

Scone Grammar School Annual Report 2016



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Welcome to Scone Grammar School's 2016 Annual Report. This report is a requirement of the NSW Education Standards Authority. 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 2016

The economic downturn, locally, continued to impact the school's enrolment with a drop in the overall enrolment for 2016. This meant the School Council had to work through some challenges to position the school well for the future. Throughout the year the school continued to run smoothly serving the students and families academically and the student's holistic development through a very active and full school calendar.

School Council have been engaged in the following core responsibilities:

- the completion of stage 1 of Secondary Teaching and Learning centre. Classes commenced in Term 4 2016;
- working through and Executive restructure and an Administration restructure for the commencement of 2017;
- 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.

The Reverend Scott Dulley
Chair of the School Council

ii) Principal's Comments

2016 Principal's Annual Report

What a fabulous year 2016 has been. A year filled with challenge and learning. Yes we also recognise that we have had a year that has had huge grief and continue to uphold those so closely affected in our prayers.

We are blessed to be a part of such an amazing school community that demonstrates the love and care of Jesus in times of crisis and pulls together to support those in need and support each other.



Our Motto for 2016 has been 'Give Your Life a Twist', in-order to encourage us all to think creatively and challenge ourselves to move beyond our comfort zone. God created us in his image but with unique skills and talents that he wants us to share with others, to help everyone be the better for these gifts and talents. Sometimes this is hard work because of many reasons but we need to strive to develop ourselves fully and thus contribute most fully.

The students of Scone Grammar School have given life a twist in 2016 under the guidance and direction of the teachers. It is impossible to give a picture of everything that has been achieved over a very busy year and in mentioning some so many are not brought back to remind us. I can assure you that huge amounts of achievements have been made right across the school this year.

TWIST

Our Motto for the year is 'Give Your Life a Twist' to encourage each member of the school community to fully develop themselves and be creative.

T trying - how important it is in learning try and make a mistake and try again - that's learning, giving it a go!

W Weird – we are all different but learning to accept these differences and be accepting opens up our world.

I Inviting / Inventive – We are welcoming and open to new things in learning. Kahoots has been a positive support to learning and the games are being played in more than the designated classroom as students share the password for the game so students can play from different rooms.

S Share - You share your gifts and talents at school each and every day. You share your knowledge when you collaborate in class.
You share your humour – sometimes even when others don't get it.
The lengths of the talent is amazing in our SGS community.

Thankful for our school community support for each other students and families have shown in tough times. I add to the T
Turmoil. Traumatic .Tough

Tough - tolerant and resilient in the circumstances
Coping with the unexpected.

Your response to these challenging times has been a credit to you and helps to create your character. Our God seeks to be there with us to help us grow through whatever the challenges we face are and to be the support we need in these times



We are all thankful for the Support you have given each other, students and families of our school!

In *Beyond Words* by Frederick Buechner we read;

I have called the collections *Beyond Words* because in one way or another all the words it contains point to the realm of mystery and depth that lies beyond our ordinary experience and thus could be called beyond-words. To say something is beyond words is also to say that it is beyond the power of even beyond-words to convey adequately. Beethoven's last string quartets, falling in love, the death of a friend – how can we possibly describe such things other than to say that they are ultimately indescribable? You can know them only by experiencing them for yourself!

We seek to see every student thrive at SGS and beyond. In preparing them for life we seek to instil values, and particularly the dispositions to be learners for life, in the fast pace world we live in in which we experience change at an extraordinary rate.

We are continuing to be committed to Building Learning Power and to developing students who genuinely have a growing development of the dispositions. We are also excited by the opportunities that Positive Education will offer each student and staff member and hopefully the whole wider community. We have been investigating the path of Positive Education for much of this year and were very excited to link with 'Where There's a Will' to help promote this initiative across the Upper Hunter. I am sure that the Parents of SGS will be enthusiastic about this development and support an implementation of Pos Ed into School.

We want all people in our community to Flourish! What a fantastic goal and so in line with what God wants for us all. He wants all people to Thrive, living lives fully connected to him. At the positive ed meeting last week the guests shared how important it was to go home and give your child a hug and tell them, that you love them and be there to work them through strategies to build resilience. How fortunate are we that we have our School, Scone Grammar School and the opportunity to give this to our children everyday.

What an outstanding facility the new building is and a wonderful addition to our learning spaces. We have lived with the building site but it has all been worthwhile as students and staff are now in the space. It is being used well and I am sure we will only get better at utilising the flexibility of the space. It is with a great deal of gratitude that we have this building. Some very generous local families and members of our school community have contributed large amounts of money to enable this project to progress, many families are making the regular contribution with their term fees to contribute



and some staff are making regular contributions from their pay to help fund the project. The Federal Government through the BGA contributed as well. So this project as well as all these developments to strengthen the offering for students happens because of the generosity of people and their belief in the vision of Scone Grammar School.

We are working on the steps to finalise the upstairs section of the learning spaces as well as the removal of the old P block to give greater play space. This has been a clear message from our community that we achieve more playground room for the students to be active in.

Student Contribution

Your contribution to our school can't be fully measured but it is extensive. It is in the learning space, in the creative, in your relationships, in your drama, in your sport in your music. So many places and I thank you for your contribution as individuals and collectively!

An SGS student

One that is confident and well-rounded that is prepared to make a contribution. That is a learner not just a sponge that just soaks in information and then regurgitates it but one that knows how to think, preserve and critically respond to circumstances that are changing. On our recent visit to Google with a group of Year 9 to 11 students our former Dux of SGS Dominick Ng spoke of how well prepared he was for University study coming from this well rounded country school education. He spoke with us all of the changing nature of employment and that so many new jobs will be created that students need to be prepared for this changing employment landscape. This is what we are working towards at SGS with BLP. He also spoke at length with us about the need for 'soft' skills development. These are the 21st century skills that BLP is so interested in developing in all students – critical thinking, communication, creativity. We have focused on the area of writing in 2017 a core communication area and we are seeing progress. We will continue to strengthen this in 2017

All of this discussion drew me to a study released by the Regional Institute, supported by the Australian Government about the shape of work in the 21st century. The report targets what sort of skills people will need in 2030 our YC children. The jobs that will be high demand jobs will be grouped into three categories.

High tech jobs – Know how specialists like electrical engineers and teachers

High touch jobs – Do and deliver like house renovations, plumbers and personal assistants

High care jobs – personal and emotionally engaged like childcare workers, fitness instructors



The study goes on to focus on the need for digital specialisation and technical skills and communication collaboration and to think critically. They call the first Hard skills and the second soft skills (people skills).

Our BLP and Positive Ed focuses will continue to help develop such young people!

Our school would not be the place that it is without the staff. I would like to thank the staff of this wonderful school – teaching staff, admin staff grounds and maintenance staff, cleaners. Thank you for all the hard work dedication and care you show that enables the best for the students of our school.

Farewell to some We would like to wish all the following staff all the best and God's blessing as they leave us.

Mr Neil Bustos from the Maths faculty, Mr Ian Vaughan from the Science faculty as he retires, Mrs Mandy Berry from Primary Christian Studies and Music,

And Mr Chris Chappel our Business Manager.

In recognition of his service to Scone Grammar School Mr Chris Chappel is awarded the Christopher Gates Service Award

I would like to continue the thankyou for those contributing to SGS. The P & F are a small but growing committee that continues to make a significant contribution to our school through many activities and functions but especially the fete and the Handmade and Homegrown markets.

Thank you also to the Foundation who continue to contribute to the building programmes and are seeking ways to support bursaries and scholarships.

And the School Council for their tireless governance and support as we work through changing times. These individuals are committed to see SGS thrive.

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

I wish you all a safe and blessed Christmas that hopefully offers rest and refreshment for all.

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

2016 Head of Primary Report

As Head of Primary at Scone Grammar School, I'm delighted to share this report of our K-6 journey together during 2016.

In the words of our wonderful Primary Captains, Bridgett and Chester, 2016 has really been an AH-MAZ-ING year, with many wonderful learning opportunities, together with some very significant life challenges, all embraced with that special passion and strength that marks our unique SGS school community.

During this year, we learnt a new song in Primary Chapel, called 'Thrive', which captures so much of what we believe at SGS about life, faith and learning. As I have reflected on 2016, and all that we shared together in our Primary journey, I trust that the words of this song have been at the heart of all that we have done for the K-6 students we are so privileged to work with.

"Just to know You and to make You known;
We lift Your name on High,
Shine like the sun, make darkness run and hide;
We know we were made for so much more
Than ordinary lives;
*It's time for us to more than just survive,
We were made to thrive ...*
... Joy Unspeakable, Faith Unsinkable, Love Unstoppable, Anything is Possible!
Thrive!"

-o0o-

Our Primary Staff Allocations for 2016 were as follows:

Kindergarten	Blue	Mrs Sally O'Regan	
	Gold	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 Kate Robertson / Mrs Kylie Armstrong	
Year 4	Blue	Miss Felicity Dowdell	
	Gold	Mrs Natalie Kelly / Mrs Patricia Betts	
Year 5	Blue	Miss Aili Ireland	
	Gold	Mrs Libby Tesoriero	
Year 6	Blue	Mr Damien Saunders	<u>Primary Deputy</u>
	Gold	Miss Wendy Thomas	



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

In 2016, our Primary Classroom theme was 'Great Leaders Who Change Their World', and our Classroom names were:

Kindergarten Blue - David Attenborough
Kindergarten Gold - Galileo
Year One Blue - Steve Irwin
Year One Gold - Teddy Roosevelt
Year Two Blue - Martin Luther King
Year Two Gold - Bono
Year 3 Blue - Walt Disney
Year 3 Gold - Oprah
Year 4 Blue - Charles Perkins
Year 4 Gold - Nelson Mandela
Year 5 Blue - Lady Di
Year 5 Gold - Theodor Geisel (Dr Seuss)
Year 6 Blue - Confucius
Year 6 Gold - Jane Goodall
Primary Music - Mozart
Learning Support - Nancy Wake
School Chaplain - Jesus
Primary Office - William Carey

The K-6 students were supported and served by an excellent group of Primary Student Leaders during 2016:

Primary Captains: Chester Hall, Bridget Burnett
Primary Vice-Captains: Tadhg Magner, Olivia Ryan
Jones House Captains: Liam Wilson, Charlotte Kelly
Ledger House Captains: George Bishop, Heidi Edlington
Pulling House Captains: Nick Adkins, Sophia Bell
Primary Monitors: Hamish Guiana, Ryan Cook, Jack Faulkner, Emily Turner, Camilla Warner, Charlotte Chopin, Zoe Gallagher

We said goodbye to Tadhg Magner, our Primary Boys' Vice Captain, during the year, when he relocated back to Ireland and I did appreciate Tadhg's commitment to this role. Hamish Guiana cheerfully stepped up to fill this position and did an excellent job.

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



All Year 6 students assisted as Kindergarten 'buddies' and as Peer Support leaders. They attended a Peer Support Training Programme, conducted over two days by Mrs Robertson, Miss Thomas and Mr Saunders, and I would like to acknowledge and thank Mr Alex and Mrs Charlotte Warner for their generous hospitality in offering 'Merric' as a special venue for this valuable activity.

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

There were many significant academic opportunities and areas of strong academic progress during 2016. Class teachers implemented the new NSW History syllabus and the new NSW Geography syllabus for all students in Kindergarten to Year 6, as part of the new Australian Curriculum, while we continued to teach from the new NSW English, Mathematics and Science syllabus.

Teachers focused particularly on developing aspects of 'Building Learning Power', and the integration of ICT more effectively across all areas of teaching and learning.

Primary staff introduced the 'Accelerated Reader' programme, which has offered significant opportunities for strengthening student reading across Years 3-6. This was an exciting journey, as the initial set-up costs, including the staff PD, were covered primarily from funds raised last year during the Primary Walkathon.

Our 2016 NAPLAN results were particularly strong amongst the Year 3 cohort and NAPLAN results are detailed more fully elsewhere in the Annual Report.

All students continued to access and use Mathletics during 2016 and our top three Mathletics students were Byron Fraser, Georgina Pratley and Ava Roelfsema. Congratulations to each of these students on their achievements.

Many students from Years 3-6 took the opportunity to participate in the 2016 ICAS Subject Competitions. Congratulations to the following students on their achievements:

ICAS Digital Technologies

<i>Merit</i>	Year 3 - Braeden Wallace
<i>Credit</i>	Year 3 - Ryan Dowell
	Year 6 - Jack Faulkner, Hamish Guiana, Chester Hall



ICAS Science

<i>Merit</i>	Year 4 - Sarah Clark, Harry Faulkner Year 5 - Laura Williams Year 6 - Grace Pratley
<i>Credit</i>	Year 4 – Braeden Wallace Year 6 - Samuel Barry, Zoe Gallagher, Prunella Hayes

ICAS Spelling

<i>Merit</i>	Year 5 – Emme Mitchell, Alexis Walsh Year 6 – Samuel Barry
<i>Credit</i>	Year 4 – Nicholas Gallagher, Braeden Wallace Year 6 – Adam Chesworth, Prunella Hayes, Grace Pratley
<i>Distinction</i>	Year 6 – George Bowman, Zoe Gallagher

ICAS Writing

<i>Merit</i>	Year 3 - Clare Wilkinson Year 4 - Sarah Clark Year 6 - Pru Hayes, Grace Pratley
<i>Credit</i>	Year 4 - Braeden Wallace

ICAS English

<i>Credit</i>	Year 3 - Rosie Martin Year 4 - Archie Martin, Will Nugent Year 5 - Lilly Malone Year 6 - George Bowman, Adam Chesworth, Grace Pratley
<i>Distinction</i>	Year 4 - Nicholas Gallagher, Braeden Wallace Year 6 - Prunella Hayes, Zoe Gallagher,

ICAS Mathematics

<i>Merit</i>	Year 3 - Charlotte Clark Year 5 - Alexis Walsh, James Haydon Wicks Year 6 - Ryan Cook, Hamish Guiana, Liam Wilson
<i>Credit</i>	Year 3 - Lachlan Bennett Year 4 - Nicholas Gallagher, Sarah Clark, Ryan Dowell, Georgina Pratley, Braeden Wallace Year 5 - Daniel O'Regan Year 6 - Charlotte Chopin, Zoe Gallagher, Prunella Hayes
<i>Distinction</i>	Year 6 - Jack Faulkner

ICAS Principal's Awards were awarded to students who earned the highest marks from all SGS participants, in each respective subject.

Digital Technologies	Hamish Guiana, Chester Hall
Science	Sam Barry, Zoe Gallagher
Writing	Braeden Wallace
Spelling	George Bowman, Zoe Gallagher
Mathematics	Jack Faulkner



All students in Years 5 and 6 participated in the Newcastle Permanent Primary Mathematics Competition, with the following results:

Merit

Year 5: James Haydon Wicks, Emma Turner, Corey Brown, Bailey Park, Hamish White, Alexis Walsh, Angus Davidson, Jack Riordan, Grace Saunders, Christian Sowter, Angus Stanford, Lilly Malone, Lachlan Miller, Braedon Hails, Grace Inder

Year 6: Bridget Burnett, Ryan Cook, Annabelle Baker, Olivia Ryan, Jasper Davies, Myles Hobden, Sam Murdoch, Emily Turner, Heidi Edlington, Charlotte Kelly, Nicholas Adkins, Ashton Da Cruz, Joseph Sedgwick, Harriette Firth, Lochlan McClean

Distinction

Year 5: Kael Saw, Emme Mitchell, Daniel O'Regan, Imogen Magner

Year 6: Zoe Gallagher, Prunella Hayes, Charlotte Chopin, Hamish Guiana, Samuel Barry, Grace Pratley, Adam Chesworth, Liam Wilson

High Distinction

Year 6: Jack Faulkner

Jack Faulkner, won a significant award, (*Wollemi District Award* for Year 6) following his participation and was presented with his award at a special ceremony at Hunter Stadium. Jack also attended a Mathematics Enrichment Camp, run by the Newcastle Permanent Primary Mathematics Competition organisers. Congratulations Jack!

During 2016 our Primary SRC Representatives were as follows:

Semester 1:

Year 3 - Harry Warner and Lilla Stanford

Year 4 – Alex Bishop and Hannah Glenn

Year 5 – Kael Saw and Emme Mitchell

Semester 2:

Year 3 Blue - Caitlin Atkinson; Year 3 Gold - Charlie Mitchell;

Year 4 Blue - Siobhan Hansia; Year 4 Gold - Max Patterson;

Year 5 Blue - Laura Williams; Year 5 Gold - Michael Dunley.

I do want to acknowledge and thank Mrs Libby Tesoriero again for her committed leadership of the Primary SRC. Many SRC activities were organised including: 'Pink Shirt Day', an Awareness Raiser about bullying in the community; support for 'Mr and Mrs Simpson', in the 'Variety Club Bash'; and the Term 2 Primary Social, where students raised \$900 to contribute to the IPSHA Biennial Fundraiser called 'Walk around the World', a combined



effort from IPSHA schools across Australia to support the JDRF (Juvenile Diabetes Research Foundation). Our students walked (danced) a total of 951kms, to add to the total walked, run, stepped, hopped or danced by the students in other IPSHA schools. Students in IPSHA schools 'walked' (or danced) a total of 18, 684 km against Diabetes, and raised over \$100,000. A superb team effort!

SGS Primary students were always busy with many Extra-Curricular activities again available during 2016.

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

The Life Education Van visited our School in Term 1, and we do acknowledge the generous support of Mt Arthur Coal, who once again assisted in 2016 to cover the major portion of the costs involved for our students to attend.

Grandparents Day was combined this year with '*All Shook Up*', our School Musical, and both these activities provided wonderful opportunities for enriching the learning experiences of our students, reminding us all of the importance of the creative arts, together with the value of history, family and shared life stories. I do want to sincerely thank staff from the School who worked tirelessly to oversee the planning and production in these areas, or to provide support as part of the team; particularly Mrs Tori Saunders, Miss Wendy Thomas and Mr Jason Buckley with the Musical; and Mrs Julie Jones with Grandparents' Day. They all did an amazing job!

Many students attended the UHSC & Kia-ora Youth Music Camp, a wonderful opportunity to share rich musical experiences together with students from other local schools, as well as participating in many areas of the UH Eisteddfod. Our Primary choirs enjoyed some wonderful results. Our Kinder Krooners choir and our Voiceworx choir both earned first places for their performances and there were many encouraging and very positive comments from those parents and friends who were able to be there, supporting the students. I do want to thank Miss Wendy Thomas, Mrs Tori Saunders, Mr Jason Buckley and especially our valued accompanist, Mrs Joan Manning, for their combined efforts to prepare the students and facilitate this special opportunity. We value the creative arts and the many opportunities to cultivate interest and skill in these areas for our children

Emily Turner, a Year 6 student, was awarded the Barry Rose Memorial Music Scholarship for 2016 through the Upper Hunter Conservatorium of Music and the Upper Hunter Shire Council. Emily, who is an extremely proficient violinist and pianist, was presented with her award at the Australia Day celebrations in Scone.



Voicework students travelled down to Newcastle and enjoyed a short tour of the Newcastle Christ Church Anglican Cathedral and had opportunity to sing in this wonderful acoustic space. The students then enjoyed two practical choral and percussion sessions with staff from the Newcastle Conservatorium of Music, as well as listening to a concert from the students at The Con. They also learned some more about what it means to 'pull out all the stops', after a 'demo' of the capabilities of the magnificent pipe organ. The staff at The Con were most impressed with our students, with their musical skills and the strength of their performance skills.

Primary students participated with entries into various categories at the Upper Hunter Show and many received special awards. I would particularly like to thank Mrs Felicity Saunders, who co-ordinated our school involvement this year

Our Primary Chess teams were involved with competitions through the NSW Junior Chess League and HRIS, and it has been encouraging to see the numbers of younger students showing interest under Mr Holden's leadership, for this very valuable and enjoyable activity.

The HRIS Primary Chess Gala Day was held at Avondale School and was the biggest HRIS Primary Chess competition yet, with 240 students competing, from 14 different HRIS schools. Scone Grammar 1 finished in the top 10, with 16 points out of a possible 28.

A number of our Primary girls have pursued their interest in cattle activities over the year travelling to various events across the state to compete. Montana and Matilda Cronin, together with Zara, Audrey and Olivia Gill, all travelled to Albury/Wodonga, where they competed in the inaugural 2016 Woodburn Murray Grey National Junior Stock Show, and also attended the 2016 Limousin Junior Youth Camp at Parkes, with some very commendable results.

Large numbers of Primary students turned out to represent our School at the various Anzac Day commemoration services

Year One students celebrated 'National Simultaneous Storytime', listening to three stories being read at the Upper Hunter Shire Council offices in Scone.

Year 5 Drama Night, was again a great success in Term 4, with two plays being performed: Year 5 Gold - Alice in Wonderland, and Year 5 Blue - Mary Poppins.

Primary Debaters travelled to Barker College in Waitara, to participate in the IPSHA Debating Gala Day. Two teams competed including: Camilla Warner, Charlotte Kelly, Heidi Edlington, and Laura Williams; Bridget Burnett, Hamish Guiana, Pru Hayes and Daniel Crowther. It was wonderful to see the



students really hold their own and our debaters have had 4/5 wins this year. I do want to sincerely thank Mrs Kelly and Mrs Moore for their support.

Zoe Gallagher entered two stories (with a 1000 word limit) into the 2015 Muswellbrook and Upper Hunter Eisteddfod Writing Competition, and was awarded both First and Second places, with scores of 85% and 82%. I want to congratulate Zoe on this success and also commend her for the diligence and application she gives to her writing, to make this achievement possible.

Through an initiative of the Arts Health Institute called 'Sing Out Loud Together', our Year 6 students have again been given the opportunity during 2016 to explore and share a wonderful creative experience with the residents of Strathearn Village in Scone. The Arts Health Institute is an organisation that facilitates national programmes designed to bring the arts into health and aged care environments. Their belief is that the arts enrich our lives and that when we are ill or infirm, we need this creative engagement more than ever. They believe the arts help humanise institutions and are vital in providing quality in care, and in this context, they seek to bring creativity to care. This is a very special programme and we do acknowledge the support of Strathearn Village and The Arts Health Institute to enable our students to participate.

Miss Felicity Dowdell did an excellent job co-ordinating our Primary EnEx activities. Year 5 and Year 6 Primary da Vinci Decathlon Teams were in action at Knox Grammar School and also travelled to Armidale to compete in the Northern da Vinci Decathlon. The students were outstanding ambassadors for their families and for their School. It has been exciting to watch the development of the EnEx programme over the last twelve months under Miss Dowdell's leadership, and I do want to acknowledge and thank her for the initiative, diligence and sustained commitment she has given to this valuable area.

In 2016, the HRIS Primary Heads' Group initiated a Public Speaking Gala Day, as a new activity for Primary students in HRIS schools. I'm delighted that we were able to participate in this valuable opportunity and also that we have had such strong interest amongst our students, with so many keen to be involved. Students participated in 4 categories: Bible Reading, Impromptu Reading, Prepared Speech and Poetry Reading. It really was a wonderful day and a very exciting start to what we hope will become a regular opportunity for students from HRIS schools to participate in and enjoy.

Our students received the following awards:

First Place: Impromptu Reading: Year 5 - Daniel O'Regan

Second Place: Impromptu Reading: Year 4 - Braedon Wallace

Poetry: Year 4 - Peter MacCallum

Third Place: Prepared Speech Year 4 - Sofia Edlington

Highly Commended:

Bible Reading: Year 4 - Sarah Clark



Year 5 - Alexis Walsh
Year 6 - Lochlan McClean
Impromptu Reading: Year 6 - Sam Barry
Poetry: Year 5 - Joshua Crowther
Year 6 - Prunella Hayes

I do want to acknowledge and thank Mrs Natalie Kelly for her support, in assisting the students to prepare for their participation.

In the 2016 SGS Primary Public Speaking Finals, Sofia Edlington (My Ideal World) and Prunella Hayes (Women's Rights), were both worthy winners.

Year 6 students participated in the Flanagan Family Essay Competition, an annual competition facilitated by the Scone & Upper Hunter Historical Society, where they were required to write an essay (up to 1000 words), based on an interview with an elderly person or relative who lives in the Upper Hunter Shire Council and who has grown up in a rural area. Congratulations to Zoe Gallagher, who was awarded First Prize, and Grace Pratley, who was awarded Second Prize.

Congratulations also to Prunella Hayes, who was selected as the school winner in the 2016 'Mayor for a Day' Competition, conducted by the Upper Hunter Shire Council.

Year 6 classes completed a CPR Awareness Programme, organised through the Royal Life Saving NSW, developing their skills and knowledge in performing effective CPR. For Primary students, the programme is about awareness, rather than proficiency, and aims to promote the essential skills of Basic Life Support (CPR) and early access to medical assistance.

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

Year 6 students visited the Black Coal Cup Golf Day, to show our support as a School community for this valuable local fundraising activity.

Camps again were a highlight during 2016, particularly the Year 6 Canberra Trip. Here students participated in a busy programme of learning opportunities about government, democracy, history, economics, sport, art and culture, law, geography, science, botany, international relations and politics, and were wonderful representatives of their families and their School throughout the excursion. The students also shared in a special Last Post closing ceremony at the Australian War Memorial, where our Primary Captains, Chester Hall and Bridget Burnett, laid a wreath on behalf of the School.



During 2016, many students also extended their skills in a range of outside school extra-curricular activities, including Bridie O'Neill - Yr 3 (Physical Culture), Dakota Farrell - Yr 6 (cheerleading activities with the EOD Allstars Cheerleading School at Maitland), Clayton Porter - Yr 4 (cattle parading), Grace Pratley, Sarah Clark and Charlotte Clark (Junior Equestrian Vaulting), and Jack Henry - Yr 6 (Motocross).

There were some significant achievements and highlights in the area of Primary Sport, during 2016, including the re-emergence of Jones House, when their drought was broken with a thrilling win at the Primary Swimming Carnival.

Pulling House emerged as the winners at the Primary Athletics Carnival, followed closely by Jones and Ledger. Special congratulations to Lachlan Hails, for his outstanding efforts here, in breaking two long-standing records, (Boys 9 Years 100m/200m) which have stood the test of time for over 20 years.

Phoebe Cox and Wilha Urquhart were both selected into the NSW CIS Primary Girls Hockey Team at the CIS Trials, which was a wonderful achievement, continuing the strong representation from SGS in NSW CIS Primary Girls' Hockey over recent years. The girls competed as part of the NSW CIS team at the PSSA Championships held in Albury.

Primary Boys' CIS Hockey was run for the first time in 2016. The day was about identifying talent and accessing interest with a view to CIS competing in Primary Boys' Hockey in the future and SGS was represented by Nick Gallagher, who played well against older and more experienced players, and managed to be selected into the Possibles v Probables game.

Primary girls, Zoe Gallagher, Olivia Ryan, Phoebe Cox, Camilla Warner, Sophia Bell, Emily Turner, Harriet Firth and Claudia Frampton, were also all involved in the *Basil Sellers 'Country v City Hockey Challenge'*, held at the Moorebank Hockey Fields, in Sydney.

Charlotte Kelly was selected in the HRIS Primary Girls' Netball Team, which was an outstanding achievement, and very well deserved. Charlotte represented HRIS at the NSW CIS Primary Netball Championships, held at Netball Central, Sydney Olympic Park.

SGS had teams competing in rugby, netball and hockey at the National Primary Games in Tamworth and also in rugby at the TAS Primary Rugby Carnival. All teams involved, (Hockey, Netball, Under 10s Rugby and the Primary Rugby 1st XV) were exemplary in their behaviour off the field and certainly made us all very proud through their efforts on the field. The sportsmanship, teamwork, skill development, perseverance, and wonderful



sense of enthusiasm *and fun* were such a delight to watch and share in. I do want to acknowledge and sincerely thank the coaches, managers and many supportive parents who made this possible. What wonderful memories were taken away by the students from these activities!

Noah McGrath, competed as part of the NSWCIS Primary AFL team in the NSWPSA AFL Championships, held at Warners Bay.

At the HRIS Primary Basketball Gala Day, Scone Grammar School participated with a Primary team for the first time. Basketball has not always had a high profile at SGS, however, I was encouraged at the level of interest shown by our students when given opportunity this year to be involved.

The following students represented HRIS and competed at the NSWCIS Primary Athletics Carnival:

Lachlan Hails - Boys 8-10 200 Metre

Ruby Hyland - Girls 8-10 Shot Put 2kg

Peter MacCallum - Boys 8-10 Discus Throw 500g

Addison Goodwin Girls 9 100 Metre

Camdyn Constable - Boys 11 Discus Throw 750g

Jack Faulkner - Boys 12 100 Metre

Harry Warner, Archie Martin, Max Patterson, Lachlan Hails - Junior Boys 8-10 4x100 Metre Relay

Corey Brown, Jack Faulkner, Hunter Ryan, Joshua Crowther - Senior Boys 11-13 4x100 Metre Relay

Again through 2016, we have 'punched well above our weight' in sporting achievement as a smaller regional school.

-o0o-

At the 2016 Speech Day, the following Primary students received significant Academic and Special Awards:

Mia Grabham	Year 3 Proficiency Prize
Samuel Gillett	Year 3G Proficiency Prize
Nick Gallagher	Year 4B Proficiency Prize
Braeden Wallace	Year 4G Proficiency Prize
Daniel O'Regan	Year 5B Proficiency Award
Emmersen Mitchell	Year 5G Proficiency Prize
Prunella Hayes	Year 6B Proficiency Prize
Zoe Gallagher	Year 6G Proficiency Prize

Public Speaking Prize:

Junior: (Years 3-4)

Sofia Edlington

Senior: (Years 5-6)

Prunella Hayes



Learning Support Award: Hamish McCrae

Peer Support Award: Quentin Prangley,
Charlotte Kelly

Chess Award: Ryan Dowell

Band Award: James Haydon Wicks

Primary Strings Emily Turner

Choir (Voiceworx) Award: Dakota Farrell

Debating Award: Camilla Warner

EnEx Award Daniel O'Regan

Equestrian Award Camilla Warner

Sports Achievement Awards:

Junior: Max Patterson
Isabella Henderson

Senior: Hunter Ryan
Wilhelmina Urquhart

HRIS 'All Rounder' Award Hunter Ryan

'Ethel Turner'
Literacy Award Zoe Gallagher

Boardman Peasley
Mathematics Excellence
Award Jack Faulkner

Citizenship Award: Chester Hall
Bridget Burnett

Judy Cooper Award Max Patterson

Fred Frame
Accomplishment Award: Hamish Guiana



Primary Captains: Chester Hall
 Bridget Burnett

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In concluding, I want to take opportunity to thank the Primary teachers for their efforts, their dedication, and their perseverance during 2016. Our Primary students are very blessed young people to have teachers that care so much about them as individuals and their learning.

I want to express my deep heartfelt appreciation for the work that each staff member has put in, and for their work together as a team. They have all been Ah-maz-ing!

In Term 4, we had a significant crises to deal with as a school community and it would be remiss of me, not to acknowledge the efforts and support of the staff and the wider school community to assist the O'Regan family through this most difficult time. Particularly, I want to acknowledge and thank Mrs Jones for her work in Kindergarten over the last term, assisted so ably by Miss Field, whose work as a new graduate was just outstanding.

Again I have been so grateful for the work and support of Mrs Sandra Reichel through this year. What can I say, except to express my deepest thanks?

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

The Primary Executive has also been a wonderful team. Thank you Mr Saunders, Mrs Summers and Mrs Walsh. As a result of other changes taking place, Mrs Janine Summers will not be continuing her role as the K-2 Co-ordinator after this year. I want to take this opportunity to acknowledge and thank Janine for the outstanding job she has done while she has carried this important and valuable responsibility over the last eight years. Her leadership, motivation and encouragement of the K-2 staff, together with her initiative, wisdom and insight, has been such a blessing, and her experienced eye, her wise counsel, her care and nurture of the children, and her passion for early childhood, has always made such a significant difference. Thank you again Janine.

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This year we have encouraged the Primary students to try new things, to look after friends, and to have fun.

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

I pray God will continue to bless us all as we look forward to the future with hope.

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. 630 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 Outcomes in Standardised National Literacy and Numeracy Testing

(i) NAPLAN Results

2016 NAPLAN Results - Years 3 & 5

In 2016, 48 x Year 3 and 46 x Year 5 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN).

In Year 3, no students were absent from the Reading, Writing, Spelling or Grammar & Punctuation components of NAPLAN. One student was absent from the Numeracy component.

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

In Year 3, there was one student withdrawn from all components of NAPLAN.

There were no indigenous students in the 2016 Year 3 cohort, and two students with a LBOTE.

In Year 3, 81.3% of students achieved Skill Bands 4 or higher in Reading compared to 70.9% of the State. No students were below the national minimum standard for this component.



In Year 3, 87.5% of students achieved Skill Bands 4 or higher in Writing compared to 80.8% of the State. No students were below the national minimum standard for this component.

In Year 3, 87.5% of students achieved Skill Bands 4 or higher in Spelling compared to 76.1% of the State. No students were below the national minimum standard for this component.

In Year 3, 79.2% of students achieved Skill Bands 4 or higher in Grammar & Punctuation compared to 71.9% of the State. No students were below the national minimum standard for this component.

In Numeracy, 67.3% of Year 3 students achieved Skill Bands 4 or higher compared to 61% of the State. No students were below the national minimum standard for this component.

In Year 5, no students were absent for any components of NAPLAN. No Year 5 students were exempted or withdrawn from any components of NAPLAN.

There was one indigenous student in the 2016 Year 5 cohort and one student with a LBOTE.

In Year 5, 71.7% of students achieved Skill Bands 6 or higher in Reading compared to 62.3% of the State. Two students were below the national minimum standard for this component.

In Year 5, 30.4% of students achieved Skill Bands 6 or higher in Writing compared to 50% of the State. One student was below the national minimum standard for this component.

In Year 5, 54.4% of students achieved Skill Bands 6 or higher in Spelling compared to 63.6% of the State. Two students were below the national minimum standard for this component.

In Year 5, 60.9% of students achieved Skill Bands 6 or higher in Grammar & Punctuation compared to 64.2% of the State. One student was below the national minimum standard for this component.

2016 NAPLAN Results - Years 7 & 9

In 2016, 36 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, Writing, Spelling, and Grammar & Punctuation, and five students was absent for Numeracy- non calculator and four students were absent for Numeracy – calculator allowed.

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

There was one indigenous student in the 2016 Year 7 cohort, and two students with a LBOTE.



In Year 7, 61.1% of students achieved Skill Bands 7 or higher in Reading compared to 53.1% of the State. No students were below the national minimum standard for this component.

In Year 7, 47.2% of students achieved Skill Bands 7 or higher in Writing compared to 41.9% of the State. Five students were below the national minimum standard for this component.

In Year 7, 58.3% of students achieved Skill Bands 7 or higher in Spelling compared to 62.2% of the State. One student was below the national minimum standard for this component.

In Year 7, 52.8% of students achieved Skill Bands 7 or higher in Grammar & Punctuation compared to 57.2% of the State. Two students were below the national minimum standard for this component.

In Numeracy, 68.8% of Year 7 students achieved Skill Bands 7 or higher compared to 60.7% of the State. No students were below the national minimum standard for this component.

In Year 9, two students were absent for Writing, Spelling and Grammar & Punctuation. No students were absent for Reading.

No students were absent from the Numeracy component.

No students in Year 9 were exempted from NAPLAN.

Three students were withdrawn from all components of NAPLAN.

There was one indigenous student in the 2016 Year 9 cohort and four students with a LBOTE.

In Year 9, 62.2% of students achieved Skill Bands 8 or higher in Reading compared to 52% of the State. No students were below the national minimum standard for this component.

In Year 9, 30.2% of students achieved Skill Bands 8 or higher in Writing compared to 35% of the State. Five students was 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 53% of the State. One student was below the national minimum standard for this component.

In Year 9, 34.9% of students achieved Skill Bands 8 or higher in Grammar & Punctuation compared to 41.9% of the State. Three students were below the national minimum standard for this component.

In Numeracy, 37.7% of Year 9 students achieved Skill Bands 8 or higher compared to 51.8% of the State. One student was below the national minimum standard for this component.



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

In 2016 we issued one ROSA certificate at the completion of Stage 6 Preliminary.

Reporting Area 5 Results of the Higher School Certificate

In 2016, 30 students sat NSW Higher School Certificate examinations in 28 courses (including VET and Distance Education courses. 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher), with 20% of these placed in Bands 5 & 6 (80-100marks). 60% 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 (7 students)		Biology (9 students)		Drama (6 students)		English Standard (23 students)		English Advanced (6 students)	
School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
69.91	71.49	72.09	73.71	85.63	77.83	68.27	68.7	77.50	80.72

General 2 Maths (20 students)		Mathematics (6 students)		Industrial Technology (9 students)		PDHPE (6 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
63.94	68.51	72.67	77.84	71.87	69.02	74.3	72.13	73.53	73.32

Visual Arts (6 students)		IDT exam (7 students)	
School Mean	State Mean	School Mean	State Mean
78.53	79.55	73.34	72.07

Reporting Area 6 Senior Secondary Outcomes

In 2016 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. 33% of the Year 12 cohort studied at least one



vocational training subject. 100% of students attained their HSC, including those who achieved a VET qualification above.

Reporting Area 7 Professional learning and teacher standards

Teacher training and professional development during the 2016 School year was made up of on site development days, key focus short courses and attendance at Faculty conferences and Year in-services. New teachers were engaged in WHS training and one third of the staff completed First Aid training. The on-site whole staff training were run by AIS consultants and were based around writing development and new curriculum. Some key specialist training during the year included Pos Ed training and conference, Five from Five training,

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

Ongoing work was continued in the area of 21st Century Learning, with goals being set in Building Learning Power. Engagement in the language of learning and the Learning dispositions was enhanced.

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



Reporting Area 8 Workforce Composition

The composition of the workforce is:

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

34 female staff with 18 working in the Primary and 16 in the Secondary
12 male staff with 3 in the Primary and 9 in the Secondary.

Non-teaching Staff: 16 female and 8 Male

No staff members have indicated they are indigenous.

Reporting Area 9 Student Attendance

2015	
Attendance	Total/ Yr
K	95%
1	95%
2	95%
3	95%
4	95%
5	95%
6	94%
7	93%
8	94%
9	93%
10	94%
11	94%
12	96%
Total for School	94%

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

76% of students who completed Year 10 at Scone Grammar School in 2014 went on to complete Year 12 in 2016.

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 10 Post School Destinations

Students who left school at the end of Year 12 following the completion of their school education predominantly went on to University. A number of students went to TAFE (3%) while others pursued full-time employment (10%).

87% received university offers and the majority went on to University in 2017. 6 chose to take a GAP Year. They mainly chose urban universities although a greater number than usual went to country campuses.

Reporting area 11 Enrolment policies and Characteristics of the Student Body

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 540 students K-12 of whom 225 are in the Secondary School (7 -12) and 315 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	Indian	Cam	OEU	Ire	Grk	Pol	Chi	Ton	Bri	Jap
KI			1								4	
1											3	
2	1		1		1						2	
3			1								1	
4		1									2	
5	1	1				1	1				2	
6	1	1			1						1	
7		1						2	1			
8												1
9				1						1		
10		2								1		
11	1			1								
12	1										1	
Total	5	6	3	2	2	1	1	2	1	2	16	1



Reporting Area 12 School Policies

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

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

These policies are reviewed at the Executive on a rotational basis. The Policies marked with an astrix were reviewed in 2016. 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 13 School determined improvement targets Strategic Plan 2008 – 2017

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

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

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

Scone Grammar School continues to serve the Upper Hunter offering a high level educational offering that not only caters for academic performance but the development of the whole child. The value add to each child is significant



and responds to the mission of the school. The Christian foundation continues to develop as part of the whole development.

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

The 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 2016.

Commencing teaching in the Secondary Teaching and Learning Centre, which is a modern, flexible learning space, has been an excellent development for Scone Grammar School.

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

In 2016 we were involved in the Schools Leading Learning Programme with the direction and guidance of AISNSW. This programme seeks to support the Improvement agenda in schools, particularly focussed on improving teacher capacity. Our focus for this programme was on strengthening our writing across the school while increasing our capacity for the learning dispositions in BLP. The staff have developed this framework and have given a Scone Grammar School focus calling it 'Grammar Minds – Positive Flourishing Learners'.

Reporting Area 14 Initiatives promoting respect and responsibility

In 2016 Scone Grammar School continued to improve the focus of having respect and showing responsibility. As a Bible-based Christian School with a core element of the school being related to these areas, further progress was made. The Principal's Assembly and Chapel messages often emphasise respect and responsibility. Teaching staff have taken every opportunity to reinforce students showing respect and responsibility through their interactions with students both in and outside the classroom. In 2016 We ran Men of Honour, Love Bites and Cyber safety workshops all of which were promoting respect and responsibility.



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

In 2016 students in Year 6 Participated in 'Sing Out Loud Together', in conjunction with Strathern Village, the local aged care facility. This promotes positive relationships between young people and the aged.

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

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

Reporting area 15 Parent, student and teacher satisfaction

Scone Grammar School has an 'open door policy' with parents who are welcome and encouraged to be involved in the school. This involvement gives 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.

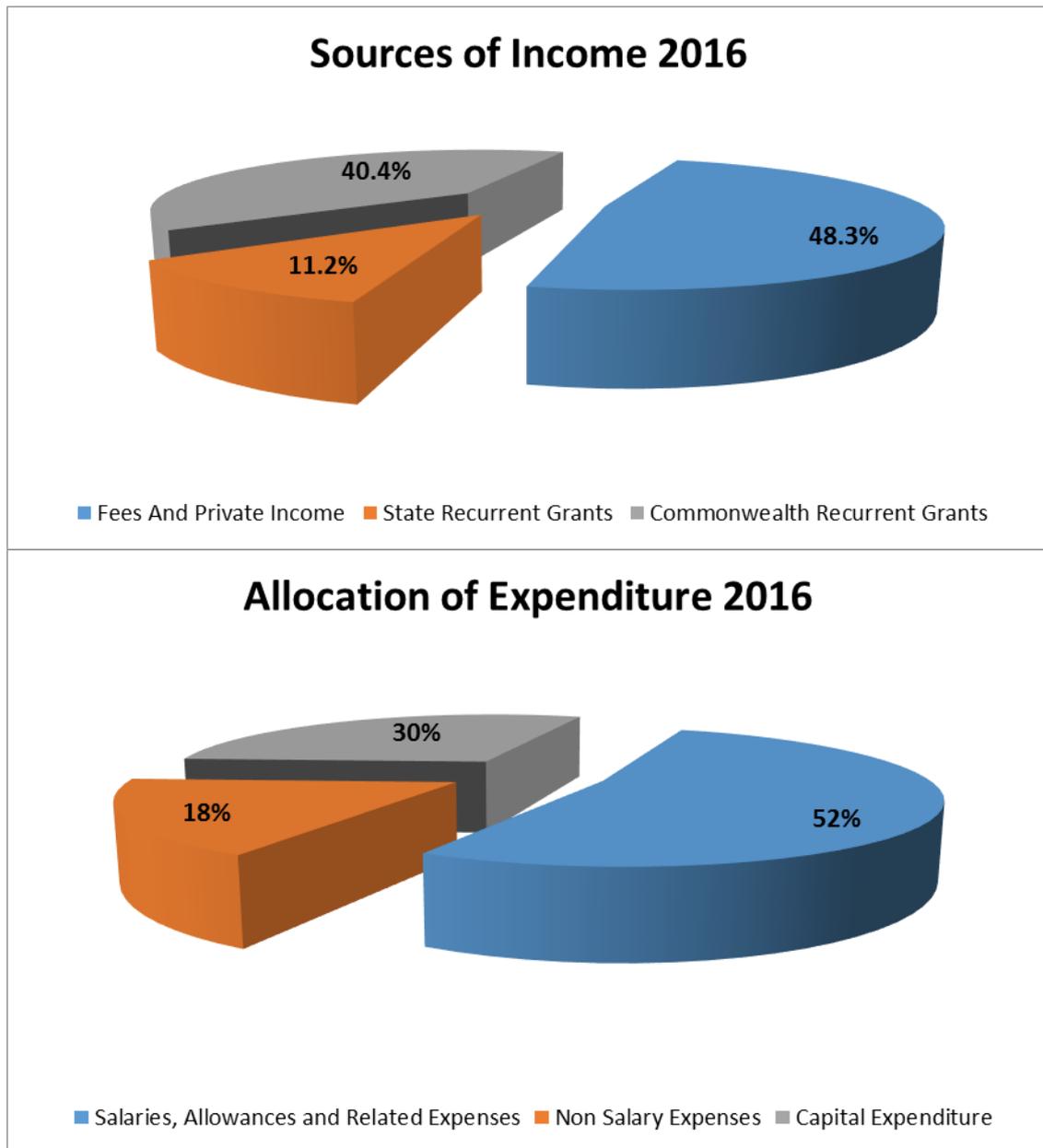
Staff had opportunities through formal meeting and informal discussions to raise their concerns and express their satisfaction for the school. Working in faculty areas promoted the discussions to occur in a smaller group setting and communication of any issues to be channelled through to the Executive.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

In 2016 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 16 Summary financial information



During 2016 the construction of a new Secondary Teaching and Learning Centre stage 1a was completed and enabled the removal of old demountable buildings from the site and



enabled teaching and learning to be available in modern permanent facilities.

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

About this Report

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

Members of the School Executive 2016

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 [2016]

The Chairman of School Council has endorsed this report

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

