Welcome to Scone Grammar School’s 2014 Annual Report. This report is a requirement of the NSW Board of Studies. I hope that 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

(i) School Council

It is with great pleasure I present the Council report for 2014.

This is my 10th Chairman’s Report and a common theme in all my talks has been our goal at Scone Grammar School to produce students who contribute positively to their community.

The Schools Mission is to

Achieve a successful, sustainable learning environment within the Upper Hunter Community that:

- Enables modern education
- Grows Christian Awareness
- Provides Global perspective

Producing flexible, creative, healthy individuals who strive to maximize their potential and become contributing members of the wider community.

Today, I want to talk about what it means to positively contribute to our community.

I am a fan of Latin so I thought I would look there for some definitions.

The latin for positive is Directivus

The latin for contribute is Adstructus

The word community has a number of latin definitions

Civitatis – noun – means the community
Communis – adjective – affecting the community
Familia – Noun – clan or family
Communitatis – Noun – Fellowship or Kinship

Scone Grammar School is a community. Civitatis Scona
We share a kinship with our fellow parents and students. Communitatis Scona.

In a way we are a large clan or family – Familia Scona

What actions do we take as a family that makes a positive contribution to our community- Communis Directivus Adstructus Civitatis

It’s a shame we don’t offer Latin as a core subject

When you take the time to look around Scone Grammar School what do you see.

Great facilities, an amazing group of dedicated teachers and administrative staff, lead so well by Paul and his executive team, Wonderful, happy children thoroughly enjoying their education and no doubt looking forward to the holidays. We are an extremely lucky community.

It’s not by chance that we have these amazing facilities.

Warren Buffet said “Someone is sitting in the shade today because someone planted a tree a long time ago”

25 years ago Scone Grammar school put down its roots and we are sitting here today reaping the benefits of that decision.

We are at a very exciting time in the schools life. We have finalized the design of the new secondary teaching and learning and administrative centre and we have launched our capital raising campaign.

Why is this building so important. It will substantially increase the playground space for our students. It will allow us to remove nearly all the demountable classrooms It will cater for the future growth of the school
It will have state of the art teaching spaces
10 new class rooms with Breakout areas
A science dry laboratory and a Science Wet Laboratory
Secondary staffroom
Meeting rooms and executive offices
Senior student study areas and Common Room
Seminar and meeting rooms
It will help us attract and retain great staff
It will enable the broader community to be more involved with our school through the shared use of facilities.
I’m sure you will all agree it is an amazing building project

I am excited to announce that we have already raised $1.8M towards this remarkable building.

We still have a long way to go and I am here to ask for your help in moving us toward our goal of $6M. I ask that you continue to be positive members of our Scone Grammar School community – directivus adstructus civitatis and look past the years that your own children may be here and help us build a legacy of outstanding education not only for the now but for the tomorrow.

Any contribution, however large or small, will be gratefully accepted. Every dollar raised moves us one step closer.
I believe there can be no greater investment than into the education of children.

I would also like to take this opportunity to update you on the progress of the Yellow Cottage – Scone Grammar School exciting new Preschool.
This will be a great asset for the community and we will open at start of term 1 next year. We have had strong enrolments and I would like to thank the preschool committee for all their hard work it seeing this project through to completion.
To my fellow council members my sincere thanks for all your hard work throughout 2014.

To all the unsung heroes who just keep making that outstanding contribution, who seek no recognition, ask for no reward, your efforts do not go un-noticed and your Council expresses to you all their sincere thanks.

On behalf of the council I would like to wish you all a very safe and happy Christmas and we look forward to seeing you in what promises to be a very exciting year ahead in the life of Scone Grammar School.

Floreat Scona

Mark Heanly
Chairman of School Council

ii) Principal’s Comments

2014 Principal’s Annual Report

2014 has been the year of the Goal. Our Motto ‘Take Hold of the Goal’ was set to encourage us all to set some goals and strive to achieve them. I indicated at the beginning of the year a few goals – one was to do some reading and study. The opportunity afforded me to study at Harvard doing the Leadership the Evolving Vision Programme certainly assisted me in this goal. It was an amazing experience. Working along-side Principal’s and educational leaders for around the world, who were all grappling with similar issues in schools.

The challenge now is how can I make this learning valuable for Scone Grammar School. Fortunately the word Evolving is in the programme reminding me that change doesn’t happen overnight, especially real significant – authentic change. I would like to thank Mr Graeme Feeney for
his leadership of the school in my absence while on Sabbatical leave during Term 2.

The Motto and it’s goal also sort to encourage us to Consider God’s Goal for us. To know him and love him and ultimately be in heaven with him. The Prize Paul talks about in Philippians is striving for is heaven. One aspect of the Philippians verse very relevant to your own goals is when Paul say’ forgetting what is behind and straining towards what is ahead, I press on towards the prize.’ Straining – straining gives us sense of working hard to achieve. This is so true for all of us. If we want to achieve the goal we need to put in the effort, sweat a bit – strain to achieve it.

I had the pleasure of listening to Natalie Titcume, a young Australian Softballer, on the weekend talking about goals. She said the goal should be – To be the best that I can be! What an ultimate goal but we need to set specific goals along the way to help. Goals that need to be achievable, a challenge and then we need to put in the effort, strain to gain the goal.

I have been listening to a song recently as I drive up and down the valley called Automatic. It basically says that in our world today we want everything to be automatic, happen straight away, instantaneous; while something worthwhile means that it is worth working for.

Recent brain research has indicated that we know that by using our brains, working them, straining to achieve means we will build capacity, that is to increase our ability. Carol S Dweck discusses this at length in her book, ‘Growth Mindsets’ and challenges as all in education to stop looking at potential and consider how to encourage all students to make the effort to develop their skills and knowledge as all have this ability to improve.

A programme we have been investigating as a staff called Building Learning Power talks about ‘the brain as a muscle’; that when we work it, it gets stronger. The Learning Language that we have spent time on this year is a strategy to help exercise the brain.

Our teaching staff have had some goals this year which have been a positive step in our ongoing process of improvement. They have been challenged to use the Learning Language, Increase the differentiation in all classes and programmes and commenced a process of Professional goals setting and reflection- The Professional Learning Framework. (The PLF)

Talking about staff I would like to publicly acknowledge their enormous effort and care for the students of Scone Grammar School. Of course staff means
everyone on staff. The Admin and Finance staff, the grounds staff, the cleaning staff.

This year we have a larger than normal number of staff leaving us. Lyndell and Marcus Garrett, Jae Clark, Neil Bustos and Monica Ortiger. We wish them every blessing as they commence a new chapter in their lives. We will also have Kylie Hudson, Meg Wisemantle and Bec Waddington on Maternity leave next year.

It is amazing to wonder around our School and see and hear the amazing things that students are achieving every day. The creativity and the learning is extraordinary. We then look at the amazing successes outside of the school and can be proud of the level of achievement of so many. I struggle to pull out particular things as highlights as we can often leave things of significance out. The participation in the IPSHA Performing Arts Festival, the Secondary involvement in the HICES Music Festival stand out for me. The Primary Rugby success was also very special. We have students achieving at the highest levels across a wide range of fields - sporting, cultural in activities for school or in the wider community. This is amazing and worthy of celebration.

Our School Musical, The Wiz was outstanding and a celebration of the variety of talent our students display. It was creative, full of energy and fun. This was an excellent way to commence the year. Mrs Lyndell Garrett coordinated an amazing backdrop which is made up of Staff Hand prints and Student selfies - Self Portraits, to celebrate our 25 Years. I hope that you appreciate it and how much of a loss the creative talents will be for us.

We now head into Christmas and I wish everyone the joy of the season. Boys and girls remember to be thankful for your gifts and for all you have and especially remember God’s gift to us all in Jesus.

Parents- Thank you for entrusting you incredibly precious children into our care. It is a privilege to be a part of their learning journey.

Students - Thank you for your contribution to our school. It is the special place that we celebrate today because of you.

School Council do an amazing job of serving this school. Your dedication and care cannot be measured. Mark Heanly has tirelessly given service to Scone Grammar School as the Chairman of School Council for ten years. He has given his heart and soul with amazing passion for this time. His contribution is not able to be measured and has made an enormous difference to building the school that we have today. This is all a voluntary contribution that we will
An Anglican School in the Diocese of Newcastle

enjoy the rewards of for many years to come. The Christopher Gates Service Award is very apt as Mark steps down as Chair of School Council.

I would like to thank Julie, James, Tom and Matt who keep me grounded. Your support is priceless.

Merry Christmas!
FLOREAT SCONA

Principal’s comments are directed throughout this report in summaries and notes about the different tables and graphs.

Paul Smart
Principal
Scone Grammar School

iii) Head of Primary Comments

Head of Primary Report 2014

It is a great privilege, as Head of Primary at Scone Grammar School, to share this report of our learning journey and adventures together, in Years K-6 during 2014.

I want to begin by paying tribute to the Primary Staff team. They are dedicated professionals, who are an absolute delight to work with. I would like to acknowledge their work during 2014 across so many areas, and thank them sincerely for their outstanding efforts and service. I believe the Primary students at Scone Grammar School have certainly been in the best of hands.

Our Primary Staff Allocations for 2014 were as follows:

Kindergarten Blue Mrs Sally O'Regan
Gold Miss Wendy Thomas
Red Mrs Lyndell Garrett

Year 1 Blue Mrs Felicity Saunders
Gold Mrs Janine Summers

Year 2 Blue Mrs Cynthia Brice
Gold Mr Tim Holden

Year 3 Blue Mrs Libby Tesoriero
Gold Mrs Kerry Cooke

Year 4 Blue Miss Claire Dalziel
Gold Mrs Patricia Betts

Year 5 Blue Miss Kylie Hudson

K-2 Curriculum Co-
Mrs Robertson was away on leave during Term 2 and Mrs Natalie Kelly looked after Year 6 Gold during this period. Mrs Brice and Mrs Kerry Cooke also took leave for part of Term 3 and their classes were very capably cared for by Mrs Charlotte Warner and Mrs Natalie Kelly respectively. Mrs Saunders was on leave for part of Term 3 and Mrs Charlotte Warner, together with Miss Aili Ireland, assisted during this period. All these teachers did an outstanding job and maintained a wonderful continuity of the teaching and learning programme during their tenure. Thank you.

At the end of Term 3, we said goodbye to Miss Claire Dalziel, as she left to begin a new role at a new school - The Anglican School Googong. Mrs Natalie Kelly took over the teaching responsibilities for Year 4 Blue during Term 4. I would like to publicly acknowledge my sincere thanks and deep appreciation to Claire for the outstanding service and significant contribution she has given and made to Scone Grammar School - certainly far above and beyond the call of duty! We are greatly indebted in so many areas and I know our School has been enriched, strengthened and advanced in ways that will last well into the future.

We also said goodbye at the end of Term 4, to Mr Marcus and Mrs Lyndell Garrett. They have both added so much to the life and learning at Scone Grammar School, and their collegiality, creativity, colour and commitment will be sorely missed. I wish them every blessing as they move with their family to Victoria.

During Term 2, Mr Smart was on Sabbatical Leave, and I would like to acknowledge and thank Mr Damien Saunders, for so capably filling in as the Acting Head of Primary during this term, while I was on other duties deputizing for Mr Smart. I appreciated greatly the leadership Mr Saunders gave to the Primary students and staff over this time, and also appreciated the wonderful support he received from Mrs Summers and Miss Dalziel, as members of the Primary Executive. A great team!

In Primary classes during 2014, Christian Studies was taught by Mrs Julie Jones (Years K-1 & 3-5), together with Rev Nate Atkinson (Years 6) and Mr Graeme Feeney (Year 2). Primary Music was taught by Mrs Julie Jones (Years K-6), Mr Jason Buckley and Mrs Tori Saunders (Year 6). French classes continued in Years K-5, taught by Miss Anne Davies and Mrs Anne Maree Foote taught Japanese in Year 6. Ms Louise Broomfield taught K-6 Library classes, while Mr Brad McGrath, Mrs Chris Brennan and Miss Jess Day taught various PE classes in Years 3-6. Mrs Jenny Clark continued to oversee the
Learning Support Department, assisted by Mrs Amy Patterson, Mrs Amanda Lonergan and Mrs Margaret Hart.

Our Primary Student Leaders for 2014 were a wonderful group of young leaders, who should be congratulated for their service:

**Primary Captains**  Hugh Collins, Isla Folpp  
**Vice Captains**  Jonah Edlington, Isobel Bates

**House Captains**  
Jones  Noah MacDonald, Willa Mitchell  
Ledger  Oliver Bishop, Bridie Ryan  
Pulling  Alec Clydsdale, Clemmy Paradice  
Primary Monitors  Edward Bell, Thomas Hawkins, Nathan Cole, Harry Williams  
Williams  Ruby Wong, Harmony Wilton, Bridie Cooksey, Brigette Kelly

It was a great pleasure to work with the Primary leaders and to watch their skills and confidence develop over the course of the year. During 2014, our Primary leaders attended the National Young Leaders’ Day in Sydney, together with over 6000 other Primary leaders from around NSW. The recurring theme or question for the young leaders was ... “I always wondered why somebody didn’t do something ... then I realised, I am somebody!” This was a great challenge for our leaders to take on.

These students also attended a Leadership Day in Tamworth run by GRIP Leadership, focused around the word ‘Integrity’ and involving the students in workshop activities to build and strengthen their practical leadership skills.

An exciting leadership development has been the Upper Hunter Shire Council Youth Council. Run in the model of an inter-school SRC, this has been a valuable project, involving students from local schools. Hugh Collins and Isla Folpp represented our Primary students on this council.

The Primary SRC (Student Representative Council), led very capably by Mrs Libby Tesoriero, continued to be a significant aspect of student leadership activity during 2014. I do thank Mrs Tesoriero and the SRC students for their dedication. Primary S.R.C. representatives were:

**Semester One**  
Year 3 - Alexis Walsh, Daniel O’Regan  
Year 4 - Camilla Warner, Jack Faulkner  
Year 5 - Molly Wong, Fletcher Shearman

**Semester Two**  
Year 3 - Blossom Tanner, William McDonald  
Year 4 - Bridget Burnett, Joseph Sedgwick
SRC students initiated and facilitated many valuable fun building and fund raising activities during 2014. One highlight was their efforts to raise money to support Hope Global, and the provision of resources for teachers and students in Rwanda. As part of her adventures while on leave, Mrs Robertson travelled to Africa, volunteering with Hope Global in Rwanda and it was wonderful to be able to send the resources purchased with her to personally deliver. I was pleased that the SRC also co-ordinated the donations of gifts and food again for the Uniting Church/ Target Christmas Appeal.

Year 6 students did a wonderful job as Kindergarten ‘Buddies’ in 2014, and also as Peer Support Group Leaders. The Peer Support programme used the module - ‘Speaking Up’ - which focused on Anti-Bullying, and on the development of important skills in Decision Making / Problem Solving / Assertiveness / Empathy / and Relationship Building. Mrs Robertson was the Peer Support Co-ordinator again, and facilitated this valuable programme, which ran throughout Terms 2 and 3 for all K-6 students.

The theme for our Primary Classroom Names in 2014 was the ‘International Year of Family Farming’. Classrooms names were as follows:

- Kindergarten Blue - Flower Farm
- Kindergarten Gold - Olive Farm
- Kindergarten Red - Wind Farm
- Year 1 Blue - Wheat Farm
- Year 1 Gold - Tea Plantation
- Year 2 Blue - Timber Plantation
- Year 2 Gold - Fish Farm
- Year 3 Blue - Emu Farm
- Year 3 Gold - Sugar Cane Farm
- Year 4 Blue - Pearl Farm
- Year 4 Gold - Horse Stud
- Year 5 Blue - Sheep Station
- Year 5 Gold - Vineyard
- Year 6 Blue - Ant Farm
- Year 6 Gold - Coffee Plantation
- Primary Music - ‘Old Macdonald’s Farm’
- Languages - Truffle Farm
- Library - Bee Farm
- Learning Support - Cacao Farm
- Primary Office - Community Garden
- School Chaplain / Counsellor - The Garden of Eden - The first farm

As the School continued to grow during 2014, there were a number of valuable changes and developments in various areas:

The UHS Council assisted with the provision of a School Drop Off Zone for use by parents in the morning outside the Primary Breezeway in Kingdon St. I do want to thank Mrs Angela Turner for initiating this excellent idea.
Mrs Mel Atkinson began a new SGS Newsletter inclusion, called ‘Healthy School Lunch Options’.

Online Bookings for P/T Interviews were instigated.

Thanks to Mrs Amy Patterson, the Hunter Occupational Therapy Service was able to facilitate an OT service for students on site, which was an excellent provision.

Mid Term Reviews also continued as a valued aspect of the student pastoral care programme.

2014 was a significant year in NSW education, as all schools begin to implement the new Australian Curriculum in English. The complete new curriculum is to be phased in over a number of years. This brought some significant changes, most noticeable being the considerable increase in the amount of technology integrated into our classrooms. Again, I was particularly grateful for the excellent work our Primary Curriculum Coordinator, Miss Claire Dalziel, undertook to assist K-6 staff with this important change process.

During 2014, class teachers also began exploring together, ideas around the concept of ‘Building Learning Power’, which were introduced into classrooms through words and ideas that we refer to as ‘learning language’. These are built around 4 key concepts – resourcefulness, reciprocity, reflectiveness and resilience and became a significant aspect of our shared learning journey.

2014 saw the commencement of an exciting journey with iPads in Stage 3 classes; a new venture, which saw all students in Years 5 and 6 working with their own individual iPads. Students in other classes were able to make use of a new iPad trolley. Preparing students for 21st Century learning is certainly bringing many changes.

As part of our national educational responsibilities, Year 4 Gold participated during Term 4 in (Trends in International Mathematics and Science Study (TIMSS)) - an important educational research project investigating student achievement in mathematics and science, with more than 60 countries, including Australia, participating in this study.

Year 3 and Year 5 students again participated in NAPLAN during Term 2, with pleasing results.

During 2014, many students from Years 3-6 had opportunity to participate in the University of NSW Subject Competitions and results were as follows:
ICAS Computer Skills

Credit
Year 3 Grace Saunders
Year 4 Hamish Guiana
Year 5 Molly Wong

ICAS Science Competition

Credit
Year 4 Grace Pratley, Jack Faulkner
Year 5 Christopher Henderson
Year 6 Jessica Flynn

Distinction
Year 4 Zoe Gallagher, Hamish Guiana

ICAS Writing Competition

Credit
Year 4 Bridget Burnett
Year 5 Molly Wong
Year 6 Jonah Edlington

Distinction
Year 4 Zoe Gallagher, Prunella Hayes, Grace Pratley

ICAS Spelling Competition

Credit
Year 4 Adam Chesworth, Grace Pratley
Year 6 Edward Bell, Jonah Edlington, Jessica Flynn

Distinction
Year 4 Zoe Gallagher
Year 5 Julia Wisniewski

ICAS English Competition

Merit
Year 3 Daniel O'Regan
Year 6 Edward Bell, Jonah Edlington

Credit
Year 3 Grace Saunders
Year 4 Bridget Burnett, Hamish Guiana, Prunella Hayes
Year 5 Molly Wong
Year 6 Jessica Flynn

Distinction
Year 4 Zoe Gallagher, Grace Pratley

ICAS Mathematics Competition

Merit
Year 4 Charlotte Chopin
Year 5 Julia Wisniewski, Christopher Henderson

Credit
Year 3 Daniel O'Regan, Kael Saw
Year 4 Ryan Cook, Jack Faulkner, Prunella Hayes, Tadhg Magner,

Distinction
Year 6 Oliver Bishop, Jessica Flynn

Well done to students on these pleasing results!

All students in Year 5 and 6 participated in the Newcastle Permanent Primary Mathematics Competition, one of the longest running events of its type in Australia, with almost 20,000 Year Five and Six students from 300 schools throughout the Hunter, Central Coast, New England, Mid North Coast and Northern Rivers regions now participating. There were some very pleasing results with special congratulations to the following students:

Distinctions
Year 5: Tyler Kelly, Madelaine Rose, Christopher Henderson, Molly Wong
Year 6: Georgia Henley, Alex Buckley, Oliver Bishop, Sarah McInnes

High Distinctions

Year 6: Ashton Hall, Harry Williams, Wyatt Smith

Ashton Hall was awarded First Place in the Northern Region Year 6 section of the Competition, which was an outstanding achievement. Ashton received his award at a special function held in Coffs Harbour.

Four Year 6 students, Sarah McInnes, Jessica Flynn, Harry Williams and Oliver Bishop, together with students from other NSW independent schools, participated during Term One in the AIS Maths Challenge Camp, held at Elanora Heights.

A team of students from Year 6 was also selected to compete in the Australasian Problem Solving Mathematical Olympiads (APSMO), a wonderful mathematics activity designed to challenge students particularly in their ability to solve problems. Congratulations to all those who participated this year, and particularly to the following students who achieved the top individual results for SGS:

Ashton Hall (1st), Jessica Flynn (2nd), Harry Williams (3rd) and Ollie Bishop (4th).

Congratulations also to Harry Williams, who was awarded the team Encouragement Prize. Well deserved! I would like to acknowledge and thank Mrs Robertson, for her work in co-ordinating this activity.

All students in Years 4-6 had opportunity at school, to participate in a World of Maths Road Show Mathematics Workshop, based on applications of Maths in real life situations. These workshops were highly engaging sessions, which showed the children that Maths is fun and an important part of our everyday lives!


There is no doubt that the School Musical, ‘The Wiz’, was a cultural highlight of our 2014 school year. I’m sure the experience of being involved in the Musical will be a treasured memory in years to come. What an amazing show we enjoyed!

I would like to express my thanks and congratulations to all staff involved, particularly Mrs Tori Saunders, Mrs Maria English, Mr Jason Buckley and Mrs Julie Jones. Many other staff and parents also gave up enormous amounts of
time to assist with props, backstage activities, costumes, make-up and general supervision during rehearsals and performances. Thank you so much! This was such a special opportunity for our Primary students to be a part of and one I’m sure, which will inspire many to seek further involvement in future musicals and musical activities in years to come.

A highlight for our Voiceworx students, (Years 3-6 Choir), together with a number of Primary musicians, was the very special opportunity to participate in the 2014 IPSHA Performing Arts Festival. The PAF was held at the Sydney Town Hall, and was a wonderful memory for these students as they performed in this iconic Sydney landmark. I would like to especially thank Mrs Wendy Thomas, Mrs Tori Saunders and Miss May Wong for their diligent efforts to assist the students in their preparation. The group also enjoyed a tour of the Sydney Opera House before they returned to School. I was so very proud of them all and it was a joy and privilege to travel with them and share in this special opportunity. Thank you to those many parents who made the huge effort to travel down to Sydney to support the children - an amazing commitment, but a wonderful expression of interest and encouragement for these students.

A number of Scone Grammar School Primary students participated in the 10th UHCM Orchestra Camp, with around 100 musicians from local schools working together with conductors and tutors to achieve some wonderful musical results in the short time they were together. From this activity, particular students were then selected to share in an exciting and very special musical experience with the London Symphony Orchestra when it visited Australia. SGS Primary students selected were Emily Turner (Year 4 Gold), Alby O’Regan (Year 5 Blue) and Julia Wisnieswki (Year 5 Gold). These students enjoyed a four day workshop in Sydney with the orchestra, which included workshops with orchestra members, observing a pre-concert rehearsal and then sitting in the audience to experience the orchestra in full flight in the Sydney Opera House. The four day workshop culminated in a combined performance at the Sydney Conservatorium of Music, with students playing alongside members of the London Symphony Orchestra. What an amazing experience!

Students participated in the UHSC ‘Mayor for a Day’ Competition, and Mr Michael Johnson, Mayor of the Upper Hunter Shire Council, presented winners with their awards - Isla Folpp, Ashton Hall (2nd Place), Alexander Bates (3rd Place), and Sarah McInnes (Highly Commended). It has been very encouraging to know the Mayor and the UHSC maintain a keen interest in the ideas and views of our local young people.

During 2014, students planned and celebrated ‘Twenty Years of Monet’s Garden’, a wonderful initiative from Miss Davies and the Year 4 French classes. The original site of Monet’s Garden was the site for builders’ waste after the construction of the Clive McMullin Wing in the early 1990’s. It was
decided to add a little bit of beauty to the playground, which started with the planting of vegetables and flowers - over the years a path was added and a pond evolved; roses were planted in the colours of an artists’ palette, fruit trees were added, while ten years ago the bridge over the pond was constructed. Year Four students have traditionally been the custodians of the garden caring for the plants and weeding and pruning when necessary. Local artists who have participated in our artist’s workshops in previous years, along with some other distinguished visitors and parents joined in this special celebration.

Both Year 6 classes continued our involvement in ‘Sing Out Loud Together’, in collaboration with some of the elderly residents at Strathearn Village and the Arts Health Institute. Many very special moments and valuable relational and musical experiences were shared between the generations during the weekly sessions and the final combined concerts.

Primary choirs continued during 2014, capably led by Miss Wendy Thomas, (Kindergarten Krooners) accompanied by Mrs Joan Manning; Mrs Julie Jones (Year One Oneonderfuls); Mr Jason Buckley (Year 2 Melodic Minors); and Mr Marcus Garrett & Miss Wendy Thomas (Voiceworx - Years 3-6). I do want to express my thanks and appreciation to these dedicated teachers.

All students in Years 3-6 participated in the annual Primary Public Speaking Competition. 

**Congratulations to the winners:**

- **Junior: (Years 3-4)** James Haydon Wicks
- **Merit Certificates:** Sam Barry, Grace Pratley, Alexis Walsh
- **Senior: (Years 5-6)** Sarah McInnes
- **Merit Certificates:** Isobel Bates, Holly McDonald, Alby O’Regan

I do want to thank Ms Kate Mailer and Mrs Maria English who again assisted with generosity and expertise as adjudicators.

Senior Primary students were involved again in various debating activities, expertly guided by Mrs Trish Betts. Teams performed very well both in the HRIS Debating Gala Day and also at the IPSHA Debating Gala Day at Abbotsleigh, with considerable success.

Jessica Flynn represented SGS as she shared in the Denman Rotary Club Year 6 Dinner, which is always a wonderful and very unique local community initiative.

Thank you to Mr Holden, who continued to manage the Primary Chess activities, with teams participating in the NSW Junior Chess League Competition and also HRIS Primary Chess Competitions. It has been encouraging to see the interest and growth in skills evident amongst our younger Primary students.
Mr Garrett continued to facilitate the EnEx (Enrichment / Extension) programme, which has encouraged selected students with strong academic and artistic skills to participate in a range of self selected and teacher guided project based activities. EnEx students also participated in the da Vinci Decathlons at Sydney and Armidale, together with the Muswellbrook Solar Boat Challenge. Mr Garrett did a superb job in the EnEx programme and will be sorely missed in this area, amongst many others.

A valuable aspect of the EnEx programme was the participation of our EnEx art team students (Nathan Cole (6), Ruby Wong (6), Banjo Cole (5), Giaan Folpp (5), Alby O’Regan (5) and Tom Forsythe (5)) in extension art activities and the Scone Youth Art Show. The creativity and quality of the work on display, particularly in the School Banner exhibits, was superb. Congratulations to all students who exhibited their work and special congratulations to our school team for their winning ‘endangered’ banner. I have been really delighted with the opportunities offered to the EnEx art students during 2014, through the efforts of Mrs Lyndell Garrett. Thank you!

Two teams of Year 4-5 students participated in the da Vinci Decathlon, at Knox Grammar School in Sydney. This is an academic Gala Day, which provides a stimulating and challenging competition, run in the spirit of an Olympic Decathlon, where teams participate in the following ten challenges: Science, Creative Drama, English, Philosophy, Art and Poetry, Engineering, Cartography, Mathematics, General Knowledge and Code Breaking. As part of their trip, a number of our students enjoyed the opportunity of being billeted with families from the Wahroonga Prep School and I do want to acknowledge our appreciation for their generous hospitality.

It was a delight and privilege to accompany our Year 5 and Year 6 da Vinci Decathlon teams to Armidale, for their participation in the Northern Region dVD, which was held at TAS. The students were exemplary in their behaviour throughout the trip and enjoyed some very encouraging results, including:
Year 5 - English (Tied 3rd), Arts/Poetry (2nd), Creative Producers (1st)
Year 6 - Philosophy (2nd), Creative Producers (3rd), Code Breaking (tied 3rd)

Again, I do want to express my thanks to Mr Garrett for his organisation of and preparation for this activity, and also to Mrs Kelly for her assistance in supervision and during the trip.

Many Year 6 students submitted entries for the 2014 Flanagan Family Essay Competition and these were insightful and inspiring pieces of writing, which reflected the deep impact the stories of the lives of some of our local older residents had on the students. Mrs Julie Flanagan, together with representatives from the Scone Historical Society, attended a Monday morning Assembly to present the prizes. Congratulations to: Ruby Wong (1st Place); Edward Bell (2nd Place); Noah McDonald (3rd Place); and Sarah McInnes (Highly Commended)
As part of the SGS Outdoor Education programme, all Primary students enjoyed a camping opportunity through the year. A particular highlight this year for Year 6 students on their Canberra trip, was the opportunity to attend the evening service at the Australian War Memorial. Our Primary Captains, Hugh Collins and Isla Folpp, laid a wreath on the School's behalf at the ceremony, which was broadcast live via webcast on the Australian Memorial website. Students also visited Government House, where they were privileged to meet Australia's new Governor General, Sir Peter Cosgrove, who was very generous with his time and quite eager to speak with the students.

Significant student achievement continued in Primary Sport during 2014 with some very notable highlights:

Isobel Bates was selected for the HRIS Year 5/6 Netball Team as Goal Keeper.

Harry Brown was selected in the PSSA Primary Rugby team, to represent NSW at the Interstate Primary Rugby Championships, which were held in Adelaide during the year. This is an outstanding achievement and the first time that SGS has had a Primary student reach this level, representing NSW as part of a PSSA team. Congratulations again Harry!

Scone Grammar School had two Primary teams take part in sporting tours during 2014. The Primary Open Rugby team participated in the TAS Rugby Carnival in Armidale, finishing the Carnival in a very credible 6th position out of 17 teams (in their division).
The Primary Girls’ Netball team competed at the NEGS Netball Carnival, winning their grand final against St. Mary’s, Casino, and going through the Carnival undefeated! A remarkable feat!
Thank you to all coaches for your time and to the many parents who provided so much practical support.

This rich offering of learning opportunities and extra-curricular activities, is clearly the result of the efforts, dedication and commitment from the Primary staff. I do want to sincerely thank each staff member again for their contribution and support throughout 2014.

During the year, Mrs Sandra Reichel has again been an amazing support in the Primary Office and I do acknowledge and thank her for this invaluable contribution. I would also like to express my personal thanks to the administrative and ground staff - Mrs Casey, Mrs Wright, Mrs Payne, Mr Tesoriero, Mr Hutchinson, Mrs Edwards, Mr Chappel, Ms Singleton, Mrs Darling, Mrs Curtis and Mrs Rodgers. In so many ways they have all contributed and enriched areas of primary activity, and all we are about as a school community.
Thank you also to our team of casual staff, whose dedication and professionalism has ensured stability and continuity throughout the various Primary classrooms.

The Primary Executive team has continued its significant role in the leadership of Primary learning during 2014, and I do thank them sincerely. They are indeed an inspiration to work with; Mr Damien Saunders - Primary Deputy; Mrs Janine Summers - K-2 Co-ordinator; and Miss Claire Dalziel - K-6 Curriculum Co-ordinator.

My sincere thanks also to Rev Nate Atkinson and Mrs Monica Ortiger, who in their respective roles as School Chaplain and School Counsellor, have undergirded and encouraged students (and staff) on so many occasions and often in very difficult and challenging circumstances.

One personal highlight for me during this year, was attending the IPSHA Biennial Conference in Sydney, with the theme: ‘Imagine Our Future - Leading, Learning, and Living’. As a special part of the Conference, our Primary Captains, Hugh Collins and Isla Folpp, were privileged to be invited to the Conference Breakfast, to speak and present a cheque on behalf of all IPSHA schools to Yalari, an organisation providing scholarships for indigenous students. SGS, along with other IPSHA schools, has been raising funds over the last two years and contributing to this valuable project. I was immensely proud of Hugh and Isla, as they shared with the Conference delegates, speaking confidently and eloquently. They both did a fantastic job and I would like to particularly thank Mr John Folpp and Mrs Kelly Collins for their assistance in enabling Hugh and Isla to attend and participate in this very special opportunity.

We have taken hold of and achieved many goals during 2014. It has been a wonderful year with so many rich and rewarding learning opportunities.

I would like to acknowledge my wife Adele, who has been such a constant source of friendship and support, together with my children and extended family. I have valued their understanding, patience, wisdom and thoughtfulness on so many occasions and I do thank them deeply.

As always, I do sincerely acknowledge God’s guidance and help in all we have been able to do during 2014, and look forward with you, to moving forward together towards further future growth and successful learning adventures.

God bless.

Mr G L Feeney
Head of Primary
Deputy Principal
3 December 2014
Reporting Area 2 Contextual Information about Scone Grammar School

Scone Grammar School is a K - 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. 590 students attended the School in 2014. Students attend the school from a wide cross-section of socio-economic backgrounds and academic ability.

Reporting Area 3 Student Achievement in National and State Wide tests or Equivalent

(i) NAPLAN Results

2014 NAPLAN Results - Years 3 & 5

In 2014, 46 x Year 3 and 48 x Year 5 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 3, one student was absent for the Writing component of NAPLAN. No Year 3 students were exempted or withdrawn from any components of NAPLAN. There were no indigenous students in the 2014 Year 3 cohort, and no students with LBOTE.

In Year 3, 60.9% of students achieved Skill Bands 4 or higher in Reading compared to 72.2% of the State. One student was below the national minimum standard for this component.

In Year 3, 60% of students achieved Skill Bands 4 or higher in Writing compared to 70.3% of the State. One student was below the national minimum standard for this component.

In Year 3, 54.4% of students achieved Skill Bands 4 or higher in Spelling compared to 73.6% of the State. Four students were below the national minimum standard for this component.

In Year 3, 71.7% of students achieved Skill Bands 4 or higher in Grammar & Punctuation compared to 75.2% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 47.8% of Year 3 students achieved Skill Bands 4 or higher compared to 65.9% of the State. No students were below the national minimum standard for this component.

In Data, Measurement, Space & Geometry, 50% of Year 3 students achieved Skill Bands 4 or higher compared to 62.9% of the State.

In Number, Patterns & Algebra, 54.4% of Year 3 students achieved Skill Bands 4 or higher compared to 61.9% of the State.
In Year 5, 1 student was absent for all components of NAPLAN. One student was absent for Reading and Numeracy. No Year 5 students were exempted from NAPLAN. One student in Year 5 was withdrawn from all components of NAPLAN. There were no indigenous students in the 2014 Year 5 cohort and no students with LBOTE.

In Year 5, 59.5% of students achieved Skill Bands 6 or higher in Reading compared to 60.9% of the State. Four students were below the national minimum standard for this component.
In Year 5, 45.8% of students achieved Skill Bands 6 or higher in Writing compared to 45.9% of the State. Three students were below the national minimum standard for this component.
In Year 5, 64.6% of students achieved Skill Bands 6 or higher in Spelling compared to 68.4% of the State. Four students were below the national minimum standard for this component.
In Year 5, 70.8% of students achieved Skill Bands 6 or higher in Grammar & Punctuation compared to 66% of the State. Three students were below the national minimum standard for this component.

In Numeracy, 53.1% of Year 5 students achieved Skill Bands 6 or higher compared to 58.3% of the State.
In Data, Measurement, Space & Geometry, 44.7% of Year 5 students achieved Skill Bands 6 or higher compared to 52.9% of the State.
In Number, Patterns & Algebra, 51% of Year 5 students achieved Skill Bands 6 or higher compared to 57.3% of the State.

2014 NAPLAN Results - Years 7 & 9

In 2014, 52 x Year 7 and 51 x Year 9 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 7, no students were absent or exempt for any of the components of NAPLAN.
Four students were withdrawn. There were no indigenous students in the 2014 Year 7 cohort, and no students with LBOTE.

In Year 7, 63.5% of students achieved Skill Bands 7 or higher in Reading compared to 58.6% of the State. No students were below the national minimum standard for this component.
In Year 7, 36.5% of students achieved Skill Bands 7 or higher in Writing compared to 39.9% of the State. Two students were below the national minimum standard for this component.
In Year 7, 69.2% of students achieved Skill Bands 7 or higher in Spelling compared to 64.4% of the State. One student was below the national minimum standard for this component.

In Year 7, 67.3% of students achieved Skill Bands 7 or higher in Grammar & Punctuation compared to 60.9% of the State. One student was below the national minimum standard for this component.

In Numeracy, 53.9% of Year 7 students achieved Skill Bands 7 or higher compared to 55.9% of the State. No students were below the national minimum standard for this component.

In Data, Measurement, Space & Geometry, 55.8% of Year 7 students achieved Skill Bands 7 or higher compared to 59.1% of the State.

In Number, Patterns & Algebra, 51.9% of Year 7 students achieved Skill Bands 7 or higher compared to 55.9% of the State.

In Year 9, one student was absent for all components of NAPLAN; One student was absent from Reading and both Numeracy components. No students in Year 9 were exempted or withdrawn from NAPLAN. There was one indigenous student in the 2014 Year 9 cohort and no students with LBOTE.

In Year 9, 68% of students achieved Skill Bands 8 or higher in Reading compared to 53.6% of the State. One student was below the national minimum standard for this component.

In Year 9, 41.2% of students achieved Skill Bands 8 or higher in Writing compared to 38.9% of the State. Seven students were below the national minimum standard for this component.

In Year 9, 49% of students achieved Skill Bands 8 or higher in Spelling compared to 55% of the State. One student was below the national minimum standard for this component.

In Year 9, 62.8% of students achieved Skill Bands 8 or higher in Grammar & Punctuation compared to 44.1% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 60% of Year 9 students achieved Skill Bands 8 or higher compared to 52.3% of the State. One student was below the national minimum standard for this component.

In Data, Measurement, Space & Geometry, 60% of Year 9 students achieved Skill Bands 8 or higher compared to 52.3% of the State.

In Number, Patterns & Algebra, 60% of Year 9 students achieved Skill Bands 8 or higher compared to 52.8% of the State.
(ii) Record of School Achievement

In 2014 the formal Record of school Achievement credential was awarded by BOSTES to 3 students.

(iii) Higher School Certificate Results

In 2014, 31 students sat the NSW Higher School Certificate in 32 courses (including VET and Distance Education courses). In total 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher), with 39% of these placed in Bands 5 and 6 (80-100 marks). 74% 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:

<table>
<thead>
<tr>
<th>Mathematics (10 students)</th>
<th>Ext 1 Maths (6 students)</th>
<th>Modern History (6 students)</th>
<th>PDHPE (7 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School mean</td>
<td>State mean</td>
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<tr>
<td>76.00</td>
<td>78.37</td>
<td>76.37</td>
<td>80.58</td>
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<tr>
<td>School mean</td>
<td>School mean</td>
<td>State mean</td>
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<tr>
<td>86.17</td>
<td>74.95</td>
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<tr>
<td>State mean</td>
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<td>School mean</td>
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<tr>
<td>70.94</td>
<td>73.49</td>
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</table>

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<thead>
<tr>
<th>Physics (6 students)</th>
<th>Visual Arts (8 students)</th>
<th>Hospitality Exam (7 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School mean</td>
<td>State mean</td>
<td>School mean</td>
</tr>
<tr>
<td>77.47</td>
<td>73.49</td>
<td>74.98</td>
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<td>74.98</td>
<td>78.30</td>
<td>69.69</td>
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<tr>
<td>School mean</td>
<td>State mean</td>
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<tr>
<td>69.69</td>
<td>75.23</td>
<td>75.23</td>
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</tbody>
</table>

**Reporting Area 4 Senior Secondary Outcomes**

In 2014 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 areas of study or careers that they were seeking to achieve.
32% 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 5 Professional learning and teacher standards**

Teacher training and professional development during the 2014 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 and First Aid training. Some key specialist training during the year included Multilit Reading Training, Growing teachers, Powering Up Inquiry Learning, Youth Training, Beyond thinking routines, iPads in action, Building Digital Collections in the Library and Harmonise your Choir.

The School Executive participated in Leadership seminars conducted through 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.

Ongoing work was continued in the area of 21st Century Learning, with goals being set in Building Learning Power and program and classwork differentiation.

The Scone Grammar School Professional Learning Framework was commenced to strengthen teacher professional practice.

**Teaching Standards**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>49</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
</tbody>
</table>
Reporting Area 6  Workforce Composition

The composition of the workforce is:

Teaching staff:
(including those who deliver non BOS Courses)

34 female staff with 16 working in the Primary and 18 in the Secondary
15 male staff with 4 in the Primary and 11 in the Secondary.

Non Teaching Staff: 14 female and 6 Male

No staff members have indicated they are indigenous.

Reporting Area 7 Student Attendance

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Total/ Yr</th>
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<tbody>
<tr>
<td>K</td>
<td>96%</td>
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<td>1</td>
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<td>93%</td>
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<td>11</td>
<td>96%</td>
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<tr>
<td>12</td>
<td>96%</td>
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<tr>
<td>Total for School</td>
<td>95%</td>
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</table>

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 respective Receptionists update the records with information that may have been received by letter or telephone. They then contact parents / guardians about 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. All staff receive the absentee report by email each day. Administration staff, teachers and tutors are able to view the report online at any time either by individual student or all for all absentees.

Written confirmation 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 once a term at the end of term. If no notification is received after this the absence is recorded as unexplained and this 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**

- Primary students who arrive at school after 9.00am are to present themselves to the Primary Office to sign in. Secondary School students who arrive after 8.50am are to present themselves to the Administration centre to sign in.
- Students requiring to leave school before 3.10pm in the Primary School and Secondary School must submit a note seeking permission to be approved by the Deputy Principal or Principal prior to their intended time of departure. At the time of departure, in the Primary School the parent collects the student from the classroom teacher who informs the Primary receptionist of the departure time, in the Secondary School the student signs the register located in the Administration Office.
- The Receptionists 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 Deputy Principal 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

84% of students who completed Year 10 at Scone Grammar School in 2012 went on to complete Year 12 in 2014.

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 sort 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 8 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 (10%) while others pursued full-time employment (6%).

71% received university offers and the majority went on to University in 2015. 6 chose to take a GAP Year. They mainly chose urban universities although some went to country campuses.

Reporting area 9 Enrolment policies and profiles

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 the NSW Board of Studies.

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
1. All applications should be directed to the Principal’s Assistant who will provide the applicant with the necessary materials and organise for the applicant and their family to meet with the Principal.
2. The Principal’s Assistant 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 590 students of whom 259 are in the Secondary School (7 - 12) and 331 in the Primary School (K – 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.

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<th>Yr</th>
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<th>Deu</th>
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<th>OEU</th>
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<th>Pol</th>
<th>Chi</th>
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<th>Bri</th>
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<td>6</td>
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</tbody>
</table>
Reporting Area 10  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
- 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
- Managing Food Allergies *

These policies are reviewed at the Executive on a rotational basis. The Policies marked with an astrix were reviewed in 2014. A full text of policies can be requested by writing to the Principal.

Student Welfare and Discipline

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 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.
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 the individual 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.

Based on the idea that all people have rights and responsibilities that people should be safe in the environment

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 parent’s 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.

**These sanctions will never involve corporal punishment**

Common expectations are based around five levels of behaviour. Level 1 is the expectation and five being very negative behaviour warranting serious intervention.

**PROCEDURES IN THE EVENT OF PROBLEMS ARISING**

When your parent/guardian has a concern or a complaint affecting you, they should follow the procedure set out below:

(1) Firstly, contact the person in charge of the class or activity.
(2) If the matter is not resolved, then they should contact the person in charge of the Department concerned. For the Primary, this would be the Head of Primary or the Coordinator of Primary. In the case of Secondary students, this would normally be either the House Patron, or Subject Coordinator.

(3) If the matter is still unresolved after all the avenues in (2) have been used, or the situation requires decisions at a higher level, then the matter should be referred to the Principal. Parents who raise concerns with members of Council will be referred to the Principal in the first instance.

Whilst these procedures may seem somewhat formal, it is seen as an appropriate way to ensure that suggestions are dealt with in an orderly manner and that parental concerns are addressed in a professional way. The School is keen to respond to parents in the provision of a high quality educational service. In the final analysis, the School will attempt to make decisions that will give overall benefit to the students and the School.

Reportable Area 11 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 Trade Training Centre began operation in 2014 and is an excellent facility that enhances the offering of the school. Students from Scone High accessed the facility as well in 2014.

The Goals for 2014 and the staff commencing the Professional Learning Framework have all seen improvements in 21st Century Learning.

**Reporting Area 12   Initiatives promoting respect and responsibility**

In 2014 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.

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 2014 students became involved in the Red Door Kitchen supporting homeless or less fortunate families in the local community.

The Cross Trainers groups continued their programmes of Community service in order to show respect and responsibility in the School and wider community in 2014.

**Reporting area 13   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 2014 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.
During 2014 the School, via support of the Federal government, completed building a Trade Training Centre. This million dollar project is providing a wonderful facility for training students in Food technology and Hospitality. The school also opened a new Agriculture farm nearby providing more room and better facilities for this growing faculty. Plans were also drawn up for a new Secondary Teaching and Learning Centre and work was completed on a new Preschool called “The Yellow” Cottage which will open in 2015.

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 2014 continued to be directed to the modernisation of technology in the School.

A full copy of the School's 2014-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 2014
Paul Smart                  Principal
Graeme Feeney              Deputy Principal & Head of Primary
Chris Chappel              Business Manager
Deanna Hollis              Director of Curriculum
Maria English              Director of Student Welfare
Damien Saunders            Deputy Primary
Nathan Atkinson            School Chaplain

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 [2014]

The Chairman of School Council has endorsed this report
Rt Rev Dr Peter Stuart
Chairman School Council of Scone Grammar School