

Scone High School

2019 Annual Report



8409

Introduction

The Annual Report for 2019 is provided to the community of Scone High 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.

School contact details

Scone High School

Gundy Rd

Scone, 2337

www.scone-h.schools.nsw.edu.au

scone-h.school@det.nsw.edu.au

6545 1455

School background

School vision statement

Creating flourishing citizens of tomorrow through high expectations in learning.

School context

Scone High School is a comprehensive, coeducational Year 7 – 12 school in the Upper Hunter of NSW. The school has a proud tradition of excellence in academic, creative, cultural and sporting achievements. The student population reflects the diversity of our predominantly rural community.

As a member of The Upper Hunter Community of Public Schools, Scone High School enjoys positive connections with six partner schools. The school offers a broad curriculum including courses that provide for academic and vocational pathways. Scone High School is the lead school in the Upper Hunter Trade Training Centre and a Centre of Excellence in Agriculture. All classrooms are equipped with state of the art technology including interactive whiteboards. Scone High School offers a broad curriculum to support the needs of all students.

The school delivers a range of highly valued, co-curricular programs providing opportunities for all students to enrich their learning experiences. Scone High School's outstanding student leadership program promotes leadership development, global understanding and citizenship. The school promotes tolerance and understanding of difference through preparing students for their future. The school's team of highly qualified and enthusiastic staff, facilitate learning opportunities geared to success for all students.

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

Strategic Direction 1

Visible Learning

Purpose

Using Visible Learning tools to empower and equip future focused learners. To continue to connect students with learning by engaging in a language of learning that focuses on individual student growth. To create consistent approaches to learning by developing a toolkit for learning for each teacher.

Improvement Measures

Aspiration , walkthroughs and observations using Quality Teaching Framework,

Literacy & Numeracy Progressions scale as well as NAPLAN, VALID, HSC

Progress towards achieving improvement measures

Process 1: Parent/Carer

Parents/carers are involved in the language of learning via forums held to improve the use of this language during learning conversations at home

Evaluation	Funds Expended (Resources)
Newsletter articles appear infrequently, with goals to increase this in 2020. Student reports show the school's "Language of Learning" and use of growth terms.	

Process 2: Learning Communities

Formation of Learning Community groups to collaboratively engage in the development and implementation of a language of learning through both professional learning and collegial partnerships.

Evaluation	Funds Expended (Resources)
Learning Communities are a regular feature of collegial learning. Teacher impact cycles have been developed and feedback sessions held for future improvement	

Process 3: Professional Development

Leaders utilise financial and organisational resources to strategically address Professional Development Plans of all staff and to also address the school plan.

Evaluation	Funds Expended (Resources)
All staff PDPs are collated into whole school data to address learning needs. Staff training is being directed by staff PDP process. Coaching model is still in development	

Process 4: Classrooms

Lessons are developed by teachers to address each students' learning journey.

Evaluation	Funds Expended (Resources)
Walkthrough data collected at times and discussed along with lesson observations	

Strategic Direction 2

Visible Wellbeing

Purpose

To unite with all Upper Hunter schools to embed Positive Education practices within the school and develop flourishing students and staff.

Improvement Measures

Attendance data

Student Behavioural referral data

Tell Them From Me surveys, Wellbeing Profiler

Wellbeing measures as agreed upon by the Upper Hunter education Principal network

Progress towards achieving improvement measures

Process 1: Positive Education

To enhance the quality of intrapersonal and interpersonal relationships for staff and students, with a focus on evidence based approaches. The school will use the visible wellbeing framework to achieve this purpose.

Evaluation	Funds Expended (Resources)
Character Strength language present in all aspects of the school. Student learning on Character Strengths formed a feature of student learning in 2019	

Process 2: Targeted Interventions

Identification of poor wellbeing and implementation of programs and support structures to assist students.

Evaluation	Funds Expended (Resources)
Referral processes re-designed to ensure efficient delivery of services to students. Wellbeing teacher creating positive input to student wellbeing in 2019.	

Strategic Direction 3

Visible School

Purpose

To enhance the capacity of all staff to identify and implement the most effective system improvement processes. These processes and practices are integrated into all decision making to assist learning

Improvement Measures

The school is able to evidence growth and change in current positive perceptions within the school community.

Community perceptions of scone high school improve survey

Scone high school reputation and community partnerships scale

An increase in the utility of procedures and processes documents.

Teacher to Teacher and Teacher to Principal relational trust

Progress towards achieving improvement measures

Process 1: Leadership capability

The school leadership team model instructional leadership and support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement

Evaluation	Funds Expended (Resources)
Communication of and processes to create a more visible school are continually improving	

Process 2: Strategic Structures

Strategic and collegial student improvement project

Evaluation	Funds Expended (Resources)
Clear roles & responsibilities have been developed	

Process 3: School Partnerships

Upper Hunter Community of Schools meet regularly to coordinate inter school projects and programs

Evaluation	Funds Expended (Resources)
Transition program now includes progressions, as shared through PLAN2 software between schools.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Staff meeting times & Staff Development Day Term 3	All teachers shared results of their impact cycle, with next learnings identified.
Support for beginning teachers	Upper Hunter Network meetings	Attendance of 4 meetings by 4 teachers in 2019

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	180	186	173	174
Girls	204	201	178	177

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.9	92.4	89.9	89.6
8	92.7	87.7	86.1	88.4
9	89.9	88.1	82.4	84.1
10	87.9	88.4	83.8	82.1
11	92.4	86.1	83.9	80.3
12	87.2	92.3	85.6	84.1
All Years	90.6	89	85.2	84.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	6	8
Employment	2	12	33
TAFE entry	10	10	13
University Entry	0	0	45
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Scone High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Scone High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	24.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.98
Other Positions	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	708,385
Revenue	6,060,419
Appropriation	5,921,860
Sale of Goods and Services	19,212
Grants and contributions	115,618
Investment income	2,438
Other revenue	1,291
Expenses	-6,191,758
Employee related	-5,342,607
Operating expenses	-849,151
Surplus / deficit for the year	-131,339

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 Approved SBA (\$)
Targeted Total	291,787
Equity Total	509,550
Equity - Aboriginal	39,760
Equity - Socio-economic	298,480
Equity - Language	5,907
Equity - Disability	165,403
Base Total	4,523,815
Base - Per Capita	82,762
Base - Location	8,686
Base - Other	4,432,367
Other Total	307,487
Grand Total	5,632,639

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.

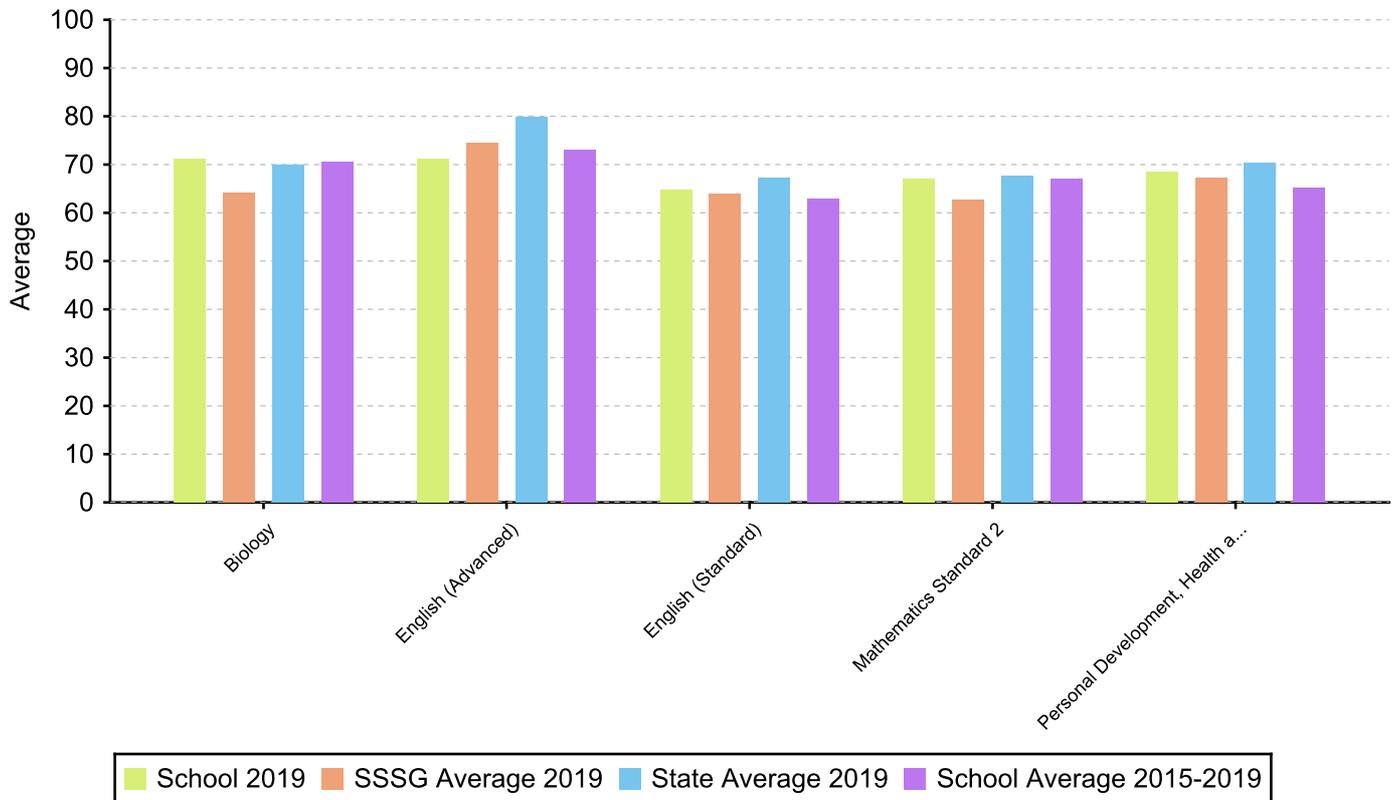
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	71.1	64.1	69.9	70.5
English (Advanced)	71.2	74.6	80.0	73.1
English (Standard)	64.8	64.0	67.3	62.8
Mathematics Standard 2	67.1	62.8	67.7	67.1
Personal Development, Health and Physical Education	68.4	67.3	70.5	65.2

Parent/caregiver, student, teacher satisfaction

No parental report has been submitted due to the cancellation of the 2020 P&C Annual General Meeting. The President's report is used for this purpose.

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.