

2020 Annual Report

Scone High School



8409

Introduction

The Annual Report for 2020 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

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
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

Overall summary of progress

Despite COVID interruptions to Professional Learning, teachers have been able to learn more about the Learning Progressions and how to incorporate this into their Teaching & Learning. The Progression scale, NAPLAN, Best Start Yr7, VALID & HSC data are analysed to further indicate student growth, along with internal school data. In 2020, NAPLAN testing was cancelled due to COVID restrictions, limiting analysis of student growth.

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)
COVID restrictions & interruptions took a priority throughout 2020. Teachers have successfully implemented Learning Impact Cycles into regular routines.	Funding Sources: • Professional learning (\$5000.00)

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 have been used by teachers to share & develop Learning Impact Cycles. Evidence shows that collegiality has been improved also through this activity.	District Office Advisor & state delivered TPL

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)
COVID adjustments throughout the year became a training priority. Coaching will continue to be a focus into the future.	Funding Sources: • Professional learning (\$5000.00)

Process 4: Classrooms

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Faculty Focus is utilised as a collegial sharing process, allowing growth of knowledge & skills across the faculties. Student voice has been used to provide feedback to the leadership team on acknowledgement of student achievement.	Professional Learning Communities Staff Development Days

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

Overall summary of progress

Visible Wellbeing training completed for all teachers in 2020. Attendance data shows an increase in student attendance in 2020. Student behavioural data has shown a reduction in negative referrals 2020.

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)
Staff & student learning in positive wellbeing continues to be a major feature of whole school learning strategies. Evidence from classrooms shows teachers are using Character Strength language.	

Process 2: Targeted Interventions

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

Evaluation	Funds Expended (Resources)
Development of organisational planning to ensure that external providers are able to deliver learning & support for students to address student need.	Learning Support Team meetings Staff Development Days

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

Overall summary of progress

Evidence from Tell Them From Me surveys, document survey, and People Matters Survey show that teachers, parents and students have an increasing perception of Scone High School. Parents report that they are now much more likely to recommend Scone High School as a quality educational setting.

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)
Leadership Team continue to develop their skills and also the skills of their staff to improve on the leadership capabilities within the school.	

Process 2: Strategic Structures

Strategic and collegial student improvement project

Evaluation	Funds Expended (Resources)
COVID has disrupted the parent focus groups. Tell Them From Me survey data from parents shows an improved perception of Scone High School in several areas.	

Process 3: School Partnerships

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

Evaluation	Funds Expended (Resources)
New Multi-Categorical support class has been successfully organised & Head Teacher appointed. Transition programs have been highly productive & successful.	Staff release to communicate with Primary Schools to ensure smooth Yr 6-7 transition. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability

Progress towards achieving improvement measures

New Multi-Categorical support class has been successfully organised & Head Teacher appointed. Transition programs have been highly productive & successful.	(\$2000.00)
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$51 150.00) 	<p>The improved acknowledgement of Aboriginal perspective across the school has been marked. Aboriginal students are using the Yarning Circle as a reset space and general class are also using the Yarning Circle as an outdoor classroom.</p> <p>Aboriginal student</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$44 622.00) 	<p>Throughout the COVID disruption of 2020, beginning teachers were still able to access the training and mentorship provided.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$18 856.00) 	<p>All allocated first year teachers have been supported through the use of timetabling adjustments and the employment of temporary teacher to reduce their teaching load.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	186	173	174	160
Girls	201	178	177	183

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.4	89.9	89.6	93.6
8	87.7	86.1	88.4	90.5
9	88.1	82.4	84.1	92.7
10	88.4	83.8	82.1	84.5
11	86.1	83.9	80.3	89.8
12	92.3	85.6	84.1	88.5
All Years	89	85.2	84.9	90
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	2	5
Employment	4	23	35
TAFE entry	7	5	15
University Entry	0	0	46
Other	0	0	0
Unknown	0	9	0

Year 12 students undertaking vocational or trade training

29.79% of Year 12 students at Scone High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Scone High School expected to complete Year 12 in 2020 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)	24.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.58
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	577,047
Revenue	6,218,984
Appropriation	6,092,393
Sale of Goods and Services	35,809
Grants and contributions	70,365
Investment income	733
Other revenue	19,684
Expenses	-6,171,421
Employee related	-5,375,399
Operating expenses	-796,021
Surplus / deficit for the year	47,563
Closing Balance	624,610

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.

	2020 Approved SBA (\$)
Targeted Total	42,923
Equity Total	568,797
Equity - Aboriginal	51,150
Equity - Socio-economic	335,279
Equity - Language	10,689
Equity - Disability	171,679
Base Total	4,941,973
Base - Per Capita	85,451
Base - Location	9,015
Base - Other	4,847,507
Other Total	293,633
Grand Total	5,847,326

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.

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.

2020 NAPLAN

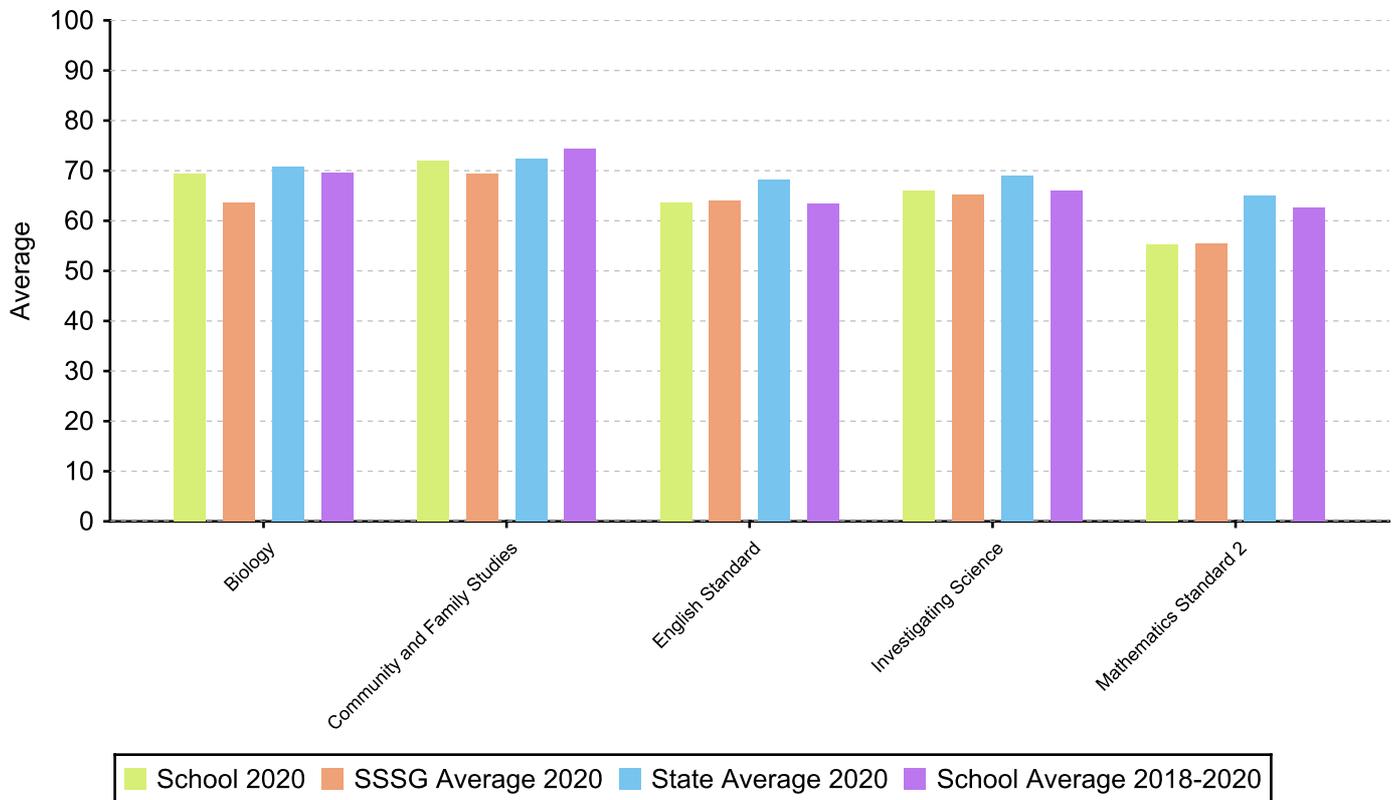
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	69.3	63.7	70.8	69.6
Community and Family Studies	71.9	69.4	72.4	74.4
English Standard	63.6	64.0	68.1	63.5
Investigating Science	66.0	65.3	69.0	66.0
Mathematics Standard 2	55.3	55.5	64.9	62.6

Parent/caregiver, student, teacher satisfaction

President's Report Presented by Cheryl Pringle

Scone High School P and C AGM 23/03/2021

Firstly I would like to welcome everyone to this AGM and thank committee members, school staff, patrons and life members who have offered continued support over 2020 to our Parents and Citizens Association. If you are new to us we appreciate your attendance and look forward to getting to know you. You have joined a team of friendly workers who enjoy each other's company and continue to support the needs of students and staff at SHS.

What a year 2020 was! Before 2020 our P and C would meet on the 4th Tuesday of each month i.e. 10 meetings per year, not meeting in January and December but then came COVID !!!!! Like everyone we took awhile to get used to not meeting in person but utilising ZOOM to meet. Attendance numbers fell, people just didn't want to gather or they struggled with the technology. Our wonderful committee members and others continued to turn up, we followed COVID safe practices designed by the Department of Education and SHS and kept getting on with business. Principal-Brian Drewe and Deputy Principal Adam Johnston provided everything we needed to be COVID safe which resulted in 7 meetings occurring.

At this point I would like to acknowledge the support of Brian and Adam who not only attended most meetings but provided valuable information to our meetings in their reports. We are a true partnership and welcome parents to attend meetings to hear about the wonderful happenings at SHS and put forward any ideas/queries they may have.

Our canteen staff continued to be employed under Job Keeper until Nov.2020. Small losses were seen over this period but we continued to provide nourishing food for those on site. It was smiles all round as students returned to classroom learning. Everyone had a very positive approach including our HSC students."We GOT THIS!!!" was their mantra and "Let's get this done !" was ours. We talk a lot about having resilience in schools and students, staff, parents and friends of SHS showed this in bucketloads.

If you are good at getting things done in a friendly environment please think about volunteering at "Eats on Gundy".Belinda Field and her staff:Gemma Adams and Amanda Ryan will support you to enjoy volunteering in our school canteen.

SHS Canteen refurbishment continues with our support, students are enjoying the new seating outside the canteen, this has brought a cafe feel to this area. Students sit and enjoy healthy food and each others' company at every break. Students voted for a new name for the canteen, it is now called "Eats on Gundy". The beautiful sign was designed by …….. and it adds to the brightness of this area and showcases Molly's talent.

A new oven has recently been installed, Belinda Field the canteen supervisor and her staff cook up amazing food which now includes stir fries straight out of the WOK.

Fundraising opportunities in 2020 were extremely curtailed with no gatherings allowed including Scone's Horse Week Parade and the opportunity to serve supper at the Kiora Concert.

We look forward to more opportunities in 2021.

Our thanks goes to John Hallett and Julee Gilmore at Rose and Partners who are our auditors and key advisers for our various accounts.

Along with the canteen refurbishment we are committed to supporting a new project at SHS.We were approached by a parent to consider improving selected outdoor areas to cater for the needs of our Support Class students.After consideration we acknowledged this was a worthy project and have commenced fund raising for SHS Enriched Outdoor Learning Areas Project.

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.