

Scone Grammar School Annual Report 2017



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Welcome to Scone Grammar School's 2017 Annual Report. This Report is a requirement of the NSW Education Standards' Authority. I hope you find it informative. Should you require further information or clarification, please do not hesitate to contact the Principal.

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Reporting Area 1. A Message from Key School Bodies

a.) 2017 School Council's Annual Report

The economic downturn, locally, continued to impact the school's enrolment with a small drop in the overall enrolment for 2017. This meant the School Council had to work through some challenges to position the school well for the future, particularly the consolidation of staffing. Throughout the year the school continued to run smoothly serving the students and families academically and the student's holistic development through a very active and full school calendar.

School Council have been engaged in the following core responsibilities:

- the completion of the second floor fit out of Secondary Teaching and Learning centre. Classes commenced in Term 4 2017;
- working through the consolidation of staff and Administration office for the commencement of 2018;
- engaging in the new early stages of the development of a new strategic plan
- policy review and development

Scone Grammar School Council are committed to continuing to see the school flourish and serve the community of the Upper Hunter.

The Reverend Scott Dulley
Chair of the School Council

b.) **2017 Principal's Annual Report**

Principal's Message for the Annual Report 2017

We have had a challenging year dealing with change and as we gather today to celebrate 2017. We can and should recognise it has also been a very special year with a huge amount to celebrate and give thanks for. It has been a year filled with challenge and exciting learning.

Expand Your Minds – Make a Difference to Your World! It has become the snake or stretch Motto.

'Mr Smart we have been stretching our minds'

The 2017 motto was deliberately connected to Grammar Minds – as we strive to develop Positive Flourishing Learners at SGS. Both a growth in our understanding of Positive Education and the incredible value in Positive Psychology and our ever increasing engagement in utilising the Learning dispositions and the learning language. are strengthening our students as learners. Guy Claxton in 'The Virtues of Uncertainty: A Character Curriculum for The Learning Age' discusses a set of Character Strengths and Virtues for the learning Age and they are curiosity, courage, exploration, experimentation, imagination, reasoning, sociability and reflection. These are all encompassed in our Grammar Minds Dispositions and working within the Pos Ed framework we are positioned to support our young people to be prepared to the very challenging different world that they will enter beyond school.

These initiatives are working right across the school from TYC to Year 12. It is joyful to hear our pre-schoolers share what they are wondering about; as what we are wondering about is in Guy Claxton's words - the starting point of learning.

Guy Claxton who is the writer of BLP which we get our Grammar Minds from. He says 'inquisitiveness is the starting point of learning'.

Our Motto also reminds us that our God seeks for us to use our God given gifts to their full. He wants us to flourish and in flourishing share our gifts with others. **MAKE A DIFFERENCE TO OUR WORLD.**

We have all witness so much of you the students of SGS sharing your gifts and talents right across the year. We see examples of this today in the speeches, in the music from the orchestra and the choirs and celebrate some of it in the awards for Academic Achievement, Sporting success, leadership and service. AND there is so much more that is contributed in your everyday experience at school. Thank you all for your contribution through sharing your Character Strengths, your God given gifts with others and don't ever stop.

Through Schools Leading Learning we have given considerable resources through staff Professional development to improving our writing across the school over the last two years. As we have stopped and evaluated this we can clearly see the standard being

raised when we look at students writing samples. It has been a valuable process as writing is a vital produce of our ability to demonstrate our learning. We can celebrate this and will continue to work in this area in 2018.

In this very busy an exciting year we have had so much to celebrate. The upstairs of the STLC was finished thanks to the generosity of donors, we had individual student success with Bailey Park and Hunter Ryan making NSW teams in Rugby, We had our first teams competing in the HICES Debating Competition with great success, We had the Cricket Development programme run which has been fabulous and which we will be able to grow to impact other sports in our school, we have had students achieve at high distinction and distinction level in the ICAS competitions, drama performances have been outstanding. Our teams have performed at their highest level in a number of sports. The broadness of the success is an incredible achievement.

We have experience quiet a lot of change at SGS over the last few years. With change comes challenges. We are in a much more sustainable position for the future A future which is very exciting. SGS is an amazing school, an amazing community which offers us all an amazing opportunity.

At SGS we are seeking for each student, every individual to achieve their best, to flourish and for that to help them contribute to others, to enrich others lives. We see this in our young people. We witness it in our student leaders, we witness it in the depth and quality of our departing Year 12 students. Much of this is due to our staff who give so much of themselves to their students.

I would like to thanks Staff of our school who are all dedicated and passionate about what they do and they do it for the students of our school. You do an amazing job of nurturing these young people and supporting them on their learning journey. There is so much you do that not is so significant to individual students and is not able to be put into words.

Thank you to the Executive who have lead effectively through the challenge of change.

Thank you to the P & F and the Parent Body who are a wonderful support of our school and all families for the privilege of being part of the educational journey of your children. The P & F under the Leadership of the Executive have achieved the completion of the playground landscaping. This has been a much needed improvement to our facilities and we are all grateful for the hard work and commitment to make it happen.

The Foundation under Brett Hails leadership have brought new ideas and support to focused programmes like the exciting sailing project. Their support is always appreciated by the wider school community.

The School Council has continued its tireless governance and support. As we work through changing times this group is committed to see SGS thrive.

I would also like to thank Julie, James Tom and Matt for their endless support of me.

Staff leaving us at the end of 2017

We are farewelling so very special members of our community and people who have been important to you.

Mrs Leah Steedman served for 5 years in the Maths/Science area and as Jones House Patron

Mrs Deb Moore 12 years Primary Classroom Teacher and Secondary HSIE/English

Mrs Anne-Maree Foote 25 Years – LOTE Japanese and French Pulling House Patron for many years and shared her genuine kindness with all.

Mr Tes and Mrs Tes

Mr Tes has been that special grounds and maintenance man for 10 year. He has been so special because he would do anything for anyone at any time.

Mrs Tes who has served at SGS for 17 years. In the Library, as Careers advisor and then as a Primary Classroom teacher. I think she found her home in Year 2 and has flourished to the end with you Year 2. Mr and Ms Tes will be greatly missed by all at SGS and we wish them well in the next chapter of their lives.

Mr Graeme Feeney and Mrs Feeney who has been Mr Feeney support throughout his year at Scone Grammar School.

Mr Feeney has been the Head of Primary and the Deputy Principal of our School. He has lead in a dedicated manner for 21 Years and has at the heart a passion for each individual, you the students of Scone Grammar School. He has impacted the lives of so many students over this time as he has stopped and genuinely engaged with them as individuals. Seeking to know them and share in their journey. We all know and will miss his humour and the sharing of those special jokes. Graeme has given of himself to SGS and he has contributed to the wider Education sphere. He has served on the HRIS Primary Heads group in a range of capacities, he has also been heavily involved in IPSHA and APPA holding significant roles and being honoured in 2016 for this work by receiving the John Lang Award for his contribution to education. Graeme will be greatly missed at SGS as has been demonstrated by the love shown him over the last week. We wish he and Adele every success in whatever the future holds for them.

Each year the School through the School Council honour people who have served SGS through the Christopher Gates Service Award. It is very fitting that Mr Graeme Feeney be honoured in this way. Congratulations Graeme.

The School also acknowledges the service of Dr Steve Sylvester who served on School Council for 11 Years and Mrs Kelly Harvison who served as Treasurer on the P & F and Foundation for many years and for a number doing both roles.

I wish everyone a wonderful Christmas season and a safe a refreshing break. We look forward to the privilege of working with the students of SGS helping them to flourish in 2018.

Floreat Scona

c.) **2017 Head of Primary's Annual Report**

As Head of Primary at Scone Grammar School, it is a privilege to share this report of our K-6 journey together during 2017 on behalf of Mr Graeme Feeney.

2017 presented many wonderful learning opportunities, which was embraced with a passion and strength that marks our unique SGS school community. Our School's extra-curricular opportunities for our Primary students were keenly embraced and again we seem to find a way to perform on the big stage.

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Our Primary Staff Allocations for 2017 were as follows:

Kindergarten	Blue	Mrs Sally O'Regan		
	Gold	Mrs Julie Jones		
Year 1	Blue	Mrs Felicity Saunders		
	Gold	Mrs Janine Summers		
Year 2	Blue	Mrs Cynthia Brice		
	Gold	Mrs Libby Tesoriero		
Year 3	Blue	Mrs Janet Walsh	K-6 Curriculum Co-Ordinator	++
		Mrs Jodie Shearman		
	Gold	Mrs Kate Robertson		
Year 4	Blue	Miss Felicity Dowdell		
	Gold	Mrs Natalie Kelly		
Year 5	Blue	Mrs Aili Clifton		
	Gold	Mr Tim Holden		
Year 6	Blue	Mr Damien Saunders	Primary Deputy	
	Gold	Mrs Wendy Hunt		

The staff are always a joy to work with and have been a great team throughout the year.

In 2017, our Primary Classroom theme was 'Wonders of the World', and our Classroom names were:

KB	Petra Jordan
KG	Ngorongoro Crater
1B	Hawaii
1G	Northern Lights
2B	Loch Ness
2G	Republic of Croatia
3G	Virunga National Park
3B	The Great Barrier Reef
4G	Uluru
4B	The Andes
5G	Fraser Island
5B	Canadian Rockies
6G	Port Arthur

6B Sporting Cauldrons
Music Grand Ole Opry
Learning Support Norfolk Island

The K-6 students were supported and served by an excellent group of Primary Student Leaders during 2017:

Primary Captains: Joshua Crowther, Emmersen Mitchell
Primary Vice-Captains: Daniel O'Regan, Destiny Wilton
Jones House Captains: Hunter Ryan, Eliza Bull
Ledger House Captains: Angus Stanford, Blossom Tanner
Pulling House Captains: Bailey Park, Poppy Paradice
Primary Monitors: Braedon Hails, Hamish White, Kael Saw,
Alexis Walsh, Luisa Wilkinson, Sarah Campbell

We said goodbye to Kael Saw, one of our Primary Monitors, during the year, when his family relocated to Queensland and I did appreciate Kael's commitment to this role.

Primary Leaders participated again in the Halogen Leadership Conference in Sydney as well as the GRIP Primary Leadership Seminar in Tamworth. The Primary Captains and Vice-Captains also represented SGS this year on the UHSC Youth Council.

All Year 6 students assisted as Kindergarten 'buddies' and as Peer Support leaders. They attended a Peer Support Training Programme, conducted over two days by Mrs Robertson, Mrs Hunt and Mr Saunders, and I would like to acknowledge and thank Mr Sam and Mrs Amanda Paradice for their generous hospitality in offering their home (and river) as a special venue for this valuable activity.

Mrs Robertson was the Peer Support Co-ordinator and facilitated this programme superbly, which ran primarily through Terms 2 and 3 for all K-6 students. The module used this year, focused on resilience.

Teachers focused particularly on developing aspects of 'Grammar Minds' and adapting and integrating this approach into all learning activities.

Many students from Years 3-6 took the opportunity to participate in the 2017 ICAS Subject Competitions. We achieved well with many students achieving credits, distinctions and high distinctions.

We also had all students in Years 5 and 6 participate in the Newcastle Permanent Primary Mathematics Competition, again with some outstanding results.

During 2017 our Primary SRC Representatives were as follows:

Semester 1:

Year 3 Benjamin Froml and Audrey Pringle
Year 4 Sam Gillett and Olivia MacCallum
Year 5 Daniel Crowther and Hannah Glenn

Semester 2:

Year 3	Will Darling and Tyler Johnson
Year 4	Lachlan Hails and Alice Walsh
Year 5	Finn Deasy and Audrey Gill

I do want to acknowledge and thank Mrs Libby Tesoriero again for her committed leadership of the Primary SRC. Many SRC activities were organised including:

- Crazy Hair Day – Cancer research
- Yellow and Red Day - Westpac Rescue Helicopter
- Spider Day – Where There’s a Will
- Doughnut Day – Buddy Bench
- Add a touch of pink – Anti-bullying awareness day

SGS Primary students were always busy with many Extra-Curricular activities again available during 2017.

Kindergarten students participated in a Bus Safety Workshop, where they learnt about bus safety and also practiced these safety behaviours on a short bus ride around town.

The Life Education Van visited our School in Term 1, and we do acknowledge the generous support of Mt Arthur Coal who once again assisted in 2017 to cover the major portion of the costs involved for our students to attend.

Grandparents’ Day this year was extremely well attended and allowed our visiting grandparents a chance to share time in the classrooms with their grandchildren, enjoy a shared morning tea and a concert showcasing a range of poetry and musical performances. A big thank you to Mrs Julie Jones for her co-ordination of Grandparents’ Day programme.

Kia-Ora

The Upper Hunter Kia-Ora Youth Concert was a great success.

The Friday night Concert at Scone High School was sold out, with over 380 in the audience. It was the culmination of three days of workshops.

The Upper Hunter Kia Ora Music Camp involved over two hundred Upper Hunter students, from nearly every school in the Shire, taking part in three days of performance workshops in several venues around Scone.

Several Primary students from Scone Grammar School received special awards. James Haydon Wicks received the UHCM Award, and Merits went to the following students: Ted Saunders (Choir), Christian Sowter (Choir), Bridie O’Neill (Strings), Braden Wallace (Strings), Michael Downie (Strings), and Ellen Barnes (Xylophone).

IPSHA Performing Arts Festival

Following on from our successful involvement in previous years, we once again participated in the 2017 IPSHA Performing Arts Festival (PAF) in Sydney in Term 3.

We performed this year on Tuesday, 22 August, together with students from seven other IPSHA schools, including All Saints Grammar, Broughton Anglican College, Danebank Anglican School for Girls, St Spyridon College, Macarthur Anglican School, Kincoppal-Rose Bay, and Rouse Hill Anglican College.

The aim of the IPSHA Performing Arts Festival is 'to have students from various IPSHA NSW Primary schools, participate in an exceptional night of music and performing arts at the Sydney Town Hall'. The invitation to participate as a country school at a venue like the Sydney Town Hall and to be able to contribute together with other NSW independent schools was a wonderful opportunity indeed. We first participated in this Festival in 2005, and continued to be involved in 2007, 2009, 2014, and 2015.

It was a privilege to have this opportunity to share again with Voiceworx. Each participating school was involved on one of a number of nights and the programme included individual school items, combined schools' instrumental items, before culminating in a segment of songs performed by a combined massed Primary Choir. Mrs Hunt and Mrs Saunders began rehearsals with our Voiceworx students in preparation for this evening in Term One. We then incorporated this special opportunity into a Primary Music Tour where PAF rehearsals at the Town Hall were attended during the day, before the performance at night. The following day we had a tour of the Sydney Opera House and also the Sydney Conservatorium of Music for a lunchtime concert.

I would like to take this opportunity to thank Mrs Wendy Hunt, Mrs Tori Saunders and Mr Graeme Feeny for organising and facilitating such a wonderful opportunity for our students.

Eisteddfod

We sent five primary choir groups to the Muswellbrook and Upper Hunter Eisteddfod in 2017. Our students represented themselves exceptionally well in all of the categories they entered and came home with the following results:

Kindergarten Krooners – Highly Commended in entire class or grade and a second place in own choice;

Year One Onerdfuls – first place in Hymn or Sacred Song and a first in entire class or grade;

Year Two Melodic Minors – first place in Own Choice and second place in Hymn or Sacred Song;

Voiceworx – first place in two contrasting songs and first place in Own Choice, and

3-12 Choir – first in Whole School Own Song.

I would like to thank Mrs Joan Manning for her endless efforts with the Krooners. Joan saw 2017 as her last year with Scone Grammar School and her volunteer work with the Krooners for the past 17 years will be very hard to replace.

Mr Jason Buckley worked tirelessly with Year One and Year Two on the guitar and Mrs Tori Saunders and Mrs Wendy Hunt also did a fabulous job with the Primary Choir, Voiceworx. Thank you also to Katrina Grabham for accompanying Voiceworx throughout the year and on the day.

The Scone Grammar School Primary Band also took out first place in the Two Contrasting Pieces' Section, Year 4 Strings gained second place and Year 5/6 Strings; third place. The students rehearse every Tuesday afternoon with Mr Jason Buckley and Mrs Jennifer Kershaw and their hard worked really paid off.

Large numbers of Primary students turned out to represent our School at the various ANZAC Day Commemoration Services with our students looking very smart and representing our school with pride. I was particularly impressed with our School representation at the Dawn Service.

Year 5 Drama Night

It was a Term 4 highlight for me (and I suspect for many others) to enjoy the drama productions presented last by Year 5 at the Year 5 Drama Night. Once again, it was a huge success. Congratulations to all the students and their teachers on a superb effort, with a special thank you again to Gillie Hayes for her invaluable help with the Year 5 Drama Night.

The theme this year was 'Roald Dahl' with 5 Blue presenting 'Matilda' and 5 Gold presenting 'Charlie and the Chocolate Factory'. There is no doubt these activities in the creative and performing arts provide so many learning opportunities for the students, as well as reinforcing to those children with a strong creative capacity, that their skills and talents have value, significance, and are recognised, acknowledged and celebrated. Like others who were also privileged to be there, it was such a delight to watch each of the plays. Every performance was wonderfully entertaining and I am really encouraged to see the standard improving each year, as students build on the initiative and support they have from staff, as well as what they see happening in other year levels. Most of all, I just enjoyed seeing the students caught up in their uninhibited enthusiasm and the fun of being on stage, working together and lost in that world of imagination and creative energy. Well done everyone, especially Mrs Aili Clifton and Mr Tim Holden, the classroom teachers.

Through an initiative of the Arts Health Institute called 'Sing Out Loud Together', our Year 6 Gold students were given the opportunity in Semester 1 to explore and share a wonderful and creative experience with the residents of Strathearn Village in Scone. The Arts Health Institute is an organisation that facilitates national programmes designed to bring the arts into health and aged care environments. Their belief is the arts enrich our lives and when we are ill or infirm, we need this creative engagement more than ever. They believe the arts help humanise institutions and are vital in providing quality in care and, in this context, they seek to bring creativity to care.

This is a very special programme and we do acknowledge the support of Strathearn Village and The Arts Health Institute to enable our students to participate.

Extension and Enrichment Primary Opportunities

Throughout 2017, many students were involved in extension and enrichment opportunities. EnEx is an after-school study programme run weekly for students who have been nominated by their teacher or who have achieved in the top 10% of the State on the ACER General Abilities Test (AGAT). During EnEx students are given opportunities

to be involved in inquiry questions for problem solving, advanced thinking games to build collaboration skills and computer programming to develop digital technology skills. This year, along with Miss Felicity Dowdell, the students were also guided by Mr Joshua Noble in the Technology Faculty and Mr Luke Gallagher.

Other opportunities that were offered to the Gifted students were: Tournament of Minds (TOM) and the daVinci Decathlon. In Term 2, a Year 5 Team and a Year 6 Team were sent to the Bishop Tyrrell Anglican College, Newcastle to compete against 10 other schools in the daVinci Decathlon. Both teams were challenged to think out of the box in 10 different disciplines. The following students competed in this competition:

- Year 5 -** Nick Gallagher, Thomas Burnett, Ryan Dowell, Rourke Sharpe, William Nugent, Braeden Wallace, Abriana Doherty and Hannah Glenn.
- Year 6 -** Daniel O'Regan, Angus Davidson, Bailey Park, Caryss Parry, Lilly Malone, Emmersen Mitchell, Alexis Walsh and Luisa Wilkinson.

We also had 2 teams enter into TOM to compete at Newcastle Grammar School in September. Students prepared after school for 6 weeks before spending a Sunday performing. The students chose to compete in the Engineering Challenge and the Language Literacy Challenge. Both teams found this an exciting opportunity and look forward to competing in following years. The following students competed in this competition

- Team Blue** Mitchell Baker, Sophie Park, Rourke Sharpe, Sarah Clark, Lilly Malone, Alexis Walsh and Emily Wilcher.
- Team Gold** Emma Henry, Charlotte Clark, Nick Gallagher, Braeden Wallace, Georgina Kimpton, Luisa Wilkinson and Emmersen Mitchell.

Primary Public Speaking Results: Highly Commended

Junior

Year 3	Ted Saunders	What the future holds
Year 4	Lourens Ardesch	If my father was Darth Vader

Senior

Year 5	Braeden Wallace	Short and small things
	Peter MacCallum	Slinging slang
Year 6	Grace Saunders	Mistakes
	Angus Davidson	What should I do my speech on?

Junior Winner

Charlie Mitchell	What I want to be when I grow up
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Senior Winner

Daniel O'Regan	Little
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HRIS Public Speaking Competition

The HRIS Public Speaking Competition provided an opportunity for students to showcase their public speaking skills to the wider HRIS community and allowed them to compete in a fair and friendly environment. Participants competed against students in the same grade.

On Wednesday, 14 June, a team of students from Year 3 to Year 6 travelled to St Phillip's, Cessnock to participate in an HRIS Primary Public Speaking competition. There were 4 different Public Speaking Categories - Bible Reading, Impromptu Reading, Prepared Speech and Poetry.

The team consisted of:

Year 3	Mia Turner, Ted Saunders, Hugo Shann, Callum Doherty
Year 4	Olivia MacCallum, Mia Grabham, Georgina Kimpton, Claudia Bell
Year 5	Peter MacCallum, Hannah Glenn, Sarah Clark, Sofia Edlington
Year 6	Grace Saunders, Alexis Walsh, Emmersen Mitchell, & Daniel O'Regan

Whilst up against some tough competition, all students performed extremely well, with special congratulations to the following students who were awarded:

Highly Commended - Mia Turner, Ted Saunders, Georgina Kimpton, Emmersen Mitchell and Grace Saunders.

This was a wonderful opportunity for our students and we look forward to participating in the next Public Speaking event, again in 2018.

I would like to thank Mrs Aili Clifton and Mrs Wendy Hunt for working with the children and travelling with them on the day.

Our students once again took part in the Upper Hunter Shire Council 'Mayor for a Day' competition and the following students received prizes:

Kinder	Adelaide Fraser and Billy Eveleigh
Year 2	Zara Nugent, Mikayla O'Halloran, Emmy Eveleigh and Skye Russell
Year 3	Ted Saunders
Year 4	Caitlin Atkinson, Miraj Jawaad and Paul Russell
Year 5	Elliott Bull and Sarah Clark
Year 6	Sarah Gatwood

All Year 5 and Year 6 students shared in a Secondary Experience Day, participating in a rotation of five different Secondary class experiences, finishing with a BBQ lunch together.

Camps again were a highlight during 2017, particularly the Year 6 Canberra Trip. Here students participated in a busy programme of learning opportunities about government, democracy, history, economics, sport, art and culture, law, geography, science, botany, international relations and politics, and were wonderful representatives of their families and their School throughout the excursion. The students also shared in a special Last Post

Closing Ceremony at the Australian War Memorial, where our Primary Captains, Joshua Crowther and Emmerson Mitchell, laid a wreath on behalf of the School.

There were some wonderful achievements and highlights in the area of **Primary Sport**, during 2017. The sporting season commenced with our Primary Swimming Carnival which saw Pulling emerge as the winning House.

At the HRIS Swimming Carnival, SGS placed 4th overall, which is a phenomenal achievement. Our 10 Year Boys' Team, consisting of George Patterson, Andrew Crowther, Archie Adkins and Tommy Hill won the Combined Age Champions, and individual Champions went to Isabella Henderson and George Patterson.

Next up was our Whole School Cross Country. It is always a delight to witness the interaction and participation of our students right across K-12. This year it was Jones who came out victorious. The following students were successful in making the HRIS Cross Country Team and took part at the CIS Carnival:

Will Darling, Tommy Hill, Ellen Barnes, Harry Warner, Hugo Firth, Lachlan Hails, Lottie Firth, Sofia Edlington, Archie Martin, Max Patterson, Hunter Ryan, Joshua Crowther, Isabella Henderson and Rosie Martin.

From this Carnival, Archie Martin was selected in the CIS Team to represent at the PSSA Carnival.

In 2017 the Athletics' Carnival was run and won by Jones House. Following our School Carnival, a large contingent of students took part in the HRIS Carnival. The following students went on to represent HRIS at the CIS Carnival:

Harry Warner (800m), Archie Martin (100m, 800m and Long Jump), Lachlan Hails (100m and High Jump), Hunter Ryan (800m), our Junior Boys' Relay Team (Andrew Crowther, Lachlan Hails, Hugo Firth and Harry Warner) and our Senior Boys' Relay Team (Archie Martin, Joshua Crowther, Hunter Ryan and Corey Brown). From this Carnival, Harry Warner made selection on the CIS Team in the 800m and competed at the NSW PSSA Carnival.

It was wonderful to see Scone Grammar School have a CIS golfer amongst our ranks this year with Angus Stanford making the cut for the CIS Team.

We also had two Primary Rugby boys who had a phenomenal year on the rep front. Bailey Park and Hunter Ryan were both successful in making the CIS Rugby Team, which went on to claim the NSW PSSA Tournament which really is a big deal. They both then went one better as Bailey was selected for the NSW State Team and Hunter making the State 2nds. Both teams competed at the National Finals which were held in Darwin. Bailey's side edging out Hunter's side in the final. Well done, boys.

SGS had teams competing in the Under10s Rugby, Open Netball and Open Hockey at the National Primary Games in Tamworth and also in Rugby at the TAS Primary Rugby Carnival. All teams involved were exemplary in their behaviour off the field and certainly made us all very proud through their efforts on the field. The sportsmanship, teamwork, skill development, perseverance, and wonderful sense of enthusiasm *and fun* were such a delight to watch and share in. I do want to acknowledge and sincerely thank the coaches,

managers and many supportive parents who made this possible. What wonderful memories were taken away by the students from these activities!
Again through 2017, we have 'punched well above our weight' in sporting achievements as a smaller regional school.

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At the 2017 Speech Day, the following Primary students received significant Academic and Special Awards:

Tyler Johnson	Year 3B Proficiency Prize
Campbell Smith	Year 3G Proficiency Prize
Ellen Barnes	Year 4B Proficiency Prize
Georgina Kimpton	Year 4G Proficiency Prize
Nicholas Gallagher	Year 5B Proficiency Award
Hannah Glenn	Year 5G Proficiency Prize
Daniel O'Regan	Year 6B Proficiency Prize
Bailey Park	Year 6G Proficiency Prize

Public Speaking Prize:

Junior: (Years 3-4)	Charlie Mitchell
Senior: (Years 5-6)	Daniel O'Regan

Learning Support Award: Grace Lambley

Peer Support Award: Alexis Walsh
Josh Crowther

Chess Award: Ryan Dowell

Band Award: Daniel O'Regan

Primary Strings Lilly Malone

Choir (Voiceworx) Award: Luisa Wilkinson

Debating Award: Alexis Walsh

EnEx Award Daniel O'Regan

Equestrian Award Emmersen Mitchell

Sports Achievement Awards:

Junior: Harry Warner
Isabella Henderson

Senior: Hunter Ryan
Sofia Edlington

HRIS 'All Rounder' Award Hunter Ryan
Joshua Crowther

'Ethel Turner'
Literacy Award Alexis Walsh

Mathematics Excellence Award Nicholas Gallagher

Citizenship Award: Braeden Hails
Luisa Wilkinson

Judy Cooper Award Lachlan Hails

Fred Frame
Accomplishment Award: Daniel O'Regan

Primary Captains: Joshua Crowther
Emmersen Mitchell

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In concluding, I want to take the opportunity to thank the Primary teachers for their efforts, their dedication and their perseverance during 2017. Our Primary students are very blessed young people to have teachers that care so much about them as individuals and their learning.

I want to express my deep heartfelt appreciation for the work that each staff member has put in and for their work together as a team.

Primary activities have been enriched by the involvement of other specialist staff, including: Mrs Tori Saunders, Ms Louise Broomfield, Miss Anne Davies, Mrs Anne Maree Foote, Mr Jason Buckley, the LS team - Mrs Amy Patterson, Mrs Jenny Clark, Mrs Margaret Hart, Mrs Peggy Stevenson, and our regular casual staff, especially Mrs Sally Archibald, Mrs Jody Shearman, Mrs Anna Brayshaw and Mrs Kerry Cooke. Thank you!

The Primary Executive have had another busy year. Working collaboratively alongside our team of amazing teachers to ensure the academic and pastoral opportunities are ever present for our students.

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This year we have encouraged the Primary students to take risks, choose kind, and to have fun.

Education is a partnership and in this context, I do want to thank the Primary parents for your support during this year. Thank you for your trust and for giving us the privilege of working with you and sharing in the life and learning of your children, to enable them to 'thrive'.

Mr Damien Saunders
Head of Primary

2017 Head of Secondary Report

2017 started with a challenge for all, to stretch our minds. The symbol lolly for the year was a snake and students tried many ways to stretch it to get the most out of their snake. This was also an introduction to Grammar Minds, the Scone Grammar interpretation of Guy Claxton's Building Learning Power. Although we had looked at this earlier, 2017 became the year to embrace and embed it.

Over the Christmas holidays, the School's grounds changed physically with the removal of the old P Rooms allowing the area to be opened up.

The playground looked more spacious and during the year, as the grass grew, it became a wonderful play space for the whole school to share.

We welcomed two new secondary staff in 2017, Mr Ron Bulley and Mrs Melanie Doherty, to the School and their students tell me they have made quite a positive impression. We have also had changes to our group of House Patrons. Mrs Leah Steedman remained the Jones Patron, Mrs Kat Moore became the new Ledger Patron and Mr Dan Garland, the new Pulling Patron. I would also like to take this opportunity to thank Mrs Maria English and Mr Tim Edwards for their years of service as Patrons.

Our Secondary Staffing allocations for the year were:

Rev Nate Atkinson	Stage 6 Studies of Religion. Dean of Students
Mr Ron Bulley	Stage 6 Ext 1 and 2 Mathematics; Stage 6 Mathematics, Stage 4 & 5 Mathematics.
Mrs Chris Brennan	Stage 6 CAFS, Stage 4 & 5 PDHPE;
Mr Jason Buckley	Stage 6 Music, Stage 4 & 5 Music, Stage 4 Christian Studies. Head of Music Faculty and Acting Head of TAS and Creative Arts Faculty (Terms 2,3,4);
Mr Jason Croucher	Stage 6 PDHPE, Stage 4 & 5 PDHPE, Stage 5 PASS. Head of PDHPE Faculty;
Mrs Katherine Davidson	Stage 6 Standard English, Stage 4 & 5 English;
Miss Jess Day	Stage 4 & 5 PDHPE. Sports Co-ordinator;
Mrs Mel Doherty	Stage 5 IST, Stage 4 Mandatory Technology, Stage 4 Mathematics, Stage 4 Science;
Mr Timothy Edwards	Stage 6 Chemistry and Physics, Stage 6 VET Information and Digital Technology, Stage 4 & 5 Science, Stage 5 IST. VET Co-ordinator and Head of Science.
Mrs Maria English	Stage 6 Drama & Standard English, Stage 4 & 5 Drama, Head of English and Drama Faculty.
Mrs Anne Maree Foote	Stage 4 & 5 French and Japanese. Head of LOTE Faculty
Mrs Kate Gallagher	Stage 6 Geography, Stage 4 & 5 HSIE, Stage 5 Elective Geography

Mr Daniel Garland	Stage 6 Business Studies, Stage 4 HSIE, Stage 5 Commerce
Ms Catherine Gibson	Stage 6 Modern and Ancient History, Stage 6 History Extension, Stage 5 HSIE, Stage 5 Elective History. Head of HSIE Faculty
Mr Michael Holland	Stage 6 Biology and Agriculture, Stage 4 & 5 Science, Stage 5 Agriculture
Mrs Deanna Hollis	Stage 6 Biology. Head of Mathematics Faculty. Head of Secondary School.
Miss Catherine Johnson	Stage 6 Visual Arts, Stage 4 & 5 Visual Arts
Mrs Tania Lambley	Stage 6 VET Hospitality, Stage 4 Mandatory Technology, Stage 5 Food Technology
Mrs Deb Moore	Stage 4 English, Stage 4 & 5 HSIE, Stage 4 & 5 Christian studies
Mrs Katherine Moore	Stage 6 Advanced English & English Ext 1, Stage 4 & 5 English
Mr Joshua Noble	Stage 6 Industrial Technology, Stage 6 Design Technology, Stage 4 Mandatory Technology, Stage 5 Design Technology
Mr Nick Price	Stage 4 & 5 Science, Agriculture and Christian Studies, Chaplain.
Mrs Sally Sim	Stage 6 Mathematics, Stage 4 & 5 Mathematics Key Teacher Mathematics.
Mrs Leah Steedman	Stage 6 General Mathematics, Stage 6 Senior Science, Stage 4 & 5 Science and Mathematics Careers Years 10 -12
Mrs Megan Wismantel	Stage 6 Visual Arts, Stage 4 & 5 Visual Arts. Head of TAS and Creative Arts Faculty (Term 1)
Mrs Mardi White	Stage 6 General Maths, Stage 4 & 5 Science and Mathematics

The staff have been a pleasure to work with throughout the year and have made a great educational team.

All students were supported and served by an excellent group of Secondary Student Leaders during 2017:

School Captains	Maddison Cook and Fintan Conway
Chapel Prefect	Brydie Moore and Hugh Price
Jones House Captains	Kayla Collins and Justin Heng
Ledger House Captains	Mardi Norton and Mackenzie Barker
Pulling House Captains	Madeline Beard, Aaron Whitney and Tristan Crowley-Dawe

There were many significant academic opportunities and areas of strong academic progress during 2017. The NAPLAN results continued to improve, especially in writing which had been a focused area for improvement. The detailed results for this will feature elsewhere in this Report.

Our HSC results for 2017 were excellent. This is a great credit to the students and to the work of our teachers. Some highlights of the HSC results were the 12 Band 6 results and the 34% of Band 5 and 6 results. The Dux of the School for 2017 was Shannon Nichols who achieved Band 6 results in all but one of her courses and gained an ATAR of 96.35. Mardi Norton achieved an ATAR of 91.65. The Band 6 results were spread across subjects.

A significant number of our students received early entry to a variety of universities and some students also received scholarships for courses they wanted to study. We wish all of the students well as they continue on their learning journeys.

Students from Scone Grammar School tested their geographical knowledge and skills against students from around Australia in the 2017 Australian Geography Competition. Over 70,000 students from 743 schools entered the Competition so it gives a guide to how our students are going in certain aspects of Geography. The questions in the Competition are aligned to the Australian Curriculum which was implemented in Years 7 and 9 in NSW schools this year. Congratulations to all who participated, particularly the following students who achieved excellent results:

High Distinction	Sam Barry (7), Ben King (8)
Distinction	Hamish Guiana (7), Edward Bell (9), Chloe Flanagan (11), Brydie Moore (12)
Credit	Clare Price (8), Molly Northam (9), William Price (10), Stella Norvill (10), Malory Folpp (10), Zenanee Clout (12)

Our students also competed in the ICAS Maths Competition this year.

High Distinction	Jack Faulkner (7)
Distinction	Taran Nagaraj (7)
Credit	Charlotte Chopin (7), Prunella Hayes (7), Stella Norvill (10), Emma Saunders (10)
Merit	Sam Barry (7), Rumaisa Khan (7), Grace Pratley (7), Philip Ritter (10)

SGS Secondary students were also involved extra-curricular activities throughout the year. There were several Out-of-Uniform days to raise money for various charities including, but not limited to, the Westpac Helicopter. Christmas boxes were sent from secondary homerooms to Operation Christmas Child. We competed in Netball, Rugby Union, Touch Football, Soccer, Hockey, Athletics, Swimming and Cross Country to name some of our team sports and for a small cohort of students, we competed well.

The Secondary Debating and Chess Teams continued to excel, with both teams beating some much more fancied competition.

Horse Sports was again a very large part of the extra-curricular programme with students competing in many local events as well as the NCHA Futurity in Tamworth, Coonabarabran Horse Sports, Sydney Royal Easter Show and events at the Werribee Equestrian Centre.

The community activity that made me the proudest of our students was in the wake of the Sir Ivan Fire. A number of students, distressed about family, friends, and friends of friends affected by the fire sought a way to help. Mr Nick Price and I organised a team of our Agriculture students who volunteered to give up two days to help repair fences on Cassilis Park. The students also encouraged other students to bring in pot plants and trees to give to the Blaze Aid crews visiting all the properties in the area, which added a little bit of colour to some very blackened properties in the Cassilis area, with about 300 plants donated. We were ably assisted by Mr Wilkinson and Mr Bowditch. It is in times like this we get to see the absolute best of our students.

Secondary students also participated in a service trip to Vanuatu. This trip was rewarding and confronting for our students and such a success that it will definitely be occurring again in 2018.

Camps were again a highlight of the year for all students. We started the year with a modified Years 7 & 11 Peer Support experience held at the Scone Rugby Club. Due to a lack of water in the Hunter River we were unable to go as normal to 'The Orchard.' Despite it being a very long, hot day it was an excellent way to start the year for both year groups.

In Term 3 Year 11 went skiing and snowboarding on their camp. Despite one broken arm, the trip was an absolute success and the very exhausted students who arrived back on the bus were asking if it could somehow happen again next year for them.

In Term 4 Years 7-10 all went on camp in one week and I was privileged to visit most of them. Year 7 went to the Youthworks Camp at Port Hacking where they sailed, abseiled, climbed rock walls and learned Archery. Year 8 went to the Youthworks Camp at Toukley. This camp was a beach camp and the students learned to surf, snorkel and paddle board as well as land-based activities. Year 9 travelled up to the Barrington Tops for an outdoor adventure camp that included hiking and canoeing. Year 10 ventured to Sydney for an urban challenge, where they visited various charities and shelters and saw firsthand how difficult life could be. Year 10 had to live on a budget and this proved to be a real eye-opening challenge for many of them.

I have always seen education as a partnership and, in this context, I do want to thank the Secondary parents for their support during this year. Thank you for your trust, and for giving us the privilege of working with you and your children to help them continue to grow.

Mrs Deanna Hollis
Head of Secondary

Reporting Area 2 Contextual Information about Scone Grammar School

Scone Grammar School is a P - 12 Independent Anglican School based in the rural setting of the Upper Hunter Valley of New South Wales. The School draws students from all areas of the Upper Hunter. 595 students attended the School in 2017. Students attend the school from a wide cross-section of socio-economic backgrounds and academic ability.

Reporting Area 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

2017 NAPLAN Results - Years 3 & 5

In 2017, 44 x Year 3 and 45 x Year 5 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 3, one student was absent for Reading, Writing, Spelling and Grammar with two students absent for Numeracy. In Year 3, no students were exempt for any of the components of NAPLAN. No student was withdrawn. There were no indigenous students in the 2017 Year 3 cohort, and one student with a LBOTE.

In Year 3, 79.6% of students achieved Skill Bands 4 or higher in Reading compared to 73.7% of the State. One student was below the national minimum standard for this component.

In Year 3, 88.6% of students achieved Skill Bands 4 or higher in Writing compared to 76.3% of the State. One student was below the national minimum standard for this component.

In Year 3, 68.2% of students achieved Skill Bands 4 or higher in Spelling compared to 73.2% of the State. No students were below the national minimum standard for this component.

In Year 3, 75.0% of students achieved Skill Bands 4 or higher in Grammar & Punctuation compared to 76.4% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 74.5% of Year 3 students achieved Skill Bands 4 or higher compared to 70.6% of the State. No students were below the national minimum standard for this component.

In Year 5, two students were absent from each paper. Three students were withdrawn. There were no indigenous students in the 2017 Year 5 cohort and one student with a LBOTE.

In Year 5, 74.0% of students achieved Skill Bands 6 or higher in Reading compared to 65.8% of the State. One student was below the national minimum standard for this component.

In Year 5, 46.7% of students achieved Skill Bands 6 or higher in Writing compared to 48.1% of the State. No students were below the national minimum standard for this component.

In Year 5, 64.5% of students achieved Skill Bands 6 or higher in Spelling compared to 67.7% of the State. No students were below the national minimum standard for this component.

In Year 5, 68.8% of students achieved Skill Bands 6 or higher in Grammar & Punctuation compared to 61.9% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 75.5% of Year 5 students achieved Skill Bands 6 or higher compared to 61.8% of the State. No student was below the national minimum standard for this component.

2017 NAPLAN Results - Years 7 & 9

In 2017, 45 x Year 7 and 26 x Year 9 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 7, one student was absent for Reading. In Year 7, no students were exempt for any of the components of NAPLAN. One student was withdrawn. There was one indigenous student in the 2017 Year 7 cohort, and three students with a LBOTE.

In Year 7, 63.6% of students achieved Skill Bands 7 or higher in Reading compared to 60.2% of the State. One student was below the national minimum standard for this component.

In Year 7, 33.3% of students achieved Skill Bands 7 or higher in Writing compared to 42.9% of the State. Two students were below the national minimum standard for this component.

In Year 7, 68.4% of students achieved Skill Bands 7 or higher in Spelling compared to 68.2% of the State. One student was below the national minimum standard for this component.

In Year 7, 58.3% of students achieved Skill Bands 7 or higher in Grammar & Punctuation compared to 60.2% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 57.8% of Year 7 students achieved Skill Bands 7 or higher compared to 63.9% of the State. No students were below the national minimum standard for this component.

In Year 9, no students were absent, withdrawn or exempt from any part of the NAPLAN test.

There were no indigenous students in the 2017 Year 9 cohort and two students with a LBOTE.

In Year 9, 57.6% of students achieved Skill Bands 8 or higher in Reading compared to 58.4% of the State. No students were below the national minimum standard for this component.

In Year 9, 26.8% of students achieved Skill Bands 8 or higher in Writing compared to 45.2% of the State. Four students were below the national minimum standard for this component.

In Year 9, 34.6% of students achieved Skill Bands 8 or higher in Spelling compared to 55.1% of the State. One student was below the national minimum standard for this component.

In Year 9, 34.6% of students achieved Skill Bands 8 or higher in Grammar & Punctuation compared to 51.5% of the State. Four students were below the national minimum standard for this component.

In Numeracy, 61.5% of Year 9 students achieved Skill Bands 8 or higher compared to 58.5% of the State. No student was below the national minimum standard for this component.

Reporting Area 4 The Granting of Record of School Achievement (ROSA)

In 2017 we issued one ROSA certificate at the end of the preliminary HSC Course and one at the end of Stage 5.

Reporting Area 5 Results of the Higher School Certificate

In 2017, 29 students sat NSW Higher School Certificate examinations in 27 courses (including VET and Distance Education courses).

97.7% of candidates across all courses achieved marks of 50 or more (Band 2 or higher), with 36% of these placed in Bands 5 & 6 (80-100marks). 67% of student results were at Band 4 or above.

In general student achievement was above State level. This has been a consistent trend over the last five years.

Below are comparisons between the State and the Scone Grammar School examination mark averages for those HSC courses in which we had a candidature of 5 or more students:

Biology (9 students)		Business Studies (7 students)		Drama (6 students)		English Standard (21 students)		English Advanced (8 students)	
School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
68.9	74.3	78.17	73.17	83.57	77.68	70.68	69.19	81.95	80.96
General 2 Maths (11 students)		Mathematics (13 students)		Modern History (5 students)		PDHPE (6 students)		Physics (6 students)	
School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
62.73	68.51	58.58	77.96	77.88	73.73	73.03	71.03	73.13	73.45

Reporting Area 6 Senior Secondary Outcomes

In 2017 the Senior Secondary students achieved positive outcomes academically as well as in the co-curricula programme of the School and in their wide School and community involvement. The HSC results saw them achieving well and moving into the areas of study or careers that they were seeking to achieve.

21% of the Year 12 cohort studied at least one vocational training subject. 100% of students attained their HSC, including those who achieved a VET qualification above.

Reporting Area 7

Professional Learning and Teacher Standards

Teacher training and professional development during the 2017 School year was made up of on site development days, key focus short courses and attendance at Faculty conferences and Year in-services. New teachers were engaged in WHS training and one third of the staff completed First Aid training. The on-site whole staff training were run by AIS consultants and were based around writing development and new curriculum. Some key specialist training during the year included Positive Education training and conference, Five from Five training.

The School Executive participated in Leadership seminars conducted through AHISA, HICES, IPSHA and the Association of Independent Schools. Each primary staff member attended the teacher's day run for their year level by Hunter Region Independent Schools (HRIS). Secondary staff where possible, attended HRIS Faculty area days.

Four members of staff completed the Graduate certificate in Positive Education during the year in order to support the development of a whole school plan for wellbeing.

Ongoing work was continued in the area of 21st Century Learning, with great progress being achieved in Grammar Minds (BLP), with regular staff meetings focussed on Professional Development for staff.

The Scone Grammar School Professional Learning Framework was again used by all teaching staff to strengthen teacher professional practice as goals were set and reflections on professional standards evaluated progress.

Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	46
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Reporting Area 8 Workforce Composition

The composition of the workforce is:

Teaching staff:

(including those who deliver non NESAs Courses)

36 Female Staff with 21 working in the Primary School and 15 in the Secondary School.
12 Male Staff with 3 in the Primary School and 9 in the Secondary School.

Non-Teaching Staff:

14 Female Staff and 6 Male Staff.

No Staff Member has indicated they are indigenous.

Reporting Area 9 Student Attendance

Year	Student Nos.	Days in Year	% Attendance by Day
Kindergarten	31	186	95.25
Year 1	40	186	95.11
Year 2	44	186	95.13
Year 3	48	186	94.63
Year 4	52	186	94.81
Year 5	45	186	94.63
Year 6	55	186	93.84
Year 7	38	186	93.26
Year 8	38	186	93.52
Year 9	47	186	92.86
Year 10	36	186	93.96
Year 11	36	186	93.65
Year 12	30	186	96.36
Total	540	186	94.39

ATTENDANCE RECORDS

Class teachers (K – 6) and Tutors (7 – 12) record absentees directly into the Attendance section of the School's computer system at the beginning of each School day.

The Receptionist at Student Services update the records with information that may have been received by letter, telephone or via electronic notification. They then contact parents / guardians via SMS regarding unexplained absences and record absences and reasons for absences on the computer system.

A list of absentees (with accompanying reasons) is printed and provided to the Principal. Administration staff, teachers and tutors are able to view the report online at any time either by individual student or for all absentees.

Written confirmation or by electronic notification from parents, stating reasons for the absence of their child, is also required. The letters are filed in the student's file. If parents fail to send in notification the Receptionist sends notification of absence forms out to families to be completed and returned. This procedure happens at the end of each term. If no notification is received after this, the absence is recorded as 'unexplained' and is duly noted on the student's School Report.

Unsatisfactory attendance is noted, discussed with parents and recorded on the student's file.

All Rolls are kept for at least 7 years (recording attendances, absences and reasons for absences).

Late Arrivals and Early Departures

- All students who arrive after 8.50am are to present themselves at Student Services to sign in.
- Students requiring to leave School before 3.10pm must submit a note seeking permission to be approved by the Principal prior to their intended time of departure. At the time of departure, Primary Students may be signed out at Student Services by their parent and either the parent may collect their child from the classroom or ask that the student be called to Student Services for collection. Secondary students must sign out at Student Services. The Receptionist enter the late arrival and early departure information into the School's computer system.

Truancy and Partial Truancy

On becoming aware of truancy or partial truancy the Dean of Students will make contact with the student's parents/guardians to inform them.

- Truants are usually issued with a Principal's Detention and a letter sent home to parents. Copy to file.
- Partial truants are usually given a Detention and a letter is sent home to parents. Copy to file.

In situations of ongoing truancy and partial truancy parents are interviewed and the student is likely to serve an internal suspension.

Student Retention Rates

Retention Rate – Year 10 to Year 12:

2015

36

2017

33

92%

The transitory nature of the employment of a number of our families (mining, wine and equine industries) does tend to result in a higher than expected movement of students. Scone Grammar School also loses some students at the completion of Year 10 who sought more hands on training and went to local schools or took a TAFE pathway. This reflects the broad spread of abilities that the School accepts at enrolment.

Reporting Area 10 Post School Destinations

Students who left school at the end of Year 12 following the completion of their school education predominantly went on to University. A number of students went to TAFE (4%) while others pursued full-time employment (8%).

88% received university offers and the majority went on to University in 2018. 8 chose to take a GAP Year. They mainly chose urban universities although a greater number than usual went to country campuses.

Reporting Area 11

Enrolment Policies and Characteristics of the Student Body 2017

Enrolment Policy

Scone Grammar School is an open entry comprehensive co-educational K-12 school providing an education underpinned by religious values within the Anglican tradition and operating within the policies of NESAs (New South Wales Education Standards Authority).

All applications are processed in order of receipt although consideration is given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School's rules to maintain their enrolment.

Procedures

An Anglican School in the Diocese of Newcastle

1. All applications should be directed to the Registrar who will provide the applicant with the necessary materials and organise for the applicant and their family to meet with the Principal;
2. The Registrar will advise the Principal if enquiry relates to application for bursary or the like;
3. Enrolment application submitted with \$100 non-refundable fee collected;
4. Determination as to whether the applicant's supporting statement / interview responses reflect the ability and the willingness to support the School's ethos;
5. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family and other relevant persons;
6. Identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made;
7. Inform the applicant of the outcome.

Student population

The School has 500 students from Kindergarten to Year 12 of whom 202 are in the Secondary School (Years 7 to 12) and 298 in the Primary School (Kindergarten to Year 6). There are approximately equal numbers of boys and girls throughout the School. Students travel from as far as Denman in the South, Willow Tree to the North, Ellerston to the East and from beyond Merriwa to the West. The students have a wide range of ability levels and interests and we offer as wide a programme as possible to cater for these needs.

The Table below shows the numbers of students who come from various ethnic backgrounds:

Yr	Abor	Phili	Ind	SA	NZ	Jap
KI	1					
1						
2						
3						
4	2					
5	1					
6						
7	1				2	
8	1		1			
9		1			1	
10	1		1	1		1
11						
12		1			1	
Total	7	2	2	1	4	1

Reporting Area 12 School Policies

All Policies, Guidelines and Procedures are contained in the Scone Grammar School Handbook, which is provided to each family. The following represent the headings contained within the handbook:

- Mission Statement
- Governance
 - Conflict of Interest and Related Party Transactions
- Privacy Policy
- Curriculum
- Student Work Practice
- Reporting and Assessment
- Effective Use of Homework Diary
- IT User Policy *
- Mobile Phone Policy
- Pastoral care *
- Welfare and Discipline *
- Anti-Bullying Policy
- Environmental Education Policy
- Procedural Fairness
- Grievance Policy
- Medications Policy

These policies are reviewed at the Executive on a rotational basis. The Policies marked with an astrix were reviewed in 2017. A full text of policies can be requested by writing to the Principal.

Student Welfare and Discipline

WELFARE & DISCIPLINE POLICY

Overview

Jesus Christ, as portrayed in the Bible, is the reference point for our Christian faith. Jesus provided a model and example for all that we do and all that we are. Our School community should express God's love. This love should be reflected in personal attitudes and qualities such as honesty, humility, caring for one another, peacefulness, temperate language, faithfulness, patience, no envy of the success of others, tolerance and selflessness.

All students are to be led sensitively towards the formation of their own moral code, which in the School would be based on the teachings of Christ.

Effective discipline implies strong self-discipline as students assume responsibility for their own continual learning. At School, this means a strong co-operation between student, family and School.

The School expects that staff, parents and students will treat one another with dignity and also with due respect for the rights of every individual to feel safe and welcome within the School. **The School does not use, accept or condone the use of corporal punishment under any circumstances.**

People who work and learn within the School, should be able to participate in an atmosphere where the development of courtesy, good manners and deportment, pride in appearance and the use of good language, are all embraced as important characteristics of a responsible member, both of the School and of the wider community.

Students are assisted to cope with life in the wider community. This involves development of leadership skills, a willingness to accept and cope with responsibility, a concern for the environment, an awareness of our cultural heritage and preparation for the workforce.

Mutual respect and care are the aims. Care of individuals and acceptance that each is unique are important elements of this policy. We are all challenged to ask ourselves in any situation as to what would be 'the loving response'.

Students and parents need clear communication from the School on welfare/discipline policies. Students need these policies constantly rehearsed and reinforced in class and playground.

This School Policy is designed to ensure an ordered and cohesive school environment.

If the School is to be an environment where quality learning occurs, there are expectations which are necessary to enable this to happen. These include:

- all staff and students should be punctual and prepared to start each session at the appropriate times and be properly equipped for the activity;
- avoidance of noise that interrupts teaching or interferes with the learning and teaching of others in the room/vicinity;
- students need to walk, not run, in and around buildings or where vision is restricted

CODE OF BEHAVIOUR

It is expected that students will, at all times, behave in a manner which brings credit to themselves, their families and their School.

At Scone Grammar School every student has the right to a safe and caring environment which promotes learning, personal growth and positive self-esteem. The School is committed to providing this and each has the responsibility to ensure that this occurs.

Any behaviour disruptive to the smooth functioning of the School will be considered a serious breach of discipline and will be dealt with accordingly.

Our School Community should not tolerate any unkind action or remark, even if these were not intended to hurt or offend. At our School, it is a student's right to report any behaviour which causes distress.

At Scone Grammar School everybody has:

RIGHTS

Members of our School Community have the right:

- to be safe
- to learn
- to be respected
- to be accepted and nurtured

RESPONSIBILITIES

All members of our School Community should follow responsible behaviour by

* being considerate of others by:

- using appropriate language
- being punctual
- resolving conflict situations positively
- taking turns sharing resources and space
- avoiding name calling, teasing, hitting, fighting or **any** form of bullying

* by acting to ensure safety by:

- moving around the School in an orderly manner
- observing 'off limits' rules
- using the playground appropriately
- engaging in games that will not harm others
- not leaving the school grounds without permission
- observing all safety rules to and from School

* protecting property (of the School and others) by:

- keeping classrooms and the School tidy
- caring for classroom resources
- labelling personal property as appropriate
- following uniform dress codes
- returning or replacing borrowed resources as soon as appropriate.

* representing the School appropriately by:

- speaking, acting and dressing in a way which brings credit to the School and to themselves
- recognising the need to listen and follow directions from teachers and other adults in charge
- obeying the rules when travelling by bus or public transport
- acting in a courteous manner when travelling in private vehicles on School activities

SAFETY RULES

- we wear hats at all times in the playground

- we keep within bounds
- we play safe games
- we are friendly with everyone and avoid fights

ROUTINES so as to keep well organised

- we stand and greet teachers and other adults
- we sit to eat our morning tea and lunch in the right areas
- we keep our school attractive by picking up rubbish
- when we hear the bell we go straight to the classroom, having already been to the toilet
- when changing classrooms we move quietly and directly

Bullying and harassment will not be tolerated at School Grammar School in any form

Bullying and harassment will be regarded as a serious offence and dealt with accordingly. Bullying is defined as the use of verbal, social, psychological or physical means to hurt or intimidate another person. Harassment is viewed as a specific kind of bullying.

If any student feels that bullying or harassment is occurring, he/she should report it immediately to a member of staff. Under no circumstances are students to directly retaliate against someone that they perceive as bullying or harassing them, particularly through the use of physical means.

Definition: “*Bullying Behaviours* are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated” (*The Peer Support Foundation, 1998*)

Bullying behaviour can be:

1. **Verbal:** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
2. **Physical:** e.g. hitting, punching, scratching, tripping, spitting, pushing, kicking
3. **Social:** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
4. **Psychological:** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS, inappropriate use of photographic images and cyber-bullying

What does bullying look like?

When someone repeatedly –

- is called names
- is threatened
- is put down
- is teased in an unkind way or ridiculed

- is physically hurt
- has his or her personal space deliberately invaded
- has property hidden, damaged, stolen or destroyed
- has graffiti written about him or her
- has rumours spread about him or her
- is sent hurtful notes
- is picked on
- is singled out for unfair treatment
- is excluded from activities
- is stood over to give up money, possessions or food
- is teased because of his or her race
- Is teased because of his or her skin colour or physical appearance
- has hurtful SMS messages or email sent about him or her
- has hurtful entries on 'Facebook', 'Bebo', 'Youtube' or similar social networking sites, sent about him or her
- has their email facilities tampered with
- is stalked or given dirty looks

Anti-Bullying Strategies at Scone Grammar School:

Strategies to prevent bullying will only be effective if placed within the context of a culture in which respect for others is consistently taught and demonstrated across all aspects of school life. The Christian values, which represent the antithesis of bullying, must be continually affirmed in word and actions. Strategies to prevent bullying fall within the following broad categories:

- 'moral education' in the context of religious education, assemblies, Chapel programme and PAS lessons where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.
- 'across the curriculum' values teaching, e.g. looking at the problem of prejudice through an English text or History lesson
- recognition that bullying is a concern for all sectors of the School Community
- education of staff regarding bullying and in implementing anti-bullying strategies
- awareness raising of the importance of punctuality to class, active supervision and the need to challenge unacceptable behaviour
- clear statements from staff about the nature and unacceptability of bullying
- teaching specifically related to bullying in various aspects of the curriculum
- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground
- staff and students as role models particularly those in leadership roles such as School Captains, House Captains, Vice-Captains and Monitors, etc
- provision of activities which develop a culture of caring for one another and acknowledge the worth and contribution of others and which help to develop compassion
- provision of support for parent/guardians through the School's pastoral care structure.

Suggestions for Parents/Guardians:

If a child is alleged to have been bullied or to have bullied another student, parents/guardians should:

- reassure their child and encourage them to speak with a trusted member of staff;
- discuss the School's Anti-Bullying Policy with their child;
- contact the Teacher, Tutor or House Patron as early as possible;
- avoid contacting the parents/guardians of the other students involved as this usually proves to be counter-productive;
- understand the resolution of a situation may take some time;
- monitor their child's progress and liaise with School personnel as required;
- encourage their child to speak openly with them and to look at positive strategies to deal with their feelings.

It is important for the School to provide a **frame of reference** for the School Community where there are reasonable grounds to believe that a student is being bullied or is involved in bullying. Depending on the nature of the incident, the following steps may be involved in dealing with an allegation of bullying:

Step 1: Notification and Information Gathering

- School is notified by the student or parent or teacher or friends;
- the alleged person being bullied meets with their Teacher/Tutor/Patron / Head of Primary/ Head of Secondary as appropriate. The School's anti-bullying stance is discussed and reassurance given that the matter will be taken seriously and support offered; strategies to be put into place to ease the situation are discussed and follow up meeting arranged;
- background information is collected from various sources and documented;
- parent/guardian contact at this stage is discretionary

Step 2: Consultation and Investigation:

- the person allegedly being bullied meets with their Teacher/Tutor as previously arranged;
- if the situation has improved, a follow-up meeting is planned for on-going monitoring of the situation;
- if the situation had not improved, then the student/s who are allegedly bullying is/are interviewed by the Head of Secondary or the (Deputy) Head of Primary of Primary, as appropriate, and parents/guardians from both sides are contacted;
- the allegation and School's anti-bullying position are fully discussed. Students are given the chance to respond to the allegation. Possible suggestions to deal with the situation are generated. Follow-up appointments are made to see all parties involved and it is made clear that any suggestion or retaliation by any parties will be treated as harassment;
- records of the meetings are documented and kept in both students' files.

Step 3: Review

- within a reasonable time-frame, the situation is re-assessed;
- if the situation has settled or been resolved then follow up meetings should be arranged as necessary to continue monitoring the situation;

- if the situation has not settled or has worsened, the matter is referred to the P-12 Dean of Students for further action;
- parents/guardians are kept informed;
- records of meetings are documented and kept on file.

Step 4: Further/Additional Review

- further interviews by the P-12 Dean of Students or Principal are likely to be arranged;
- separate or collective interviews can be decided on an individual basis;
- sanctions may be implemented depending on the severity of each allegation;
- strategies to be put into place to ease the situation for the person allegedly being bullied and an agreement reached about how the parties will interact with each other;
- review of the situation to be conducted within a reasonable time-frame;
- parents/guardians to be kept fully informed;
- records of meetings to be documented and kept on file.

Step 5: Final Resolution

- if the situation has been settled or been resolved then all participants are affirmed;
- if the situation has not settled or has worsened, the Principal will meet with the parents/guardians of the students and appropriate action is then discussed;
- records of meetings are kept on file.

Sanctions:

Where the balance of evidence suggests that an incident of bullying has occurred and consultation and discussion fails to resolve the matter, various sanctions may be brought into play. If an incident is witnessed and there is no issue of doubt, the relevant staff member may, in consultation with the House Patron, or Head of Primary or Secondary or P-12 Dean of Students, apply some sanctions immediately. All sanctions may vary depending on the severity of each individual incident.

Sanctions could include:

Playground duty:

- cleaning up certain areas of the playground during lunch/recess under supervision;
- undertaking various tasks for staff during lunch/recess.

Detention:

- lunch time at Teacher/House Patron's discretion;
- Principal's detention; after school - time at Principal's discretion;
- Community Service Time, e.g. working bees at Principal's discretion;
- Suspension, either in School or, more formally, at home at the Principal's discretion and depending on the severity of the allegations

End Strategies:

Depending on the circumstances and at the discretion of the Principal, a student may be asked to leave the School.

The Role of Parents in Welfare and Discipline

Parents have an important role to play in helping the School to implement its welfare and discipline policies.

Parents will support the School by:

- Ensuring a courteous relationship is maintained with the School. This can be achieved by:
 - a. providing prompt notification of absence
 - b. arranging mutually agreeable times for interviews with teachers
 - c. ensuring students arrive at School on time, equipped for work
 - d. instilling in their children that School is a place for learning
 - e. consulting the School and responding to School correspondence promptly;

- Supporting the teachers to provide a safe environment through:
 - a. informing the School of changes of address or phone numbers;
 - b. providing the School with emergency contacts;
 - c. supplying the School with current relevant medical information regarding their children and ensuring all medicines are clearly labelled with name, dosage and time of medication;
 - d. providing appropriate dress for the weather;
 - e. ensuring all items of clothing, shoes, books, lunchboxes etc are named or labelled;
 - f. reinforcing School dress and behaviour codes.

At Scone Grammar School our goal is to engender a sense of self-discipline in our students and for everyone to monitor their own behaviour, using the following questions as a guide/checklist.

Will this action be **safe** for everyone concerned?

Is this action **considerate** of everyone who might be affected?

Does this action **reflect well** on yourself, your family and your school?

If the answer to any of the above questions is **NO** then the activity, action or response should **NOT** be undertaken.

Remember:	Rights	for you
	Responsibilities	towards others
	Rules	for safety
	Routines	for organisation

IMPLEMENTATION

Staff must work to ensure that the welfare and discipline policies are well understood and supported by the student body. However, when infringements occur there is a clear line of referral which can be used to help the student 'get back on track'.

In the Secondary Department the logical progression would be, in the first instance, for the Class Teacher to deal with the matter or, if a playground infringement, the Teacher on Duty. If the inappropriate behaviour persists it might be referred to a Head of Faculty or the House Tutor; from there the matter might be referred to the House Patron followed by Head of Primary or Secondary and if necessary the P-12 Dean of Students and then the Principal. Persistent infringements, e.g. failure to complete homework, problems in the playground or matters of a more serious nature, e.g. fighting or absence without leave, would result in the parents being contacted by the School initially by the House Tutor or Patron. Open discussion between the School and home is essential to establish clear expectation and clarify points of concern.

All Staff would expect to use the School Diary as a means of communicating with home. Parents are asked to read the Diary and sign it on a regular basis.

A range of sanctions are available and the full range would be used as and when appropriate. Such sanctions could include 'time out'; detention; withdrawal from an activity – either temporarily or permanently; restricted access to School facilities, etc. Persistent offenders might be required to attend a Principal's Detention to be held one afternoon each week after School.

While every effort will be made to work with a difficult student (with his/her parents help) to overcome problems, the Principal reserves the right to ask for the withdrawal of the student on either a temporary or permanent basis if it is felt that the needs of an individual are overriding the needs of the whole School Community.

No Corporal Punishment

Scone Grammar School will not use corporal punishment or sanction its use in dealing with students' negative behaviour.



Various forms or means are used to systematically raise the awareness of important issues for students and parents. This would present the 'big picture' and not just emphasise negatives and rules about what not to do. In the Secondary Department the focus is on individual members of staff reinforcing common expectations both in the classroom and in the playground.

Pastoral discussions, involving all staff, occur regularly. These discussions will be used to highlight children whose work and progress are most satisfactory as well as those who are not working or behaving in an appropriate fashion. To facilitate these discussions all staff should have common expectations of behaviour. The end point of the staff discussion will be a decision as to the appropriate action to be taken and the most appropriate person to implement such action.

Academic Misdemeanours

In the case of persistent academic misdemeanours, such as failure to complete set work, unethical behaviour in an assessment task, etc. class teachers should discuss the problem with their Head of Faculty and the Head of Secondary/Head of Primary. The end point of the discussion would be a decision as to the appropriate action to be taken and the most appropriate person to implement such action.

Faculties should have on file 'Notes for Parents' advising of the difficulties and seeking support to put problems to rights. If the student is a 'persistent offender' the Class Teacher should also discuss the matter with the student's House Tutor for appropriate pastoral follow-up.

Behaviour Misdemeanours

Persistent behaviour problems, such as unacceptable classroom behaviour, should be dealt with by the Class Teacher in the first instance dependent on the situation and then followed up with the Head of Faculty and the House Tutor/ Patron (then Head of Secondary/Head of Primary before referral to P-12 Dean of Students and Principal).

The end point of this discussion will be a decision as to appropriate action to be taken and the most appropriate person to implement such action.

Conclusion:

The School Policy on behaviour may be summarised as accepting the highest and most lasting form of discipline is self-discipline. True discipline depends on the respect of one person for another. If students in our care are undisciplined; then the fault to a great extent many well be ours. Discipline in a school depends very largely on all members of staff, on what they do, on what they do not do and on the kind of people they are.

When dealing with groups of students there must be some form of externally imposed discipline so that individual rights are protected and so that group co-operation and achievement is possible. Whenever necessary, teachers should not hesitate to seek help or advice from colleagues, the Principal, Head of Primary or Secondary and P-12 Dean of Students.

For teachers, being punctual, having well-prepared lessons, exerting firm, consistent control and showing a genuine concern for a students' progress and problems will greatly assist in preventing disciplinary troubles arising in the classrooms and about the School.

Discipline is concerned with fostering desirable social and learning behaviour. Therefore the School's task is to help build into pupils gradually and progressively:

- an inter-personal authority;
- a conscience;
- an understanding of right and wrong;
- an interest and sense of purpose in regard to their school work.

Professional Medical and Counselling Assistance

Staff have a close knowledge of students due to the Pastoral Care Programme and the small class sizes. The House Tutor works with students who are having difficulties. Close communication is kept with parents and if concerns continue the P-12 Dean of Students, School Counsellor or the Principal will recommend to parents that professional medical advice be sought for the student. This process will be done following an interview and a follow-up letter, which could include the known services that are available in the local area.

Exclusion

Scone Grammar School does not operate with a Policy of Exclusion.

PROCEDURAL FAIRNESS

Procedural fairness is a basic right of all individuals. In cases where there is a perceived incongruence between an individual's actions and School rules and expectations, the School will aim for a fair decision, reached by an objective decision making process.

Procedural Fairness seeks to ensure that decisions affecting students are reached only after the individual student has been made aware of the allegations made against him or her. It also seeks to ensure the student has had the opportunity to present his or her claims in relation to the issues and the proposed decisions affecting him or her.

Procedural Fairness also requires that the decision maker, whether a member of the School Executive, middle management or a classroom teacher, reaches a decision on the issue in an impartial manner. Care should be exercised to exclude real or perceived bias from the process.

Scone Grammar School will follow the principles set out below in circumstances involving disciplinary matters, including dealings with students potentially facing suspension and expulsion.

Procedural Fairness is generally recognised as having two essential elements.

1. The right to be heard which includes:

- the right to know why the action is happening;
- the right to know the way in which the issues will be determined;
- the right to know the allegations in the matter and any other information which will be taken into account;
- the right of the person against whom the allegations have been made to respond to the allegations.

2. The right of a person to an impartial decision that includes:

- the right to impartiality in the investigation and decision making phases;
- the right to an absence of bias by the decision maker.

As part of ensuring the right to be heard, Scone Grammar School staff should establish if parents or carers require an interpreter and if so, make arrangements for one to be available.

Scone Grammar staff will direct students and parents or carers to the relevant Policies and Procedures in the Student Diary or other relevant Policy Statements held by the School.

Both the investigative and decision making stages will be conducted in a reasonable and objective manner aiming to act justly and arrive at a just decision. When investigating complicated issues that have the potential to lead to expulsion the Principal will endeavour to include the Head of Primary/Secondary and P-12 Dean of Students or appropriate

Co-ordinator in the investigation, wherever possible. Use of the school's Chain of Command (Classroom Teacher/Tutor, Faculty Head, Head of Primary/Secondary, P-12 Dean of Students , Principal) will assist in ensuring the fairness of the process and may serve to minimise any potential conflict of interest, whilst providing a potential avenue for review and/or appeal.

To ensure the elements of procedural fairness are met, it is appropriate to provide students and their parents or carers with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. However, if it is determined that it is not appropriate to provide copies of statements, for example, because of a fear that witnesses may be intimidated, full details of the allegation/s outlined in the statements would not be provided.

If a long suspension or expulsion is a possible outcome of a disciplinary enquiry, the seriousness of the circumstances will be communicated to the student and a support person/observer may be arranged for formal interviews. Circumstances that may lead to long suspension or expulsion require particular emphasis on procedural fairness. Key points of fact and agreements reached during formal disciplinary interviews should be taken down in writing.

SCONE GRAMMAR SCHOOL

Guidelines for Suspension & Expulsion / Withdrawal of Students

Scone Grammar School's discipline policies are based on principles of procedural fairness. As a consequence the following procedures will be used for students who are alleged to have committed a serious offence, particularly one for which suspension or expulsion may be considered.

These guidelines direct the school's internal procedures. There are instances where a student's misdemeanours may be required to be reported to relevant agencies such as the police or the Department of Community Services.

Context

All students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination. To that end Scone Grammar School will uphold high standards of discipline.

In implementing these procedures the Principal will take into account the student's age, individual needs, developmental level and any disability. The Principal will also consider the safety, care and welfare of the student, staff and other students in the class and school.

General Principles

In most circumstances suspension will occur only after the Principal has:

- ensured that appropriate School Student Welfare strategies and discipline options have been applied and documented;
- ensured that appropriate support personnel available within the school system and externally have been involved;
- ensured that discussion has occurred with the student and parents or carers regarding specific misbehaviour which the School considers unacceptable and which may lead to suspension;
- developed, in conjunction with the School learning support team or appropriate School personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour;
- provided a formal written caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in future;
- recorded all action taken.

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff.

Parents and students should be aware a student may be subject to the School's discipline in regard to inappropriate behaviour outside of School if the student can be identified as a student of the Scone Grammar School and the behaviour could be considered to have harmed the School's reputation. Groups of Scone Grammar School students attending parties or other functions, whose behaviour may bring disrepute upon the School, may also be subject to the School's discipline.

Short Suspensions

A student may be suspended for up to five school days for any of the following reasons:

Continued Disobedience

This includes, but is not limited to:

- breaches of the School Discipline Code such as refusal to obey staff instructions;
- defiance;
- disrupting other students; minor criminal behaviour related to the School, eg vandalism, theft;
- use of alcohol / tobacco at the School.

Aggressive Behaviour

This includes, but is not limited to:

- hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Long Suspensions

The Principal may impose a suspension of up to 20 school days for any of the following behaviours:

- physical violence;
- possession of a prohibited weapon such as a firearm or knife;
- use or possession of a suspected illegal substance, or supply of a restricted substance;
- use of an implement as a weapon or threatening to use as a weapon;
- serious criminal behaviour related to the School including:
 - malicious damage to property (School or Community), or against the property or person of a fellow student or staff member on or outside the School premises. If the incident occurred outside the School or outside school hours, there must be a clear and close relationship between the incident and the School;
- persistent misbehaviour, including repeated refusal to follow the School Discipline Code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Withdrawal/Expulsion

Expulsion is the withdrawal of a student's enrolment so the student is permanently removed from the School. This consequence may follow after two or more suspensions or in the event of an extremely serious act of misbehaviour. The parents, in most cases, will be given the opportunity to withdraw the student from the School.

"Extremely serious acts of misbehaviour" include:

- use of a weapon occasioning serious harm to a person at the School;
- a serious assault on a student or staff member;
- a serious act of vandalism at the school;
- the selling of illegal drugs at the School.

Procedures to ensure Procedural Fairness:

Principles of Procedural Fairness include the right to be heard and the right to a fair and unbiased decision. In order to ensure Procedural Fairness the following procedures will be followed:

- information will be collected, where appropriate, from other students, teachers and relevant witnesses, using non-leading questions, and with no assumption of guilt expressed on the part of the accused student;
- there will be an initial formal interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter; parents may be invited to attend this interview, depending on the perceived gravity of the allegation/s. Parents may invite a support person/observer to this interview.
- the student will be told the process that will be followed;
- the student will be given the opportunity to respond to the allegation/s;
- in cases where a long suspension or expulsion may be contemplated there will be a second formal interview to which the parents and/or other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegation/s;
- the student will be told how to seek a review of any decision made in response to the allegation/s;
- whenever possible the investigation will be carried out by a senior member of staff, other than the Principal. The Principal will review the evidence and make a considered decision. If the Principal both investigates and makes the decision he must be reasonable and objective.

The Principal must be just and be seen to be just;

- if the decision is made to suspend the student, a programme of home study will be organised for the student;

- all discussions in formal interviews and action taken will be recorded in the form of written notes;
- a formal letter detailing the inappropriate behaviour and what will be expected of the student in the future will be provided to the parents and student;
- the Principal will arrange for a resolution meeting as soon as possible in order to determine the basis on which the suspension will be resolved, including any behaviour management plan that may be considered necessary. The parent may invite a support person or observer if desired.
- The parents/carers will be notified in writing of the suspension/expulsion and the reasons.

Appeals

The student and parents or carers may request a review of a decision to impose a long suspension or to expel a student if they consider that correct procedures have not been followed or that an unfair decision has been made.

Appeals must be made in writing stating the grounds on which the appeal is being made.

The Appeal must be addressed to the School Council and be lodged with the Principal who will forward it to the Council Chair. The Chair will convene a meeting of a Board Sub-committee which will review the procedures followed and the grounds on which the decision was made. The outcome of the review and the reasons for the decision will be given in writing to the parents or carers.

Reporting Area 13 School Determined Improvement Targets

Strategic Plan 2008 – 2017

Scone Grammar School continues to review the Strategic Direction of the School through community consultation and staff development.

The Strategic Imperatives as set out in the Strategic Plan are:

- Deliver an outstanding education to students in the Upper Hunter
- Grow Christian awareness
- Have student graduate who are well balanced individuals who contribute to their community
- Growth in student numbers to enable a sustainable environment
- Enhance the facilities while keeping green space for recreation
- Enable a modern education – respond to the needs of a 21st Century learner
- Strengthen our valued partnerships: with
 - Foundation
 - Parents and Friends
 - Newcastle Anglican Schools Corporation
- Continue to be agents of change for the benefit of the students

Scone Grammar School continues to serve the Upper Hunter offering a high level educational offering that not only caters for academic performance but the development of the whole child. The value add to each child is significant and responds to the mission of the school. The Christian foundation continues to develop as part of the whole development.

The Yellow Cottage – Scone Grammar School Preschool commenced in January 2015. This has been an excellent addition to the school ensuring a smooth transition for students into Kindergarten and serving the Scone community with a high quality centre. The benefits of this facility are continuing to strengthen the educational offering of Scone Grammar School.

The Trade Training Centre continues to operate and grow the opportunities for students in the Hospitality area including students from Scone High School. Community groups also accessed this special venue for events in 2017. The development of the Grammar Grind Café has enhanced the skills and confidence of the students.

Commencing teaching in the Secondary Teaching and Learning Centre, which is a modern, flexible learning space, has been an excellent development for Scone Grammar School. The completion of the second floor classrooms enabled extra teaching spaces for classes as well as the removal of four demountables rooms, which returned playground space for student play.

The teaching staff have continued to develop the Professional learning in the area of 21st Century learning, using Grammar Minds (BLP) as a framework. The Scone Grammar School Professional Learning Framework has also continued to operate throughout the year supporting Teacher quality and development.

In 2017 we continued our involvement in the Schools Leading Learning Programme with the direction and guidance of AISNSW. This programme seeks to support the Improvement agenda in schools, particularly focussed on improving teacher capacity. Our focus for this programme was on strengthening our writing across the school while increasing our capacity for the learning dispositions in BLP. The staff have developed this framework and have given a Scone Grammar School focus calling it 'Grammar Minds – Positive Flourishing Learners'.

Reporting Area 14 Initiatives Promoting Respect and Responsibility

In 2017 Scone Grammar School continued to improve the focus of having respect and showing responsibility. As a Bible-based Christian School with a core element of the school being related to these areas, further progress was made. The Principal's Assembly and Chapel messages often emphasise respect and responsibility. Teaching staff have taken every opportunity to reinforce students showing respect and responsibility through their interactions with students both in and outside the classroom. In 2017 We ran Love Bites, Burn Bright leadership programme and Cyber safety workshops all of which were promoting respect and responsibility.

Students are regularly involved in community based activities, often involving a service element. Our Music groups perform at the local Nursing home and for functions in the community. Students are encouraged to participate and do in significant numbers, in community activities. A clear example is the participation in the ANZAC Ceremonies in the different local centres which are well supported by students. A high percentage of students are involved in the Duke of Edinburgh Award Scheme, which involves these students being involved in regular community service.

In 2017 students in Year 6 Participated in 'Sing Out Loud Together', in conjunction with Strathern Village, the local aged care facility. This promotes positive relationships between young people and the aged.

The School SRC supported a number of charities throughout the year helping students understand that they are very fortunate and promote care for those who are less well off or experiencing significant challenges in life.

We hosted Indian students on exchange. This programme offers the opportunity for students to grow in an understanding of another culture.

We had a group of students travel to Vanuatu on a mission and service trip which enhanced their understanding of cultural difference and the way many people in the world live with less but are joyful.

Reporting Area 15 Parent, Student and Teacher Satisfaction

Scone Grammar School has an 'open door policy' with parents who are welcome and encouraged to be involved in the school. This involvement gives parents greater understanding of the school and much easier access to communicate with staff. The Parents' and Friends' Association meets the first Tuesday of each month during school term and provides an opportunity for parents to express their level of satisfaction. Through the P & F, year groups are supported by Class Liaison Parents who are encouraged to be a link between parents and the School to assist in encouraging the sharing of ideas or concerns. This is effective for some cohorts.

The Student Representative Council offers students a forum to express their satisfaction with the school and to raise areas of concern. This avenue has seen the students support charities of their choice.

Staff had opportunities through formal meeting and informal discussions to raise their concerns and express their satisfaction for the school. Working in faculty areas promoted the discussions to occur in a smaller group setting and communication of any issues to be channelled through to the Executive. All faculties are asked to send through minutes of meetings to the Principal.

In 2017 Parents were offered an opportunity to be involved in a volunteer capacity across the school. These opportunities offer a transparent view of the school and opportunities for parent input into improvements or celebrations.

In 2017 parents, students and staff were surveyed to gather data in a wide variety of areas. This data informs the school of areas of concerns and celebration.

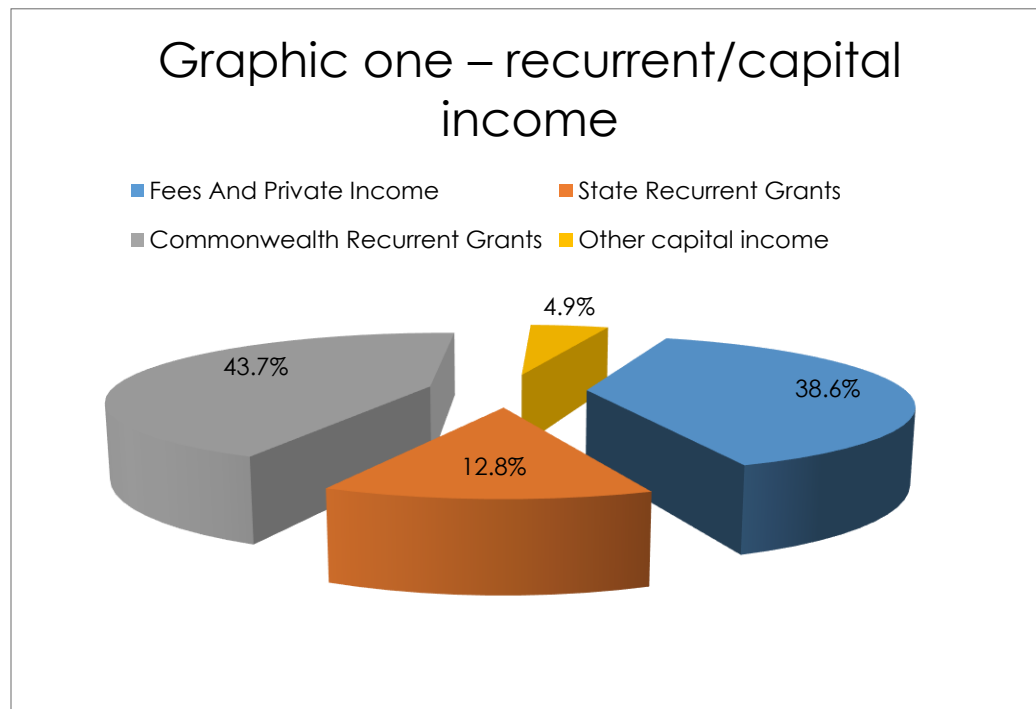
Educational and Financial Reporting

A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school

The presentation of financial information may be in graphical forms such as pie charts, provided that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth. Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

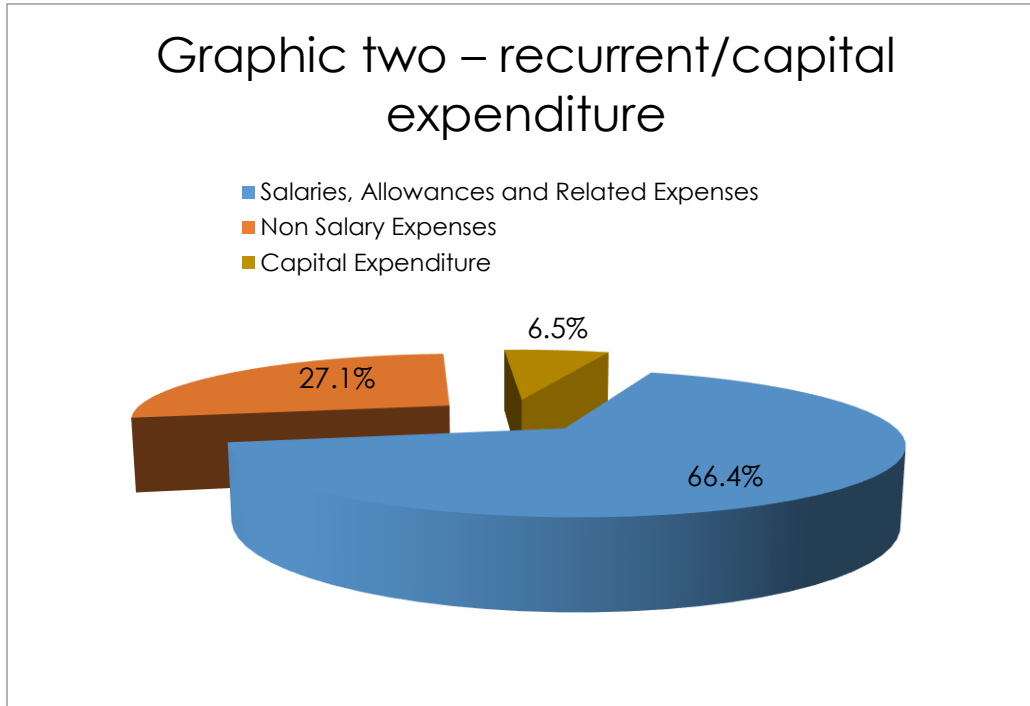
Graphic one – recurrent/capital income, with segments detailing percentages derived from

- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income



Graphic two – recurrent/capital expenditure, showing percentages spent on

- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure.



Source: Registration Systems and Member Non-government Schools (NSW) Manual

The ongoing support of SGS parents and supporters via the Scone Grammar School Parents and Friends and Foundation continues to be integral to the investment of funds to capital projects. Support in 201 continued to be directed to the modernisation of technology in the School and for improvement to the playground space. The upstairs classrooms were fitted out in the Secondary Teaching and Learning Centre building project.

A full copy of the School's 2016-audited Financial Statement is tabled at the annual general meeting of the Scone Grammar School Council. Further details concerning the statement can be obtained by contacting the school.

About this Report

In preparing this report, the Self-Evaluation Committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes.

Members of the School Executive 2017

Paul Smart	Principal
Nathan Atkinson	Dean of Students / School Chaplain
Graeme Feeney	Head of Primary
Deanna Hollis	Head of Secondary
Damien Saunders	Deputy Primary
Janet Walsh	Lead Teacher of Innovation and Learning

Compliance

I certify that the information in this Report is the result of a school self-evaluation process and is a balanced and genuine attempt to provide an account of the School's achievements and areas for development.

Paul D Smart Principal [2017]

The Chairman of School Council has endorsed this report

The Reverend Scott Dulley SCP
Chair School Council of Scone Grammar School