counts when it comes to school attendance and academic outcomes so we expect all families to support the school and to ensure their child's attendance rate is 90% or above.

At Scone Public School our Statement of Purpose is Success for All. I commend all our students for their ongoing commitment to their learning.

Deborah Fisher

## Message from the school community

### P&C President 2019 Report

Another year has passed and again despite only having a small committee of regular volunteers the results and outcomes from our fundraising efforts speak for themselves.

It is still evident that our small parent body continues to deliver for our school community and is committed to providing parents with a platform to be involved in making changes and suggestions that benefit our school.

Last year a decision was made early in the year to focus our fundraising efforts on a Christmas themed Bloom Markets to bring our school community together to celebrate the wonderful year that we had. This event was a wonderful success with much positive feedback received from both our local community and our stall holders on the professional way we run our markets as well as the atmosphere we created. Whilst we all played a significant part in the running of this day, it must be acknowledged that the success of this event was made possible by the dedication and organisation of Laura Stevenson.

Whilst our list of highlights and achievements is much smaller this year, their contribution to our school has still been significant.

- Overall our net general fundraising after expenses for the year was just under \$30,000 which is a 25% increase on the \$24,000 from 2018.
- Most of our fundraising centred around Bloom Markets and BBQ and Catering at Team Penning events as well as the usual annual Mother's Day and Father's Day stalls.

- We managed to again organise our biggest and most successful Bloom Markets yet, raising over \$14,000 for the school after expenses. We were incredibly fortunate this year to obtain sponsors to assist us with the cost of our markets. On market day Malabar Coal, our major sponsor have already requested they be our return major sponsor for the 2020 markets. This is a testament to the success and atmosphere created that day at the market.
- An exciting addition to our markets was the collaboration with Scone High School to make our pallet Christmas trees. The students from Scone High made us over 40 of these pallet trees. These trees were distributed to our own classrooms and community groups for decorating. On market day a silent auction was held with the winning class with the highest bid receiving a class party, and our winning community group receiving a \$200 'We Live Here' voucher. This addition to our market was a great achievement and we look forward to including something similar in 2020.
- The students from Scone High School also ran our side show alley this year and donated all their proceeds to the RFS and families affected by bushfires.
- All our raffle prizes this year were selected with the intention to support rural and local communities who have been affected by the long-term drought. In addition to our Dubbo Zoo major prize, the remainder of our prizes focused on the 'We Live Here' gift vouchers to promote spending in our local community.
- Similarly, we were fortunate enough to have Scone Singers and all our wonderful school stages and performance groups perform Christmas carols at the event. This was topped off with a visit from Santa for the kids.
- The school has purchased our new playground equipment which is currently in storage until remediation work is finished on the back playground. Fingers crossed this is installed soon, and we can have our official opening.
- Early in 2019 we saw the departure of our uniform shop co-coordinator. This position was advertised, and interviews undertaken for her replacement. By mid-year we had placed Margaret Wicks in this role. I believe Margaret has settled into this role well.
- Our uniform shop volunteer, Judy is continuing to open our uniform shop daily. Accessibility to the shop both during school term and school holidays when there is a change in season has had a big impact on sales as evidenced by the increase in revenue of \$5,206 on 2018.
- We made annual donations to School Presentation Day and for sporting and dance students.
- We successfully hosted numerous BBQ and catering events such as Team Penning events, Farriers Championships and various department of education meetings held at the school.
- We held fundraisers in the form of Mother's Day Stall, Father's Day Stall, Hot Cross Buns, and Grandparents Day photos.
- We continue to operate the school canteen, uniform shop and facilitate school banking and Scholastic Book Club.
- After implementation of our new sport uniform in 2018 we are seeing a massive trend from many students for their preference for the sport uniform on a day to day basis. Twelve months on since implementation the uniforms still look fantastic and they represent our school well.
- Lastly, as a result of our Bloom Markets fundraising, we have approved the purchase of two new touch tables – one for the library and one for the K-6C Classroom.

To those who donate in time and financially to the P&C – we thank you. I make particular mention to those parents, family members and staff that donate their time. The time itself is invaluable and everything we do cannot be done without you.

Every donation received goes towards the education and improving facilities for all students at Scone Public School.

To our school executive on behalf of the P&C and parents in general thank you for attending the P&C meetings and events. We greatly appreciate the staff's support of the P&C and its initiatives at the school.

Finally, I would like to officially thank our 2019 executive and general committee as without your time, efforts and dedication the success of 2019 would not be possible and valuable services like the canteen and uniform shop would cease to exist. I know how much effort goes on behind the scene to keep these things running.

To those departing – farewell and best wishes. To those of us returning and any new executive and committee members – I look forward to seeing what 2020 brings you all.

Melanie White

2019 P&C President

## 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 provides essential 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. 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

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Learning Culture

#### Purpose

At Scone Public School we aspire to provide equitable opportunities for students to pursue their potential as lifelong learners.

Students will exhibit the characteristics of assessment capable learners who thrive in today's world.

#### Improvement Measures

- Students demonstrate a 4% growth in literacy and numeracy as measured by pre and post testing in internal and external assessments.
- Increased student engagement as evidenced by Tell Them From Me data, attendance data, walkthrough data, lesson observation data and other relevant data sources.
- Improvement in Technology being a driver of student learning as evidenced in Tell Them From Me survey data and class teaching and learning programs.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning

Professional learning and support systems established to bring about sustainable improvement in school, classroom and student performance.

Evaluation	Funds Expended (Resources)
1. Training in Staff Meeting 23rd October 2019	ICT support – PAT portal accessible to students and staff through Shortcuts tab. PAT Subscription \$1895
2. Survey sent 19th November 2019, resent 16th December.	
3. Effect sizes: our goal was to see a 0.4 effect size in literacy and numeracy, as measured by PAT testing.	
Results:	Disposition Poster \$480
PAT R (K–6): 0.30	Staff Training \$16023
PAT M (1–6): 0.35	Impact Coach \$10000
PAT SPG (3–6): 0.51	
These results may have been influenced by the move from paper to online format this year.	

##### Process 2: Integrating Technology

Collaborative professional learning across a community of schools to build teacher capacity to integrate technology for STEM based teaching and learning programs.

Evaluation	Funds Expended (Resources)
The STEM day was a success, the relationships built with Scone High School and showing the students how Scone High implements their technology kept the students engaged. Students were very impressed, some even stating that they would like to attend Scone High because of the STEM programs available. Students gave feedback around the lock boxes being a challenge and the bridge activities working well.	Technology Resources \$11307 STEM Coordinator \$4254

#### Next Steps

### Process 1: Visible Learning

- Continue to embed the Visible Learning practices and monitor through classroom walk-throughs.
- Develop staff capacity to use effective formative assessment strategies and monitoring student progress.
- Develop practices and processes to build capacity of students to be assessment capable learners and identify next learning steps through a goal setting process.

### Process 2: Integrating Technology

- Continue the relationship with Scone High School to develop the STEM program for Year 4 students.
- Build capacity of a staff member to take on the role of STEM coordinator.
- Develop a STEM team to share expertise across the school.



## Strategic Direction 2

### Flourishing Culture

#### Purpose

At Scone Public School, there is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

#### Improvement Measures

##### Positive Behaviour for Learning

3% Increase in student engagement and wellbeing drivers in the Tell Them From Me (TTFM) Student survey data.

##### Positive Behaviour for Learning

4% increase in School-wide Evaluation Tool (Positive Behaviour for Learning) data.

##### Visible Wellbeing

School evaluation against the SEF validates a growth from Delivering to Sustaining and Growing in the areas of Learning domain element of wellbeing and learning culture.

#### Progress towards achieving improvement measures

##### Process 1: Visible Wellbeing

Improvement of student performance through a systematic approach combining wellbeing and learning based on research and best practice.

Evaluation	Funds Expended (Resources)
<p>Visible Wellbeing has been a success at Scone Public School in 2019. The 'Tell Them From Me Survey' indicates some positive results for our school community. Introducing the language of wellbeing has resulted in more positive behaviour, better relationships for students and staff, a more positive school environment and overall better outcomes for our students.</p> <p>The positive relationships between peers has increased by 2% from 2018 and is 3% above Government Schools Norm. The positive teacher-student relations remained stable with 8.5 in 2018 and 8.4 in 2019. There was also an increase for positive learning climate sitting at 6.7 in 2018 to 6.8 in 2019. Students effort remains at the NSW Government Norm of 88%; however, student rigor has slightly increased from 7.9 in 2018 to 8.1 in 2019. It is also important to note that there has been a 7% increase in less disruptive behaviour across the school.</p> <p>As part of the 'Tell Them From Me Survey' students were asked to identify and explain their character strengths. All 119 students were able to identify their character strengths with approximately 60 of them going into more detail about them.</p> <p>Through the survey both teachers and parents indicated the importance of this language and teachers explained in detail the growth they have seen in the students using the programs we have in our school.</p>	\$12598

##### Process 2: Positive Behaviour for Learning

Implement explicit, small group learning experiences that teach the expected positive behaviours to promote learning; and staff regularly, and consistently, reinforce the defined expectations and positive behaviour strategies.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Overall, PBL has been a success at Scone Public School in 2019. Our SET result in Term 4 was 97%. This result is a 40% increase from the previous 12 months and also allows the school to enter the classrooms in 2020. While the 'Tell them from me' survey results differ in the overall improvement one will anticipate greater results in 2020. There was a 2% decrease in 'students with positive behaviour at school' 86% – 2018 and 84% – 2019. There was a positive change with 'students who are victims of bullying' 33% – 2019 compared to 34% in 2018. The positive teacher–student relations remained stable with 8.5 in 2018 and 8.4 in 2019. There was also an increase for positive learning climate sitting at 6.7 in 2018 to 6.8 in 2019.</p>	\$7254

## Next Steps

### Process 1: Visible Wellbeing

- Develop a Scope and Sequence for Positive Education that addresses; Relational Habits, Growth Mindset, Strengths, Emotional Management and Relationships. These link with our PD/H units and PBL expectations to create an integrated approach.
- Work collaboratively with other Upper Hunter schools to engage the community and build a greater understanding of a strengths–based approach to learning and wellbeing.

### Process 2: Positive Behaviour for Learning

- PBL to move into the classrooms.
- Implementation of a new 'Referral' system.
- PBL signage installed in the playground displaying 'universal' expectations.



## Strategic Direction 3

### Reflective Culture

#### Purpose

At Scone Public School quality curriculum implementation ensures data informed teaching and learning programs that identify interventions and modify teaching practices to drive school improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

#### Improvement Measures

##### Evidence Informed Pedagogy

Document analysis of teaching programs show clear evidence of differentiation in literacy and numeracy.

Walkthroughs indicate 80% of observed focus groups follow the standard guidelines for best practice.

##### Curriculum

All teaching and learning programs meet the NESA requirements as evidenced by supervision program checklists.

Teachers have a clear knowledge and understanding of curriculum, based on pre and post survey data following professional learning and collaborative workshops.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Informed Pedagogy

Students' performance is improved through targeted approaches.

- Early identification of the level of attainment in literacy and numeracy of each individual child from Kindergarten to Year 6
- Differentiating teaching practice that focuses on the needs of the individual student
- Using targeted interventions in literacy and/or numeracy according to need
- Ongoing monitoring of student progress against curriculum standards and the literacy and numeracy learning progressions

Evaluation	Funds Expended (Resources)
<p>Classroom Teachers have an increased knowledge of and confidence to input data into prescribed curriculum areas of ALAN– PLAN2. Classroom Teachers have created habits around data input each term. Use of Progression Data entry for teaching and learning cycle is becoming common practice where assessment informs teaching.</p> <p>All classroom teachers are using data gathered to target areas of need in their teaching and student learning. Targets in literacy are evidenced in teaching and learning programs including adjustments for individual students and small groups of students.</p>	<p>2 x Interventionists</p> <p>Instructional Leader</p> <p>Professional Learning in use of PLAN 2– Creating Focus Groups</p>

##### Process 2: Curriculum

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Evaluation	Funds Expended (Resources)
<p>Document Analysis of teaching programs indicates areas that need to be developed to align with the NESA requirements. Classroom teachers are differentiating their teaching and learning programs and documenting the Learning Intentions and Success Criteria in some areas of their teaching and learning programs.</p>	<p>Year 4 Music Program and Music Mentoring for Stage 1 teachers.</p> <p>Professional Learning in Science and Technology.</p>

## Progress towards achieving improvement measures

Program checklists were reviewed and adapted to outline NESAs expectations and are utilised by supervisors to provide feedback to class teachers.

Survey data from pre and post professional development to build capacity of teachers to implement the curriculum indicates improved understanding and confidence as well as areas to provide whole school staff development for 2020.

## Next Steps

- Executive to work with the Teacher Quality Advisor to streamline processes and practices to further support teachers to create teaching and learning programs that meet NESAs requirements.
- Professional Learning to support teachers to integrate ICT to support differentiated curriculum to meet the diverse needs of students.
- Class teachers use PLAN2 to monitor and track progress of students to meet Mandatory Targets in Reading and Numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Budbudda Dreaming– Didgeridoo lessons with Richie Lawton– \$200 per lesson. Total \$400 for the term.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$58 272.00)</li> </ul>	Number of Aboriginal students reporting that they feel good about their culture has increased in the TTFM survey. (80% in Semester 2 TTFM report, which is a 1% increase from Semester 1 2019).  TTFM survey results indicate a need for further professional development for staff to increase their understanding of Aboriginal culture– (58% of students report that their teacher understands their culture).
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$4 043.00)</li> </ul>	<ul style="list-style-type: none"> <li>Students with language backgrounds other than English have been supported by a designated teacher. This includes development of individualised learning plans and 1:1 teaching to build the English proficiency of targeted students.</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$198 712.00)</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing teacher employed two days per weeks to support the social and emotional learning needs of identified and referred students.</li> <li>Four full–time SLSOs employed to support the learning needs of students with identified needs and those on an individualised learning plan.</li> <li>Interventionist teachers employed to support Class Teachers to implement Focus Groups for targeted students.</li> <li>Technology resources purchased to support Class Teachers to monitor student progress using PLAN2.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$80 677.00)</li> </ul>	<ul style="list-style-type: none"> <li>Review of QT Rounds and PLC Groups inform changes for the 2020 school plan.</li> <li>All teaching staff participate in Quality Teaching Rounds and work collaboratively in Professional Learning Communities to build sustained school improvement.</li> </ul>
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio–economic background (\$258 242.00)</li> </ul>	<ul style="list-style-type: none"> <li>Technology Resources purchased to support teaching and learning programs including Laptops and trolleys.</li> <li>Implementation of Positive Behaviour for Learning including Rewards Days and school signage.</li> <li>Resourcing to implement the Quicksmart Numeracy program.</li> <li>Teaching Salaries– part–time SLSO and interventionist</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	241	238	238	221
Girls	238	221	208	198

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	94.2	93.5	93.2
1	91.6	94.6	90.7	92.3
2	92.2	94.7	91.6	93.7
3	91.3	94.5	92.5	93
4	92.4	92.3	91.3	93.9
5	92.6	93.7	91.5	92
6	92.6	92.9	90.7	91.9
All Years	92.3	93.8	91.7	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.81
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.42

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	834,801
<b>Revenue</b>	4,568,436
Appropriation	4,418,278
Sale of Goods and Services	934
Grants and contributions	142,467
Investment income	6,657
Other revenue	100
<b>Expenses</b>	-4,882,098
Employee related	-4,273,465
Operating expenses	-608,634
<b>Surplus / deficit for the year</b>	-313,663

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	221,202
<b>Equity Total</b>	519,268
Equity - Aboriginal	58,272
Equity - Socio-economic	258,242
Equity - Language	4,043
Equity - Disability	198,712
<b>Base Total</b>	2,858,735
Base - Per Capita	106,061
Base - Location	11,450
Base - Other	2,741,224
<b>Other Total</b>	705,218
<b>Grand Total</b>	4,304,423

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.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## 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 School were provided with the opportunity to participate in the Tell Them From Me surveys in 2019. Feedback was also sought from parents through surveys throughout the year.

Students from Years 4, 5 and 6 participated in the Tell Them From Me survey throughout 2019. Students on average reported a high sense of belonging (67%) in the September survey and believe they have Positive Relationships at school (88%). Students (96%) Value Schooling and believe it has a strong bearing on their future.

Students rated highly (8.4) that staff hold high expectations for all students to succeed and emphasize academic skills. Students reported high advocacy at school (7.8) which was above the NSW Government norm. Students feel teachers are responsive to their needs and encourage independence with a democratic approach (831).

Aboriginal students (80%) reported that they feel good about their culture and (58%) agree that their teachers have a good understanding of their culture.

The staff had a 49% response rate to the People Matters Survey that indicated increased number of staff satisfied in their job (76.5%). Results in six of the areas measured including; Engagement with Work, Senior Managers, High Performance, Public Sector Values, Diversity and Inclusion and Flexible Working Satisfaction increased from the previous year. The executive have worked collaboratively to improve in the area of communication which saw a 23% increase from 2018.

Our Parents were surveyed through the SurveyMonkey online platform which was advertised and promoted through the school newsletter, Skoolbag app and Facebook page. Of the parents who responded to the survey, 63% indicated that they were satisfied or very satisfied with the education their child received at Scone Public School. Child happiness and progress as well as teacher quality were the top contributors to this satisfaction. Parents indicated that the school's greatest achievements in 2019 were the Public Speaking and Sporting Programs, School Concert and the Implementation of Positive Behaviour for Learning (PBL).



## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.