

# Scone Grammar School Annual Report 2015



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Welcome to Scone Grammar School's 2015 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

School Council Report 2015

2015 has been an interesting and exciting year for Scone Grammar School. There have been challenges around the enrolment due to the impact of the mining downturn in the area. The school year has been full and active.

School Council have been engaged in the following core responsibilities

Commencing The Yellow Cottage - Scone Grammar School Preschool. The preschool opened on January 31 2015.

Preparing for the Secondary Teaching and Learning Centre. The building works commenced 14 December 2015.

Engaging in the new requirements for Governance and the training required

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.

Rev Scott Dulley  
Chair of the School Council

### ii) Principal's Comments

2015 Principal's Annual Report

We have had another wonderful year at Scone Grammar School.

I would like to thank each and every member of our school community for their contribution to that year! Especially the students. You are all growing and developing, each and every day. Most especially you are learning. That is what school is about, learning! Sometimes it comes easily and sometimes with a lot of hard work and mistakes are made along the way, but it is still learning.

Building Learning Power (BLP) - you will have heard me talk about this before and we have been incorporating aspects of BLP into our classrooms. The



basic message is that we need students to build their ability to learn in an ever changing, fast-paced world that they are growing up in. Developing the dispositions for learning and managing this change is critical to managing in this world we live in. The learning language forms part of this, and the learning dispositions (learning muscles) another part. The willingness to keep trying and dealing with mistakes is paramount and trying is also critical.

I am looking forward to us Building our Learning Power at SGS in the future.

BLP has a simple equation for us

Unlocking learning behaviour + Build Learning Habits  
Talk the language of learning. Classroom culture cultivates attitude of  
curiosity, confidence and  
Individualised learning

= A powerful learning character

Everyone equipped with learning habits and qualified for our ever changing world. This is the aim of BLP.

How powerful is curiosity - what a powerful learning tool. Can you think of a time when you were being curious. I remember sitting up on the top of the garage pulling apart an old clock and trying to work out how it worked. I am not sure I even got it back together, but as many of my friends would say, I'm an academic!

Just last month we bought an old ute as a paddock basher. In giving it a service under Pops direction he damaged the radiator. Matt needed to learn how to take it out and put it back together otherwise it wasn't going to be driven. His curiosity meant he learned and the ute is going well again.

Curiosity Killed the Cat - do you know this saying? Cats like to explore, discover. That means putting themselves out there challenging themselves which leads to mistakes. That curiosity, discovery and challenge leads to learning!

Classrooms need to be places of curiosity at all times. Not places of learning material to regurgitate for a test score. We are on this path, one that will see us continue to gain good results but more importantly develop learners for life, across our school.



Schools leading learning will be a tool that we use to help us move our learning focus forward. This is an AIS funded professional development programme that will be tailored to our learning journey as a school. We will be working on the next step with the AIS tomorrow.

Our motto for 2015 has been 'Make a Way'. It encourages this approach to learning, to have a Go! and not be fearful of mistakes. It also reminded us of our Christian foundation, another vital learning focus for us at SGS, as we were reminded that Jesus Christ is the way to know and gain a relationship with God. Jesus says, I am the Way, the truth and the life. No one comes to the father but by me. We have had many opportunities through Chapel and other activities during the year to grow in our understanding of how this is and what our individual response to it will be.

We develop fine young people, outstanding individuals capable and confident in who they are at Scone Grammar School. This is something that we should all be very proud of as a school.

This is a development it doesn't just happen. We commerce this with these young people, now as pre-schoolers and watch, coach, encourage, discipline, guide, rouse, laugh, joke and cry with them all the way through until they leave Year 12. There are times of great challenge in this journey but what a privilege it is to be a part of the journey with each and every student. Our HSC results are significantly in front of all local schools while we still offer a wide range of opportunities and develop these fine young people. Many want to choose a different option but we are having a significantly positive impact on young people's lives which we need to celebrate! I was delighted to have guests in our school for mock interviews comment so positively on these qualities in our students late in the year.

Should school times always be smooth sailing? - I don't think it should be as we learn when we are grappling with things, academic, social, extra curricula. Something that comes easily or something that we find hard to do, we still need to be challenged to grow. We make mistakes and from these mistakes grow. I hope you are hearing a repeated message.

What a year both inside and outside the classroom! The list of achievements are large and long. They involve individuals and groups and are across all the aspects of our curricula and extra-curricula activities of our school.

Students of SGS thank you for your contribution to our school. You are what it is all about. You are very special individuals, created in Gods image, unique and you make our school the place that it is. Today we celebrate what you have brought to the year, mostly in an academic sense but there has been so



much more along the journey inside and outside the classroom and in your relationships with each other and others in the community. Thank you!  
It is a privilege to have the opportunity to be part of your learning journey. It comes with the weight of responsibility but also joy.

The Yellow Cottage has been an outstanding addition to our school. What an asset to have. Thanks to the staff team and especially to Mrs Kirsty Hails our Director and those who have helped build links for the transition to Kindergarten.

During 2016 we will be changing the structure of the school executive. This is an exciting and challenging change for us as we seek to set the school up for the rapidly changing nature of education into the future. We have advertised for the Dean of Learning position. The first of two positions that will be p - 12.

Prior to Christmas we will commence the Secondary Teaching and Learning Centre. This is a very exciting development and a significant positive for our school. One that we have all been talking about and waiting for for a while. We will build stage 1a initially which is a two storey section with 4 classrooms and three offices on the ground floor. Upstairs will be an open shell that will become 4 additional classroom in the future.

Thank you to the dedicated hard working staff of our wonderful school. Everyone comes to work to help young people thrive, they are all here because they are seeking the best for all students. Thank you for all you do. Teaching is a complicated game and I acknowledge your hard work, care and commitment to the children in your care. We also have a committed non-teaching staff that gives amazing support to the teaching staff, students and wider school community. Please join me in thanking the SGS staff.

We have some Staff leaving us. We have the ever returning Mr Sharpe who will no longer be on full time staff but will continue to support the Extension Maths students, Mrs Smith who has spent the year in a tree change. Thank you both for your contribution to Mathematics.

Mrs Lynda MacCallum is also finishing up her time with us to concentrate on the family business. She has achieved a great deal in the Careers area of the school in a short time.

Mrs Kerry Cooke is retiring this year. Mrs Cooke has always shared her wonderful character and delightful sense of humour with us all. She has been teaching a SGS for many years and has been involved in the school since its inception. Kerry has lived the service mentality to Scone Grammar school as a parent through many aspects of school working bees, P & F and as a valued staff member.



It is fitting that she is recognised for this service with the Christopher Gates Service Award!

We would also like to recognise Mrs Gillie Hayes for her contribution to our school. She has willingly shared her talent for Speech and Drama in the School over many, many years. Now as a Grandmother she is asked even more. She quietly and consistently archives' for us, keeping our school history alive and accessible. She does all of this with humility and Grace. A worthy recipient of the Christopher Gates service award.

A special thank you to Yvonne Clerk. Yvonne is described as the hardest working person in Scone. Yvonne is everywhere helping out our school. P & F, Fete coordinator, Class Liaison Coordinator and 'give anyone a hand' person. We all recognise your contribution Yvonne. Thank you!

School Council has continued their amazing support and commitment to SGS. Thank you for all you do in your governance role.

I would also like to acknowledge the support of my family who always keep me grounded and share their love.

Have wonderful holiday and Christmas, filled with joy and remember that Jesus is the reason for the season.

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 2015**

As Head of Primary at Scone Grammar School, I'm delighted to share this report of our K-6 journey together during 2015.

A recent APPA (Australian Primary Principals Association) Press Release, stated "... there is no question that a child receives the best education when there is great teaching ... great teachers are hard working professionals who have high expectations for student learning ..."

This is certainly true at Scone Grammar School, and in beginning this report, I would like to pay tribute to the Primary Staff team. They do 'the hard yards', day in and day out. I want to acknowledge and thank each of the Primary teachers for their diligent work, for their professionalism, and for their commitment to the students and to their learning. Our Primary teachers are a very dedicated team and a wonderful inspiring group to work with.

I would also like to acknowledge the work of the Primary Executive team, who throughout this year, have continued to provide outstanding and effective leadership, supporting Primary staff in their vital roles, and ensuring all Primary students have many wonderful classroom learning opportunities, together with a vibrant co-curricular programme. I do sincerely thank Mr Saunders, Mrs Summers and Mrs Walsh, for their diligent and faithful efforts, for their support, for their integrity, and for their shared leadership. They really are a wonderful team and all do a superb job, for which I am particularly grateful.

Throughout 2015, Mrs Sandra Reichel has again continued her most vital role in the Primary Office, with great faithfulness and her constant quiet friendly efficiency. I do want to acknowledge my heartfelt thanks her for her significant contribution to all that has been accomplished during this year. Every day she contributes significantly to what we are able to see the students achieve.

Our Primary Staff Allocations for 2015 were as follows:

Kindergarten	Blue	Mrs Sally O'Regan	
	Gold	Miss Wendy Thomas	
	Red	Mrs Julie Jones	
Year 1	Blue	Mrs Felicity Saunders	
	Gold	Mrs Janine Summers	<u>K-2 Co-ordinator</u>
Year 2	Blue	Mrs Cynthia Brice	
	Gold	Mr Tim Holden	
Year 3	Blue	Mrs Janet Walsh	<u>K-6 Curriculum Co-ordinator</u>
	Gold	Mrs Kerry Cooke	



Year 4	Blue	Miss Felicity Dowdell	
	Gold	Mrs Patricia Betts	
Year 5	Blue	Miss Aili Ireland	
	Gold	Mrs Libby Tesoriero	
Year 6	Blue	Mr Damien Saunders	<u>Primary Deputy</u>
	Gold	Mrs Kate Robertson	

In 2015, we welcomed Miss Felicity Dowdell and Miss Aili Ireland to the Primary staff team, and also Mrs Julie Jones, who moved into a class teaching role with Kindergarten. Mrs Betts was away on Maternity Leave from the start of Term 3, and her Year 4 class was looked after by Mrs Natalie Kelly during Semester Two. Mrs Summers was also away in Term 3 on Long Service Leave, and her class was looked after during the term by Mrs Sally Archibald.

I'd like to take opportunity to thank Mrs Felicity Saunders, who stepped up as Acting K-2 Co-ordinator while Mrs Summers was away, and who did an outstanding job in this role. I was very grateful for her dedicated and significant support.

During the year, Mrs Nicole Glenn, undertook a 4-week Prac Teaching placement, under the supervision of Mrs Tesoriero in Year 5. It was a delight to support Mrs Glenn in this important stage of her pre-service teacher training.

A significant staff development in 2015, was the retirement of Mrs Kerry Cooke. Primary staff were very privileged to share a wonderful evening and farewell dinner with Mrs Kerry Cooke and her husband Charlie in Term Four, to acknowledge Kerry's significant contribution to Scone Grammar School, which began when she started teaching a Year 2 class with Mrs Anne Bishop, back in 2000. Since then, Mrs Cooke has taught Year 2, Year 6 and Year 3 classes over sixteen years, and enriched the lives of many students who have enjoyed sharing their learning adventures with her. We will all miss Kerry's enthusiasm, her genuine care for her students and her colleagues, her strong and active faith, not to mention her good humour and infectious laughter.

Our Primary classrooms in 2015, were named around the theme of 'Australian Rivers. Classrooms names were as follows:

Kindergarten Blue	Brunswick
Kindergarten Gold	Namoi
Kindergarten Red	Pages
Year One Blue	Star
Year One Gold	Macquarie
Year Two Blue	Finke
Year Two Gold	Manning
Year 3 Blue	Murrumbidgee





Year 3 Gold	Herbert
Year 4 Blue	Parramatta
Year 4 Gold	Snowy
Year 5 Blue	Hawkesbury
Year 5 Gold	Murray
Year 6 Blue	Alligator
Year 6 Gold	Hunter
Primary CS / Music	Darling
Library	Daly
Learning Support	Bogan
School Chaplain / Counsellor	Yarra
Primary Office	Swan

2015 was a busy year with a number of important curriculum developments, including preparations for implementation of the BOSTES History Syllabus in 2016, part of the new Australian Curriculum.

During 2015, Primary students began using a new spelling programme called 'Soundwaves', which has been a strong support to student learning in this important area. 'Rip It Up Reading' was also introduced to assist particular students in strengthening their reading skills.

NAPLAN results were sound in 2015, with strong performances in Year 3 Writing, Spelling, Grammar & Punctuation and Numeracy, together with pleasing results in Year 5 Reading, Spelling, Grammar & Punctuation and Numeracy.

Students in Years 5-6 have continued to enjoy the implementation of the Stage 3 iPad programme, and this has assisted the development of many new and effective teaching and learning opportunities.

Year 3-6 students were again able to participate in the 2015 ICAS Competitions, and I do congratulate those students who took up this challenge, and particularly the students who achieved High Distinctions, Distinctions and Credits at this high level.

Four Year 6 students participated in the AIS Maths Challenge Camp, held at Elanora Heights. Lachlan Park, Christopher Henderson, Caitlyn Porter and Molly Wong shared this special opportunity, together with students from other NSW independent schools.

I was delighted with the work done by our 2015 Primary Leaders, who stepped up with initiative and enthusiasm in many areas throughout the year. Our 2015 Primary leaders were:

Captains: Alby O'Regan / Joseph Hamson  
Vice Captains: Adelaide Alker / Banjo Cole



Jones House Captains: Hede Sharpe / Hayden Bull  
Pulling House Captains: Alyssa Mollema / Lachlan Park  
Ledger House Captains: Giaan Folpp / Will Warner  
Monitors: Molly Wong / Ella Caban / Ashleigh Miskle /  
Bronte Comincioli / Fletcher Shearman /  
Lachlan Hobden / Jack Brown / Tom Forsythe

The student leaders attended the Primary National Young Leaders' Day in Sydney, an inspirational opportunity, where they listened to speakers including the NSW Premier, Mike Baird, Bindi Irwin, filmmakers from the movie 'Paper Planes', and Mike Martin, CEO of the Halogen Foundation.

The Primary Leaders also attended the GRIP Primary Leadership Seminar in Tamworth, which gave the students many practical ideas to develop their leadership skills, complementing the inspirational nature of their earlier opportunity in Sydney. The GRIP seminar was a very 'hands on' programme, with lots of opportunity for interacting and working with leaders from other local schools, as well as amongst themselves as a leadership team.

In the context our 2015 School Motto, 'Make a Way', one leadership area focussed on was the importance of 'Standing Up'.

*When I stand up, I am a leader.*

- Stand up when there is an opportunity
- Stand up for what is right
- Stand up for others
- Stand up for yourself

Our Primary Captains, Alby and Joseph, also represented Scone Grammar School at the Upper Hunter Shire Council Youth Council Meetings, which were held regularly through the year. Both Primary Captains did an outstanding job representing SGS and sharing many significant ideas, which they also assisted to implement as effective and engaging local youth activities.

The SRC was again led very capably and very thoughtfully by Mrs Libby Tesoriero. Our 2015 Primary SRC Representatives were:

Semester One:

Year 3 - Harry Faulkner and Sophia Edlington

Year 4 - Joshua Crowther and Destiny Wilton

Year 5 - Isla Hamson and Chester Hall

Semester Two:

Year 3 - Cooper Wilson, Eva Holden

Year 4 - Hamish White, Luisa Wilkinson

Year 5 - Tadhg Magner, Claudia Frampton

The Primary SRC continued to organise support for many worthwhile causes during the year, which also encouraged individual students to also step up and look to 'make a way' in reaching out to others!



Hugh Mackay in *'The Good Life'*, speaks about the Golden Rule - always easier to admire as an ideal, than to actually put into practice. He says that 'a good life' is motivated by kindness and compassion, but comments also that 'a good life' is often so easily overlooked in the rush of 'a busy life'. Our Primary students have been given wonderful encouragement through the work of the SRC, to make time, and to put practical action into their kindness and compassion for others.

During the year, I was deeply moved when Charlotte Chopin (Year 5 Blue) came to speak with me, about a brave and thoughtful initiative, to cut off her hair as part of a fundraising initiative in support of the Cure Brain Cancer Foundation. Charlotte put her concern into action, which was a wonderful and inspiring response to a very challenging personal situation.

Rev Nate Atkinson continued to provide regular engaging Primary Chapel opportunities each week, as well as strong pastoral care and support for both students and staff. As with many others, I have valued working with Rev Nate a great deal, and know his is a significant contribution to the spiritual foundation undergirding all we do as SGS.

Primary staff supported their students and facilitated their involvement in a rich array of co-curricular and extended learning opportunities during 2015, including: NRMA Kindergarten Bus Safety, Life Education, Schools Clean-Up Day, Grandparents' Day, HRIS 'Art On The Move', Peer Support, Walk Safely to School Day, Under 8's Week, Sing Out Loud Together, and the Book Week Parade, amongst many others.

Students participated in the Upper Hunter Shire Council 'Mayor for a Day' Competition; a wonderful initiative designed to increase student awareness of the activities of council and to encourage them to share their ideas about issues important to them. The following students were selected as school winners: 1<sup>st</sup> – Alby O'Regan; 2<sup>nd</sup> – Prunella Hayes; and 3<sup>rd</sup> – Victory Southern.

Our Primary Chess teams competed in a number of inter-school competitions, and my thanks go to Mr Holden for his enthusiastic leadership of this group. Our Primary Debaters (Years 5-6) also participated in the HRIS Debating Day at SPCC – Cessnock, and the IPSHA Debating gala day in Sydney, assisted by Mrs Patricia Betts and Mrs Natalie Kelly.

Our Year 5 and Year 6 EnEx students participated in the da Vinci Decathlon at Knox Grammar School in Sydney and also the Northern da Vinci Decathlon at TAS in Armidale, with some excellent results. Year 5 were successful in winning three of the ten activity areas: Cartography, Code Breaking and General Knowledge. My thanks to Miss Dowdell for her diligent efforts in preparing the students for this valuable opportunity.



Music continued to be a very strong area of co-curricular activity during 2015, supported wonderfully by Mr Jason Buckley, Miss Thomas and Mrs Tori Saunders.

46 Primary students from SGS were involved in the UHSC & Kia-ora Youth Music Camp in Term One, and our Primary music and Voiceworx students enjoyed a rich musical exchange with the Rouse Hill Anglican College Primary Band and Choir in Term Three. Students from both schools enjoyed the opportunity to workshop together and to perform in a very enjoyable combined Concert on Tuesday evening in St Luke's Hall. The Concert was a wonderful varied presentation of individual and shared music talent, and a great encouragement for our students along their musical journey.

Our Primary choirs and musicians were outstanding in the Upper Hunter Eisteddfod while 'Voiceworx were superb, with their vibrant individual school item, and their contribution to a bracket of outstanding mass choir items as they participated in the IPSHA Performing Arts Festival on the Sydney Town Hall stage. I do want to acknowledge the efforts of all our Music staff, and express my thanks on behalf of the students, who have benefitted so much from their commitment to the Primary Music programme.

Classroom based and After-School activities were a valuable aspect of the 2015 Primary programme, with activities including Maths Club, Equestrian classes, and *Artymites* with Mrs O'Regan, while Year 6 students participated again in Digi-Ed, an exciting clay animation class project.

2015 saw Primary students enthusiastically involved in a number of valuable writing opportunities with considerable success. Zoe Gallagher was awarded a Highly Commended Award in the Hilarie Lindsay Short Story Competition, conducted by the NSW Branch of the Fellowship of Australian Writers. Zoe was also awarded a Highly Commended Award for the 2015 National Child Writes Competition, and a place on the Competition Long List, from which the final winners were selected.

Six Year 6 students also participated in a 'Lunch with the Stars' run by The Children's Book Council of Australia, where they had opportunity to meet well known authors and illustrators.

Primary students had many opportunities to build their Public Speaking skills through the year, during Morning and Primary Assemblies, as well as in class presentations. Finalists in the 2015 Primary Public Speaking Finals were:

Junior Section:

Year 3:

Ryan Dowell - Good Things About Minecraft

Sofia Edlington - Who I'd Invite For Dinner

Hannah Glenn - The Perfect Pet



Braeden Wallace - Teenagers 101

Year 4:

Joshua Crowther - Living With a Horse Vet

James Haydon Wicks - Is Horse Racing Cruel?

Grace Saunders - Kids Should Have More Days Off School

Alexis Walsh - Phobias

Senior Section:

Year 5:

George Bishop - Living With Technology

Hamish Guiana - The Great Race

Charlotte Kelly - My Dad Thinks He's Hilarious

Camilla Warner - Imagine Life Without Punctuation

Year 6:

Adelaide Alker - I Have A Dream

Hannah Gatwood - Bullying

Holly McDonald - World Hunger

Hede Sharpe - My Life

Our 2015 Primary Public Speaking winners were: Braedon Wallace and Hamish Guiana.

This year we were again participants in the Australian Early Development Index, formerly known as the AEDC (Australian Early Development Census). This is a comprehensive collection of data, providing a critical insight into the development of the nation's children as they start school. The 2015 AEDC was the third national collection. During 2015, Year 6 students and their families also participated in the MCS (Middle Childhood Survey), a valuable longitudinal study which follows on from the student's participation in their Kindergarten year in the AEDC.

Year 5-6 students participated in the 'Gallup Student Poll' on Hope, Engagement and Wellbeing, which has provided valuable local data to assist our staff in their support for the students across the School.

Together with these many areas of teaching and learning activity, I'm always delighted to hear of students breaking new ground as they 'make a way' to explore new adventures at school or beyond. This year, a number of students have stepped out into new areas, sharing many special adventures and enjoying some wonderful success, which has added inspiration and richness to our 2015 shared learning journey. These students have included the following:

Charlie Odgers from Year Two, competed in the 2015 Inter Dominion Carnival at Menangle Park in Sydney, the biggest race day on the Harness Racing calendar. Charlie and his mini trotting pony, Falcon Crest, competed



in the Shetland Division, together with the best junior competitors from all around Australia and also a representative from New Zealand. Charlie finished 3<sup>rd</sup> in the Inter Dominion Championship, which was won by a 17 year old Queenslander, followed in second place by a 15 year old New Zealand girl driving a Queensland pony, while Charlie (just 8 years old) driving Falcon Crest, battled it out with another Queensland pony/driver combo and with a strong drive home, spoilt the Queensland pony trifecta! A great result for a champion young 8 year old, obviously having lots of fun along the way, and certainly the crowd favourite along with the famous Falcon Crest.

Georgina Pratley from Year Three, competed in the in the NSW Junior Track Cycling Championships in Dubbo, where she won a Bronze Medal Under 11's Girls 500m Sprint Derby Finish. Another wonderful achievement!

Year Six student, Alyssa Mollema, had many notable achievements in her archery pursuits, including gaining a place in the NSW Under 20's Squad for the National Youth Championships, winning the ABA National Championship for Cub Female, and the 3D National Championship for Cub Female. At the FITA Youth National Titles, Alyssa was named First Overall NSW Cub Female and Second Overall National Cub Female, and now holds 4 records, 3 Pacific Region records (which are for the Hunter, Animal and Field rounds); and an Australian record (which is for the Animal round for the IFAA).

Tyler Kelly (Year 6 Blue) competed at the Equestrian NSW 'Horse of the Year' Show, held at the International Equestrian Centre in Sydney, and was awarded the ENSW *Junior Rider of the Year – Under 12 Years*. Tyler was also named the 2015 Royal Easter Show Champion Rider, and was awarded the General Cariappa Perpetual Trophy for his efforts.

I congratulate each of these students on their achievements and successes.

There were many significant achievements during 2015 in Primary Sport at Scone Grammar School. Ledger House won the Primary Swimming Carnival, while Pulling House were the winners at the Primary Athletics carnival.

2015 was a strong year for SGS Primary Netball. At the HRIS Primary Netball Trials, Bronte Comincioli, Caitlin Porter & Ella Caban were all selected in the HRIS team, with Natania Washaya being chosen as a reserve player.

Our Senior Girls' Netball team, competed at the HRIS Netball Gala Day, and went through all their matches undefeated, finishing in 1<sup>st</sup> Place. The girls enjoyed a wonderful season in a range of different competitions and I do want to acknowledge the work of Miss Jess Day, and thank her for her commitment to netball during 2015 and over recent years.



Edward Arnott was selected to represent NSWCIS as part of the 2015 NSWCIS Primary Rugby team, and went on to compete in the PSSA Primary Rugby Championships, where the NSWCIS team won the PSSA competition and Edward was selected into the NSW PSSA Rugby team. This was an outstanding achievement and I do want to acknowledge Edward's efforts over this year, towards this goal.

The Primary First XV Rugby team enjoyed a very successful year, winning the regional Future Tahs 7's Knockout, and going on to win 3<sup>rd</sup> Place after a play-off at Allianz Stadium. They also successfully defended their Digby Raward Shield win in Maitland.

The Under 10s and Open Primary Rugby League teams, both reached the Grand Finals of the 2015 Hunter TAFE Newcastle Knights All Schools Knockout, which were played at the Hunter Stadium. The Under 10s went down narrowly 6-12 and the Opens won a close nail biting match 12-10. I would like to thank Mr Brett Hails, Mr Darren Crowther, Mr Josh Noble, Mr Kev Watts, and Mr Tim Holden, for their support with the boys.

Thanks to an initiative from Angus Stanford (Year 4), this year we were able to hold the inaugural Primary House Golf Competition and it was such a delight to share in this afternoon with many excited students, and a healthy group of parent assistants and spectators at the Scone Golf Club. We look forward to this activity becoming a regular fixture on our Primary Sport Calendar.

Assisted by Kabir (one of our Indian exchange students) and Liam Wallace, in Year 9, afterschool Primary Tennis activities were initiated on Wednesday afternoons during Term Three. Kabir and Liam did an outstanding job of supporting and encouraging the younger students and this opportunity was a great way for students to prepare for the HRIS Primary Tennis GD in Term Four.

The following students, represented the School at this event:

Year 5 and Under: Phoebe Cox, Olivia Ryan, Sam Murdoch, Hamish Guiana  
Year 6: Aurora Manwarring, Adelaide Alker, Tom Forsythe, Banjo Cole

I was delighted that our Primary Hockey team was able to compete in Tamworth this year as part of the inaugural National Primary Games. What a thrill it was to hear the news that the team had been awarded the Macquarie 2015 'Spirit of the Sport' Winners Award for Hockey. These awards were given to the team in each NPG sport, 'as voted by the managers, referees and convenors that best aligned themselves with the Spirit of The Games: inclusivity, enjoyment, friendship and sportsmanship'. Congratulations to each team member and their coach, Mrs Kate Gallagher.

These were all highlights amongst many others, and all part of the rich learning journey and exciting school adventures we have shared through this



year in the Primary. It has been wonderful to have had the support of both staff and Secondary students in many of these activities. One highlight of this support was the opening of Grammar Grind, initially to raise funds to assist Primary students, particularly in areas of Primary reading. The SGS popular cafe, opened on Monday mornings, with the best and cheapest coffee in town, fresh banana bread, and room to sit and chat! I applaud Mrs Lambley, and our Secondary students for this wonderful initiative, which supported the Primary Reading Walkathon, where all proceeds were given to assist with the provision of additional reading resources for Primary students.

2015 saw the commencement of The Yellow Cottage, our SGS Preschool, and a development which has added such a special opportunity for the children in our local community. This journey has been a once in a lifetime experience, a great encouragement to faith, and a rich shared learning experience for all involved. So much could be said. I would like to applaud the absolutely outstanding work done by Mrs Kirsty Hails, the Director, and her amazing team over this first exciting but demanding year of operation. They have each gone far and above to ensure this new venture was a success.

2015 also saw the commencement of the new SGS website, and the introduction of the SGS App, which has certainly assisted in effective communication with parents and the School community. I do want to thank Mrs Alice Forsythe in the School Development Office for bringing these initiatives to fruition.

Our core business is student learning and in this context, I would like to acknowledge our 2015 Speech Day Award recipients:

➤ Year 3

Peter MacCallum	Year 3B Consistent Effort Prize
Lanni Ryan	Year 3B Improvement Prize
Braeden Wallace	Year 3B Proficiency Prize
Hannah Glenn	Year 3G Proficiency Prize
Isabel Jack	Year 3G Improvement Prize
Hannah King	Year 3G Consistent Effort Prize

➤ Year 4

Joshua Crowther	Year 4B Consistent Effort Prize
Lilly Malone	Year 4B Improvement Prize
Bailey Park	Year 4B Proficiency Prize
Daniel O'Regan	Year 4G Proficiency Prize
Alexis Walsh	Year 4 Consistent Effort Prize – eq
Laura Williams	Year 4 Consistent Effort Prize – eq
Destiny Wilton	Year 4G Improvement Prize





➤ Year 5

Ryan Cook	Year 5B Consistent Effort Prize
Harriette Firth	Year 5B Improvement Prize
Zoe Gallagher	Year 5B Proficiency Prize
Sophia Bell	Year 5G Consistent Effort Prize
Prunella Hayes	Year 5G Proficiency Prize
Quentin Prangley	Year 5G Improvement Prize

➤ Year 6

Madelaine Rose	Year 6B Proficiency Prize
Tommi Studdy	Year 6B Improvement Prize
Molly Wong	Year 6B Consistent Effort Prize
Fletcher Glenn	Year 6G Consistent Effort Prize
Benjamin King	Year 6G Improvement Prize
Julia Wisniewski	Year 6G Proficiency Prize

➤ **Special Awards**

Peer Support Award:	Lachlan HOBDEN, Ashleigh MISKLE	
Chess Award:	Ryan DOWELL	
Band Award:	Benjamin KING	
Primary Strings	Charlotte CHOPIN	
Choir Award:	Grace LAMBLEY	
Debating Award:	Will WARNER	
EnEx Award	Samuel MURDOCH	
Equestrian Award	Chester HALL	
Sports Achievement Awards:		
Junior: Hunter RYAN	Sofia EDLINGTON	
Senior: Edward ARNOTT	Camilla WARNER	
HRIS 'All Rounder' Award:	Hunter RYAN	
HRIS Commitment Award:	Charles BROOKS	
'Ethel Turner' Literacy Award:	Zoe GALLAGHER	
Boardman Peasley		
Mathematics Excellence		
Award:	Jack FAULKNER	
Citizenship Award:	Joseph HAMSON	Alby O'REGAN
Judy Cooper Award	Daniel O'REGAN	
Fred Frame		
Accomplishment Award:	Caitlyn JONES	
Primary Captains:	Joseph HAMSON	Alby O'REGAN



We are all working for the same goal – the best educational opportunities we can provide for our students.

I was reminded of this reality when during Term 4, I had opportunity to represent APPA (Australian Primary Principals' Association) at an International Symposium, hosted by the Ontario Principals' Council in Toronto, Canada. This was a great privilege and a very inspiring week, sharing together with delegates from different countries around the world, and looking at ways educational associations can more effectively support school leaders, to more effectively support students and their learning. I was challenged by the sense of common and shared passion for this task, regardless of the country or educational context represented.

We are all looking to help children 'make a way'.

Finally, a most sincere thank you to all those who have supported us in these endeavours, as we have together worked to support our Primary students at Scone Grammar School in 2015.

Mr Graeme Feeney  
**Head of Primary**



## **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. 670 students attended the School in 2015. 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**

#### **2015 NAPLAN Results - Years 3 & 5**

In 2015, 48 x Year 3 and 55 x Year 5 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 3, no students were absent or exempted from any components of NAPLAN.

In Year 3, there were three students withdrawn from all components of NAPLAN.

There were no indigenous students in the 2015 Year 3 cohort, and one student with a LBOTE.

In Year 3, 70% of students achieved Skill Bands 4 or higher in Reading compared to 71% of the State. One student was below the national minimum standard for this component.

In Year 3, 81.2% of students achieved Skill Bands 4 or higher in Writing compared to 66% of the State. No students were below the national minimum standard for this component.

In Year 3, 68.8% of students achieved Skill Bands 4 or higher in Spelling compared to 68% of the State. No students were below the national minimum standard for this component.

In Year 3, 79.1% of students achieved Skill Bands 4 or higher in Grammar & Punctuation compared to 76.1% of the State. Three students were below the national minimum standard for this component.

In Numeracy, 68.8% of Year 3 students achieved Skill Bands 4 or higher compared to 61.9% of the State. One student was below the national minimum standard for this component.



In Year 5, one student was absent for the Writing, Spelling, and Grammar & Punctuation components of NAPLAN. Two students were absent for Reading and four students were absent for Numeracy.

No Year 5 students were exempted or withdrawn from any components of NAPLAN.

There was one indigenous student in the 2015 Year 5 cohort and no students with a LBOTE.

In Year 5, 64.8% of students achieved Skill Bands 6 or higher in Reading compared to 59.8% of the State. No students were below the national minimum standard for this component.

In Year 5, 43.6% of students achieved Skill Bands 6 or higher in Writing compared to 52.9% of the State. No students were below the national minimum standard for this component.

In Year 5, 65.5% of students achieved Skill Bands 6 or higher in Spelling compared to 65.1% of the State. One student was below the national minimum standard for this component.

In Year 5, 63.6% of students achieved Skill Bands 6 or higher in Grammar & Punctuation compared to 60.2% of the State. One student was below the national minimum standard for this component.

In Numeracy, 57.7% of Year 5 students achieved Skill Bands 6 or higher compared to 56.3% of the State. No students were below the national minimum standard for this component.

## **2015 NAPLAN Results - Years 7 & 9**

In 2015, 44 x Year 7 and 42 x Year 9 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 7, one student was absent for Reading, three students were absent for Writing, two students were absent for Spelling, two students were absent for Grammar & Punctuation, and one student was absent for Numeracy.

In Year 7, no students were exempt for any of the components of NAPLAN. One student was withdrawn.

There were no indigenous students in the 2015 Year 7 cohort, and two students with a LBOTE.

In Year 7, 70.4% of students achieved Skill Bands 7 or higher in Reading compared to 57.6% of the State. One student was below the national minimum standard for this component.

In Year 7, 40.5% of students achieved Skill Bands 7 or higher in Writing compared to 40.8% of the State. One student was below the national minimum standard for this component.



In Year 7, 58.2% of students achieved Skill Bands 7 or higher in Spelling compared to 66.9% of the State. One student was below the national minimum standard for this component.

In Year 7, 62.7% of students achieved Skill Bands 7 or higher in Grammar & Punctuation compared to 56.9% of the State. No student was below the national minimum standard for this component.

In Numeracy, 52.2% of Year 7 students achieved Skill Bands 7 or higher compared to 55.2% of the State. No students were below the national minimum standard for this component.

In Year 9, two students were absent for Reading, one student was absent for Writing, one student was absent for Spelling, and one student was absent for Grammar & Punctuation.

No students were absent from the Numeracy component.

No students in Year 9 were exempted from NAPLAN.

One student was withdrawn from all components of NAPLAN.

There were no indigenous student in the 2015 Year 9 cohort and one student with a LBOTE.

In Year 9, 40% of students achieved Skill Bands 8 or higher in Reading compared to 50.4% of the State. Three students were below the national minimum standard for this component.

In Year 9, 39.1% of students achieved Skill Bands 8 or higher in Writing compared to 38% of the State. Four students were below the national minimum standard for this component.

In Year 9, 48.8% of students achieved Skill Bands 8 or higher in Spelling compared to 58.8% of the State. Four students were below the national minimum standard for this component.

In Year 9, 43.9% of students achieved Skill Bands 8 or higher in Grammar & Punctuation compared to 46.1% of the State. Five students were below the national minimum standard for this component.

In Numeracy, 52.4% of Year 9 students achieved Skill Bands 8 or higher compared to 54.6% of the State. No students were below the national minimum standard for this component.

## (ii) Record of School Achievement

In 2015 we issued two ROSA certificates, one at the completion of Stage 5 and one at the completion of Stage 6 Preliminary.



### (iii) Higher School Certificate Results

In 2015, 24 students sat NSW Higher School Certificate examinations in 29 courses (including VET and Distance Education courses). 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher), with 33% of these placed in Bands 5 & 6 (80-100marks). 75% 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:

Agriculture (6 students)		Biology (5 students)		Drama (5 students)		English Standard (16 students)		English Advanced (7 students)	
School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
70.83	71.79	68.24	71.13	83.84	77.81	70.59	67.10	77.89	80.43

General 2 Maths (16 students)		Mathematics (8 students)		Modern History (5 students)		PDHPE (8 students)		Senior Science (6 students)	
School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
71.71	68.64	77.93	77.89	79.36	75.29	78.05	73.10	70.60	71.39

Visual Arts (6 students)		Hospitality exam (6 students)	
School Mean	State Mean	School Mean	State Mean
80.33	79.21	76.70	75.96

### Reporting Area 4 Senior Secondary Outcomes

In 2015 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. 29% 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 2015 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 Minilit Reading Training, iPad Training, Primary Science Curriculum PD, Blended Learning, Maximising Student Engagement, Maths Training, Empowering Leaders and Challenging minds and changing lives.

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.

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

The Scone Grammar School Professional Learning Framework was again used by all teaching staff to strengthen teacher professional practice.

### 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	49
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 6 Workforce Composition

The composition of the workforce is:

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

36 female staff with 18 working in the Primary and 18 in the Secondary  
13 male staff with 3 in the Primary and 10 in the Secondary.

Non Teaching Staff: 15 female and 8 Male

No staff members have indicated they are indigenous.

## Reporting Area 7 Student Attendance

<b>2015</b>	
<b>Attendance</b>	<b>Total/ Yr</b>
<b>K</b>	95%
<b>1</b>	95%
<b>2</b>	95%
<b>3</b>	95%
<b>4</b>	95%
<b>5</b>	94%
<b>6</b>	94%
<b>7</b>	93%
<b>8</b>	95%
<b>9</b>	93%
<b>10</b>	95%
<b>11</b>	92%
<b>12</b>	98%
<b>Total for School</b>	95%

## 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

75% of students who completed Year 10 at Scone Grammar School in 2013 went on to complete Year 12 in 2015.

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

83% received university offers and the majority went on to University in 2016. 2 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 585 students K-12 of whom 245 are in the Secondary School (7 -12) and 340 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.

Yr	Abor	Eur	Hindu	Deu	Cam	OEU	ISL	Ire	Grk	Pol	Chi	Ton	Bri	Jap
<b>KI</b>													3	
<b>1</b>	1					1							2	
<b>2</b>							1						1	
<b>3</b>		1											2	
<b>4</b>	1	2						1	1				2	
<b>5</b>	1	1	1			1		1					1	
<b>6</b>	1	1								2	1			
<b>7</b>														1
<b>8</b>				1				1				1		
<b>9</b>		2										1		
<b>10</b>	1													
<b>11</b>	1			1									1	
<b>12</b>	1													
<b>Total</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>1</b>



## 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 2015. 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 Co-ordinator.

- (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 students 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 21<sup>st</sup> 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.



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 2015.

The preparations for a new Secondary Teaching and Learning Centre have been a significant aim for 2015 and the building works commenced in December with the first stage of these facilities expected to be ready for Term 4 2016.

The teaching staff have continued to develop the Professional learning in the area of 21<sup>st</sup> Century learning, using Building Learning Power as a framework. The Scone Grammar School Professional Learning Framework has also continued to operate throughout the year supporting Teacher quality and development.

## **Reporting Area 12      Initiatives Promoting Respect and Responsibility**

In 2015 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 2015 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.



## **Reporting Area 13      Parent, Teacher and Student 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 parent's 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.

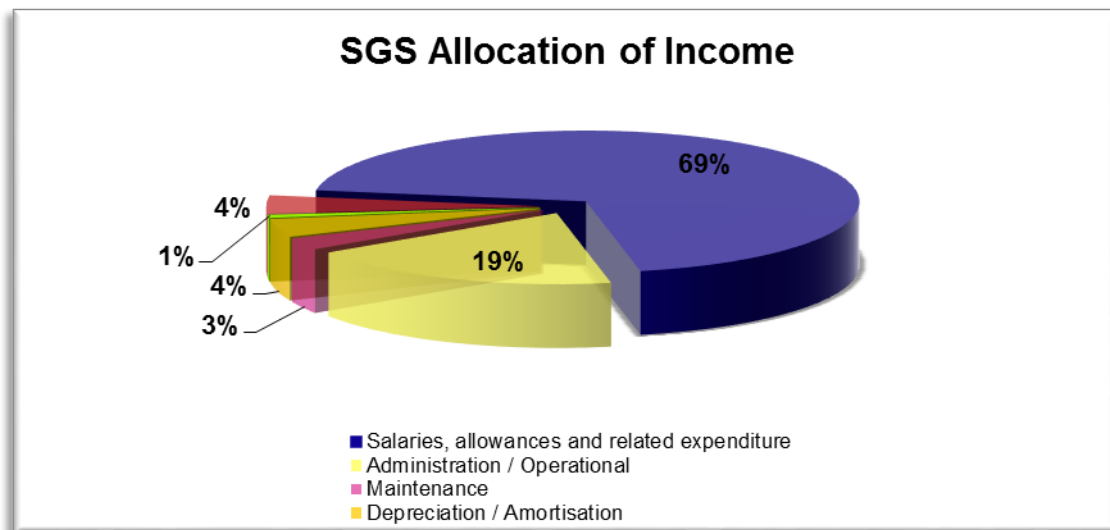
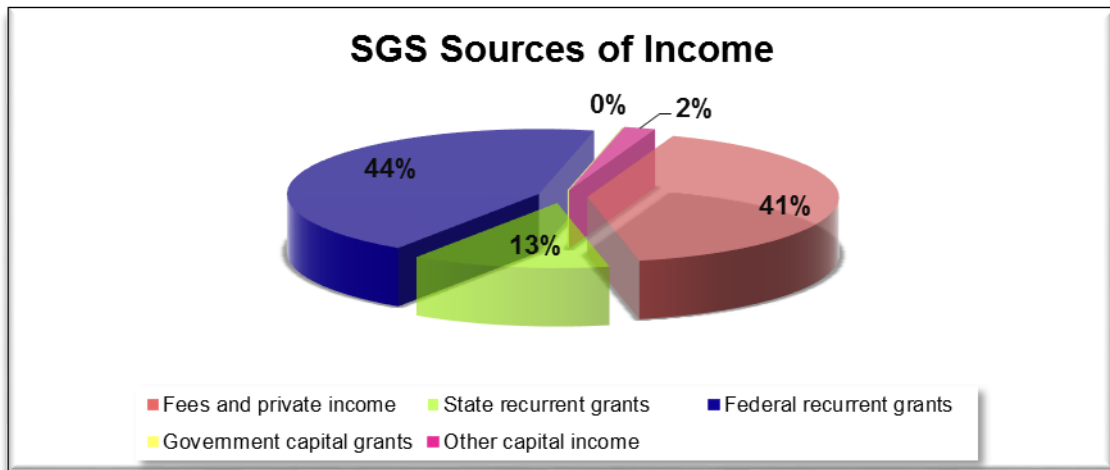
Staff had opportunities through formal meeting and informal discussions to raise their concerns and express their satisfaction for the school. Working in faculty areas promoted the discussions to occur in a smaller group setting and communication of any issues to be channelled through to the Executive.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

In 2015 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.





## Reporting Area 14 Summary Financial Information



During 2015 the School opened a new preschool called 'The Yellow Cottage – Scone Grammar School Preschool'. This facility commenced in January 2015 and has provided a much needed service for the local community and strengthened the transition of student to Kindergarten. Contracts were signed at the end of the year for the construction of a new Secondary Teaching and Learning Centre which will enable the removal of old demountable buildings from the site and room for growth in the future. Stage 1a of this building will be completed in 2016

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 2015 continued to be directed to the modernisation of technology in the School and for preparation for the Secondary Teaching and Learning Centre building project.



A full copy of the School's 2015-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 2015

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 [2015]

The Chairman of School Council has endorsed this report

**Rev Scott Dulley SCP**

**Chair School Council of Scone Grammar School**

