

# 2023 Annual Report

## Scone High School



8409

# Introduction

The Annual Report for 2023 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 Strategic Improvement 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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Scone High School

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## School vision

The students at Scone High School are inspired to grow their capacity and confidence to become resilient, socially responsible citizens who are flourishing lifelong learners. Staff facilitate and model a supportive, inclusive and passionate educational setting that extends beyond the gates to include wider learning networks and the whole community. We provide a flexible, personalised, nurturing environment focused on all aspects of the student.

## School context

Scone High School is a comprehensive secondary school with a support unit which has three classes, located in the Upper Hunter Valley, NSW. The student population of 315 is stabilising, following several years of enrolment decline. Our school community is diverse, while 98% of students have an English speaking background, 2% require some level of EAL/D (English an additional language or dialect) support. 26% of students identify as having an Aboriginal background. The school's staffing entitlement in 2023 is 34 teaching staff and 10 non-teaching staff. Our executive staff is stable with the majority being here for more than five years. 20% of our teaching staff are early in their career as teachers. There is a 9% turnover of staff each year. Students represent the school across the district in leadership activities, cultural commitments such as CAPERS Dance, Kia Ora Music and various Eisteddfods and a wide range of sporting activities. Agriculture forms a large focus of learning opportunities for students. There is a very long history of success at the Royal Easter Show and the Beef Bonanza steer leading competitions. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local Aboriginal Educational Consultative Group. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. The school community is highly committed to Visible Learning and Visible Wellbeing practices, with a very strong link with a cross-sectoral community of schools across the Upper Hunter. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use, to support individualised and differentiated learning 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To use research based data driven practices to improve student growth.

To maximise student learning outcomes to build strong foundations for success, developing & refining data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Specific Literacy & Numeracy Programs
- HSC Growth in Top 2 & 3 Bands

### Resources allocated to this strategic direction

Low level adjustment for disability

Socio-economic background

Professional learning

Aboriginal background

Location

### Summary of progress

- Specific Literacy & Numeracy Programs - have continued to address an academic need in Years 7 & 8. QuickSmart data shows definite general growth in student Literacy & Numeracy achievement. This data also correlates well with PAT, NAPLAN and Check-In data. These programs will be continued into the next plan, with potential for an extension into small group tuition at both upper and lower levels of achievement scores. These programs and the data analysis around them have identified needs of some students are not always met, which will develop into the new plan in the form of a Head Teacher Teaching & Learning.
- HSC Growth in Top 2 Bands - Program continued to deliver high end learning for HSC and Preliminary HSC students. This program is now embedded and sustainable and considered to be normal practice in the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the number of Aboriginal students attaining HSC while maintaining cultural identity by 10 percentage points from the Baseline.	In 2023, 100% of Indigenous students, who began Year 11, have completed their HSC, with very strong connections made with their cultural identity through the Young Mob program.
Total number of students achieving top 2 band HSC results will increase by 11 percentage points from the Baseline.	In 2023, due to a smaller cohort in the HSC, achievement in the top 2 HSC bands has remained stable.
Total number of students achieving top 3 band HSC results will increase by 10 percentage points from the Baseline.	HSC results in the top 3 bands has increased by 6% above the baseline, with 39% of students achieving in the top 3 bands in 2023
An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.	All students who attain an HSC have met the HSC Minimum Standard.
An increase in Check-in Assessment mean scaled score for numeracy in Year 7, 8 and 9 for 2023 compared with	Year 9 Check-in assessments show a growth rate of 2% in numeracy.

Year 6, 7 and 8 in 2022.	
An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 for 2023 compared with Year 6, 7 and 8 in 2022.	Year 9 Check-in assessments show a growth rate of 3% in reading.

## Strategic Direction 2: Leading & Learning

### Purpose

To develop a culture of instructional leadership informed by the latest pedagogical research, ongoing lesson observations & feedback.

To continually improve leadership through coaching conversations & further development of executive staff as instructional leaders.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- HSC Data Analysis
- Leadership Enquiry

### Resources allocated to this strategic direction

**Professional learning**  
**Aboriginal background**

### Summary of progress

- HSC Data Analysis - Embedded practice of HSC Data analysis is now evident, with all HSC teachers reviewing previous year/s data and creating learning around any areas that need to be addressed. HSC results analysis also shows that this work has reduced the number of deficit questions for successive cohorts.
- Leadership Enquiry - The Executive Team participate in Professional Learning as a group on a regular basis. Professional readings on the impact on learning of leadership practices has been the focus in 2023. This style of Professional Learning will be continued into 2024 as normal everyday practice.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>1. Teacher regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.</p> <p>2. Teachers take responsibility for changes in practice required to achieve school performance and are using data on a regular basis to monitor the effectiveness of their own effort.</p>	<p>1. All Indigenous students and families participated in Personalised Learning Plans meetings and have created higher quality goals</p> <p>2. Regular review of class data, Check-in assessments, VALID and HSC data is undertaken by all teaching staff with a goal of implementing changes in teaching sequencing and practice that address the current student needs.</p>
<p>Increase of HSC course results in top 2 bands by 12 percentage points and top 3 bands by 10 percentage points.</p> <p>An integrated, whole school approach, to using metacognitive strategies is implemented, accompanied by regular monitoring and evaluation processes that ensure teacher accountability.</p>	<p>Across the current planning period, there has been a decrease in performance in the top 2 bands of 15%</p> <p>Across the current planning period, there has been an increase in performance in the top 3 bands in the HSC of 6%</p>

## Strategic Direction 3: Connect, Engage & Flourish

### Purpose

To maximise best practice and embed a culture of high expectations, whole of school community engagement, collective efficacy and continuous improvement in pursuit of school excellence, through high quality wellbeing practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community of Learning
- Engage in Learning, Attendance & Wellbeing

### Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Student Support Officer

Professional learning

### Summary of progress

- Continued engagement in the Community of Schools has been successful in 2023. Highlights have been, Combined Scone Public School and Scone High School bands, Education Week Presentation Evening, Sharing of the Scone High School bus, various leadership opportunities for students across schools, Scone Public School involvement with Beef Bonanza and a highly successful transition to High School Program.
- Various data samples show an increase in student growth and attainment, as compared with the Statistically Significant Similar Schools Group. Attendance has risen to Pre-COVID levels through consistently high expectation conversations schoolwide. Wellbeing programs continue to maintain high standards of Growth Mindset approaches to learning across the school, as well as best practice program delivery that supports those students and families in need of extra support.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of students reporting expectation for success, advocacy and sense of belonging at school will increase by 9 percentage points.	Proportion of students reporting expectation for success, advocacy and sense of belonging at school have remained stable and comparable with state measurements according to Tell Them From Me surveys.
Proportion of students attending >80% of the time will increase by 11 percentage points.	Proportion of students attending >85% of the time has increased by 4 percentage points.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,657.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Scone High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Created a known value add for all students who are identified as EAL/D, working in a 1:1 tuition model. 100% of students progressing to the next phase of English learning proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor the academic progress of all EA/LD students in the school to ensure continued language development.</p>
<p>Integration funding support</p> <p>\$129,062.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scone High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the number and quality of support plans and their known implementation in all classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increasing the frequency of the revision of all plans across the school. Sourcing best practice Professional Learning opportunities for staff that continue to create more supportive learning experiences for students</p>
<p>Socio-economic background</p> <p>\$447,100.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scone High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Specific Literacy &amp; Numeracy Programs</li> <li>• Community of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support with educational materials,</li> </ul>

<p>Socio-economic background</p> <p>\$447,100.63</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> <li>• employment of external providers to support students with additional learning needs</li> <li>• employment of additional staff to support QuickSmart program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access to learning activities held both on school site and at excursion sites. Greater engagement with families that focus on learning. Growth in Literacy and Numeracy outcomes for students being supported across the school via staff Professional Learning and specific learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of financial assistance to continually increase educational access for all students enrolled. Ongoing investigation into best practice delivery of learning in all classrooms and spaces.</p>
<p>Aboriginal background</p> <p>\$85,288.78</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scone High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Specific Literacy &amp; Numeracy Programs</li> <li>• HSC Data Analysis</li> <li>• Community of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase (90%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 93% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,894.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Scone High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been supported to improve their learning outcomes through the employment of teaching staff with appropriate expertise. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p>

<p>English language proficiency</p> <p>\$2,894.81</p>	<p><b>After evaluation, the next steps to support our students will be:</b>          To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$219,485.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Scone High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Specific Literacy &amp; Numeracy Programs</li> <li>• HSC Growth in Top 2 &amp; 3 Bands</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$9,700.65</p>	<p>The location funding allocation is provided to Scone High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HSC Growth in Top 2 &amp; 3 Bands</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$51,094.53</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Scone High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Professional learning</p> <p>\$51,094.53</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Specific Literacy &amp; Numeracy Programs</li> <li>• HSC Growth in Top 2 &amp; 3 Bands</li> <li>• HSC Data Analysis</li> <li>• Leadership Enquiry</li> <li>• Engage in Learning, Attendance &amp; Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$163,832.62</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$85,333.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Scone High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Operational expenses to support quality learning in all spaces</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supporting quality teaching and learning in all classrooms through planning of necessary operating expenses</p>

<p>Per capita \$85,333.01</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continued financial revisions to ensure the most effective use of operational expenditure</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Scone High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A greater number, and higher quality delivery, of wellbeing teaching &amp; learning programs for small groups in the school. Continued delivery of learning to all students in understanding personal wellbeing, ensuring maximum coverage of wellbeing training to students. Increased access to external support agencies for students and families who are in need of extra supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continued development of best practice student wellbeing strategies across the school, with a goal of improving all student outcomes.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	160	181	174	154
Girls	183	152	140	143

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.6	84.8	85.3	91.0
8	90.5	85.3	77.2	84.5
9	92.7	84.0	80.5	69.8
10	84.5	81.6	78.8	76.7
11	89.8	77.4	70.4	79.2
12	88.5	89.1	82.3	85.4
All Years	90.0	83.7	79.2	80.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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	15	4
Employment	79	70	13
TAFE entry	21	15	4
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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68.75% of Year 12 students at Scone High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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95.8% of all Year 12 students at Scone High School expected to complete Year 12 in 2023 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)	6
Classroom Teacher(s)	22.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.58
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	496,118.38
<b>Revenue</b>	7,272,698.78
Appropriation	7,051,897.56
Sale of Goods and Services	31,193.94
Grants and contributions	156,692.22
Investment income	7,841.52
Other revenue	25,073.54
<b>Expenses</b>	-6,805,236.06
Employee related	-5,935,329.06
Operating expenses	-869,907.00
<b>Surplus / deficit for the year</b>	467,462.72
<b>Closing Balance</b>	963,581.10

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	50,014
<b>Equity Total</b>	754,770
Equity - Aboriginal	85,289
Equity - Socio-economic	447,101
Equity - Language	2,895
Equity - Disability	219,485
<b>Base Total</b>	5,318,745
Base - Per Capita	85,333
Base - Location	9,701
Base - Other	5,223,711
<b>Other Total</b>	471,446
<b>Grand Total</b>	6,594,974

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

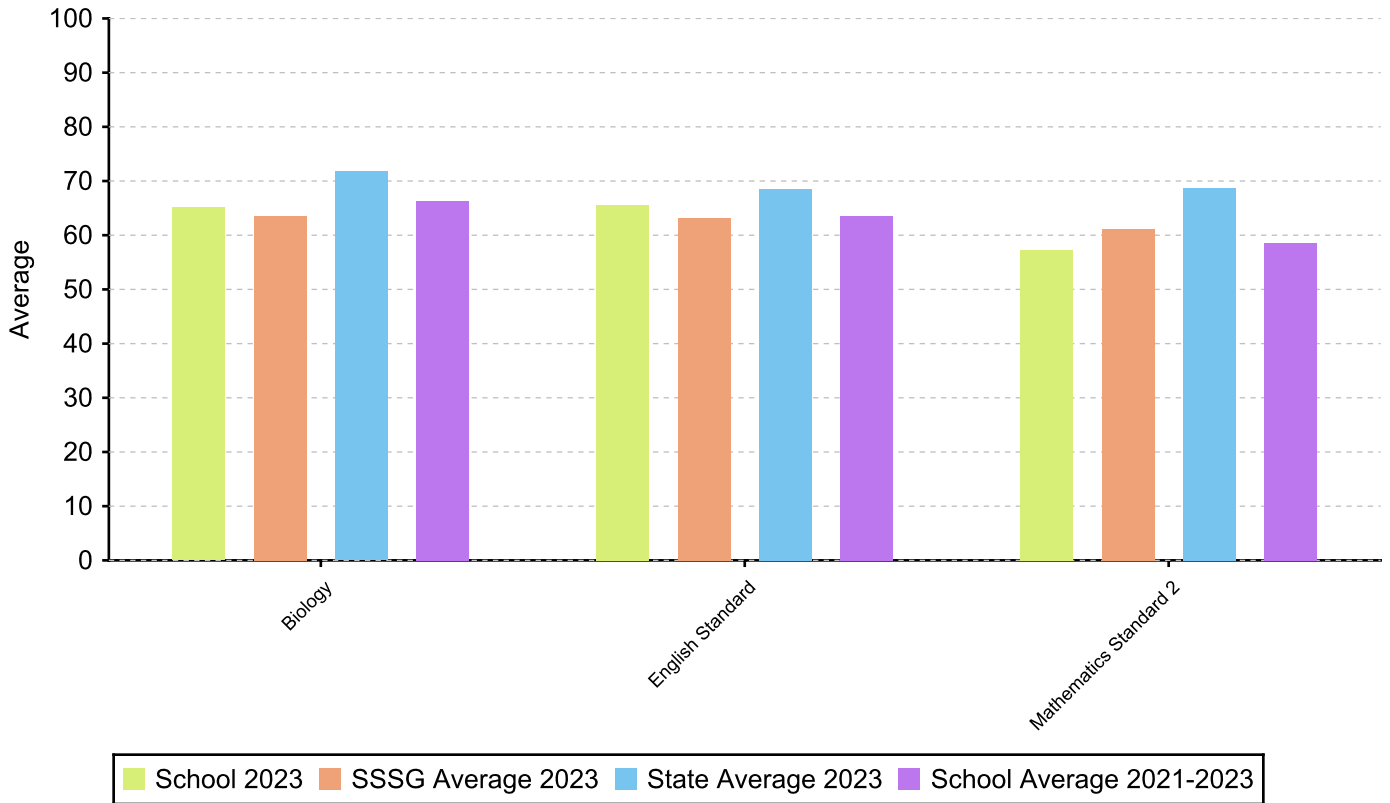
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

# 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 2023	SSSG	State	School Average 2021-2023
Biology	65.1	63.6	71.8	66.3
English Standard	65.6	63.1	68.5	63.5
Mathematics Standard 2	57.3	61.1	68.7	58.6

## Parent/caregiver, student, teacher satisfaction

**Parents** have been involved in the Tell them From Me survey and report that:

The school is a culturally safe place to learn. Parents state that the school is inclusive, in that teachers help students develop positive friendships, include all students in activities and staff create opportunities for students who are learning at a slower pace.

Parents state also that their students feel safe coming to school and that the school responds to incidents between children well. Parents often discuss their students' successes at school and encourage and praise success at school. The school communicates effectively with parents throughout the year, for many reasons. Communication channels effectively inform parents of school and community events and feel welcomed into the school.

The school displays high learning and behavioural expectations and that their child is encouraged to do their best work. Homework is appropriately issued and followed up by teachers.

**Students** have been involved in the Tell them From Me survey and report that:

Students understand what makes a positive learning environment (5.5 compared to NSW Govt norm of 5.6) and agree that staff emphasise academic skills and hold high expectation of them. Additionally, students are on par with NSW Government norm (6.3) in recognising that class time is used effectively and lessons are relevant to their everyday lives. This survey shows that 78% of students have positive relationships with friends at school and 80% report they do not get into trouble for disruptive or inappropriate behaviour, meaning that they are maximising their learning. 75% of students report having a medium or high level of optimism about their level of achievement.

**Teachers** have participated in People Matters Employee Survey (PMES) and report that:

They feel safe in their workplace with 90% of staff feeling confident with how issues would be dealt with by management. Over 70% of staff report they are well supported to try new things and feel they belong in this school as an organisation. Over 88% of staff also report they feel their manager (head teacher, deputy or principal) communicates well with them.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.