



Welcome to Scone Grammar School's 2020 Annual Report. This Report is a requirement of the NSW Education Standards' Authority. I hope you find it informative. Should you require further information or clarification, please do not hesitate to contact the Principal.

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Reporting Area 1. A Message from Key School Bodies

i. Message from the President

It is a wonderful privilege that parents and guardians give to us by allowing us to partner with them in nurturing and educating their children. The students are at the heart of all we do at Scone Grammar School. Each year we rejoice at the gains the students are making in their knowledge and understanding of their world. We know that we are preparing them for life and work in a world that we are all still imagining.

Scone Grammar School is one of 4 schools that the Anglican Diocese of Newcastle is proud to operate in the Central Coast Hunter and Mid Coast Regions of NSW through the Newcastle Anglican Schools Corporation (NASC).

We all know that 2020 was a demanding year! Scone Grammar School provided an exceptional response to students and families during the COVID19 pandemic with staff working quickly with families to provide on-line learning and student support. We are proud of the resilience demonstrated throughout the school community and the care shown to one another.

The Anglican Diocese of Newcastle, with the assistance of the NASC Board, was able to review the strategic directions for its work in the region. This resulted in a strong commitment to the following outcomes for Anglican education –

- each student to be curious and self-confident learners, with a broad and deep knowledge base, and passion for learning;
- each student to develop an age-appropriate values, belief and ethical system informed by the Anglican approach to Christianity;
- each student to achieve their maximum personal, academic, sporting, creative and cultural potential;
- parents and care givers to actively support the education and development of their child; and
- parents and care givers to have confidence in their child's safety, wellbeing and educational development.

The NASC and the school have begun the process of reviewing the education practice and student achievements to identify areas of improvement. A key resource which is being used progressively in each school is the AIS *Perspective Survey*.

During 2020, the NASC as part of the Anglican Diocese of Newcastle moved into a closer working arrangement with Anglican Care and the Samaritans. A closer alignment with these agencies will allow the schools to benefit from shared corporate resourcing. This approach will provide for improved asset management, better financial support, improved information technology outcomes, and the benefit of access to corporate risk management planning. This support will allow Principals and senior staff to enhance their focus on educational excellence. Stringent processes are in place to ensure compliance with our funding responsibilities.

Each of our School Principals carries significant responsibility for their school. They are responsible to the Board through the School Council for the implementation of the School's strategic plan, the implementation of policy and governance decisions, and the general administration and daily operation of the School. We look to each Principal to be an outstanding educational leader and,

as faith-based schools, they also have the responsibility to serve as the spiritual leader. In 2021, we see change in the leadership of two of our schools due to retirement of the current Principal. There will be a further change in 2022, also due to retirement.

Funding the day-to-day operations of our schools and the future infrastructure needs has also been a focus of the NASC. Each of our schools participate in the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). Several exciting projects are currently underway as a result of this funding.

The Board is appreciative of the substantial funding received from both the State and Federal Government and recognises the fundamental importance of the Schooling Resource Standard in ensuring equitable education funding across the nation. Our funding is also dependent of the payment of school fees by families. The Board is focussed on ensuring these monies are utilised to deliver on strong educational outcomes, good pastoral care and the development of students into becoming all that they can be; all that God seeks them to be. We are grateful for generosity of many people, including parents and friends, in generously supporting school developments.

We continued our work to develop a Religious Education curriculum which builds on our commitment to inclusivity and offers students an engaging exposure to the Christian faith which inspired the formation of the school. This curriculum recognises the diverse background of the student community and looks to assist students in develop their understanding of other world religions, philosophy and ethics as well as providing good knowledge of the Christian faith. We have been assisted in this work by the Anglican Church in Southern Queensland and the Western Australian Anglican Schools Commission.

The educational endeavour involves many people. Our work is focussed around delivering great outcomes for our students. On behalf of the Board, I express gratitude for all we were able to achieve in 2020 and look forward to a very positive future at Scone Grammar School.

The Rt Rev Dr Peter Stuart
Anglican Bishop of Newcastle
School President

ii. **Message from School Council**

Welcome to the Scone Grammar School Annual Report for 2020. It is a pleasure to serve the School Council and to contribute to the life of the school in this way.

I want to begin by thanking Mr Paul Smart for his caring and visionary leadership of the Scone Grammar School. One of the things I appreciate in his leadership is the way he collaborates, giving an opportunity for many voices to be heard and make their contribution. I also note the way he gives himself wholeheartedly to this role, well supported by Julie. Thank you both.

Of course, the principal can't do it all on their own! I also want to acknowledge with gratitude the school leaders – staff and students – as well as the whole school community who work together to make Scone Grammar School a thriving school and one that is very welcoming.

2020 was certainly a year with its difficulties due to COVID-19. However, we all learned new skills and life went on in new ways for a time.

Highlights of 2020 from a School Council perspective include:

- The news that The Yellow Cottage had been awarded an Excellent Rating by the *Australian Children's Education & Care Quality Authority (ACECQA)* and that this was only one of 43 services across Australia to be awarded this rating. Congratulations to Kirsty and her team!
- Outreach plans, promoting SGS in some of our neighbouring communities, including Singleton.
- Reassessment of school fees with the aim of reducing them.

In closing, I wish to thank the current members of the School Council -Ian Gough, Guy Guiana and Bronwyn Redgate. We also extend grateful thanks to Mark Dawson and Stephen McDonald who both completed their terms as School Council members at the end of this year.

Every blessing,

Bishop Sonia Roulston
Assistant Bishop Inland Region
Chair of Scone Grammar School Council

iii. **2020 Principal's Annual Report**

It is an absolute privilege to serve as the Principal of this wonderful school, our school and an honour to present this Annual Report for 2020.

We have had an extraordinary year due to COVID-19 but I am immensely proud of everyone in our school community and the way we have managed through these times. I am sure we all experienced frustration and confusion, whether it be having to home school your child/ren as parents, jumping from face to face teaching to remote teaching, and then back into the classroom for the teachers, dealing with all the ever changing administrative tasks for the Administration and Grounds team or having the Premier announce big changes to the community before letting school know.

Everyone has remained supportive of each other and has tried as hard as possible to help keep everyone safe. I am particularly overjoyed by the way the students right across the school have dealt with the disappointments of the normal not being possible! We can be very thankful and should be to God for helping to keep us safe.

I have written a COVID acrostic poem for us all. Attempting to be creative!

Community – So much support from our whole school community

Opportunities were very different in 2020. But we made the most of those that we had!

Virtual – We have had to do so much more virtually which was different, but we were able to because of our Technology journey and the flexibility of staff.

Independence as learners grew and continued to grow because we were forced to and because we are striving to develop this through Grammar Minds and The Learning Powered Approach.

Dedication of staff and students with family to continue to see each and every student flourish in unusual times.

Our Motto for 2020 is *Humility is the Key*, with the idea of striving hard for our best – reaching for the stars while keeping our feet on the ground. We have been encouraging students to strive for their absolute best while making sure they remain humble in their success. Humility is modelled by Jesus and as we seek to look to him as our example to live by, in our 'Rule of Life from Hebrews Chapter 11, being humble is a powerful message to others. It is a mark of many of our students, remaining humble and is a great goal for us all to strive for. I have plenty of the lollie feet left as we haven't been able to share lollies that are not individually wrapped. I wonder what I will be able to do with them in 2021?

While we are considering the motto, William Blake (1757 – 1827) reminds us 'No Bird soars too high if he soars with his own wings'. Today schools are exactly the right place to build sturdy wings and launch bravely into the emerging breeze. What a great encouragement to support individual difference and a culture of acceptance that everyone can fly high in their uniqueness. Professor Lee Waters has these words for us as we start to come out of the COVID Crisis – 'Don't Waste a Good Crisis'.

We have learned a lot and we will use the best of this to change and grow our practice. To commence 2021, we will again hold an Appreciative Inquiry Summit focused on Learning. Ignite Learning will enable us to consider our learning environment and inform our strategic direction. One of the great joys was how we were able to move to remote learning positively and support learning from home. This is because we have been very well supported by Paul Carnemolla and

Dancrai in our use of Technology in our learning, through Teams/Onenote and the willingness of staff, student and parent to be adaptable.

Our Grammar Minds (A learning Powered Approach) and our wellbeing – Positive Education directions see us striving to enable every member of our learning community to know, grow and share their God given strengths and talents in our school and life journey's.

During my recent Sabbatical leave, I found great value in the words of Rick Worrell, a highly regarded US Educator who has this to say which I hope encourages everyone, 'Our natural state is one of curiosity, a need to belong, to participate, contribute and to learn complex things'. We certainly want this for all members of our community!

One of the ways to support this is by building our Kitbag for life. Such a simple, yet powerful way, to think of where we as learners can draw on the dispositions, the character strengths and our gifts to respond in an agile manner to learn and grow for life. I love that our Kit bags also reminds us that we can draw on our God; look to him to give us strength and guidance and call on the opportunity to look to Jesus as our model to follow.

We are a school that values highly learning for all. Not perfect but certainly on a very positive growth journey in this area. It is one of the great blessings we can know during this COVID year, learning has been powering along! What have been the highlights for you in this year of challenge?

How special have been the creative responses like the virtual cross country. How special were some of the simple things like having our Athletics Carnivals and some fun when the restrictions eased a little.

I have been overjoyed by the amount of joy around learning that has been palpable around school this year and just disappointed that parents haven't been able to cross our boundaries to also enjoy this aspect of school life.

We are enjoying many positives because of a joint vision for SGS that we are living. It is a Christian foundation seeking to encourage each and every member of our community to flourish and then contribute to school and the wider community from their strengths. Thank you to everyone who contributes to this. Staff, students, parents and guardians. Everyone one together making a difference.

These significant positives and the knowledge of the care, positive educational environment and guidance of students to flourish, sees us grow in 2021 to around 575 students K–12 and for us to have three Kindergarten classes again in 2021 and three Year 7 classes – for the first time in the school's history.

All of this leads me to thank our amazing staff, right across our school. The Yellow Cottage to Year 12 Teaching Staff, the Administration Staff, our Grounds and Maintenance staff. The SGS team!

How amazing and exciting for The Yellow Cottage to be recognised for what we all know as outstanding practice and care through being named a Centre for Excellence. I would like to acknowledge the Leadership of Kirsty Hails and the dedication, care and commitment of all the Yellow Cottage staff.

We have very little movement of staff this year but farewell Mrs Kat Moore who has been a generous, caring and talented member of staff. She commenced as an English Teacher and then moved into the Head of Faculty role and School Counsellor. She was a leader of change in our school who will be missed by staff and students alike. We all wish you and your family well on this next stage of your journey Kat!

We farewell Mrs Chris Brennan who has been our Sports guru for 28 years. We wish her every blessing in retirement. What a contribution she has made to SGS. Her love of sharing health and fitness with everyone and her care for students are a standout.

Mrs Aili Clifton goes on maternity leave as does Elaine Edward's from TYC. May your new arrivals come safely.

Our Executive Team of Nate Atkinson, Deanna Hollis, Damien Saunders and Janet Walsh have given of themselves for SGS this year. They have been a wonderful support to me in my role and continue to look forward for our school. Thank you all.

School Council are constantly working behind the scenes for the good of our school. Under the leadership of Bishop Sonia, the new team have given energy to the Strategic Plan that is shaping our direction.

We are a Newcastle Anglican Schools Corporation School and we have greatly valued the leadership and guidance of Mr Alan Green the CEO and this year with COVID valued the significant support of the Principals of the four schools, and Alan, and Megan Grainger.

I also thank my family for their amazing support of me. I couldn't do it without them. They help me 'to keep my feet on the ground while I continue to strive for SGS to be soaring!'

Each and every one of you has God given strengths to develop and use to build up and make our world a better place. Be humble in your success and celebrate others' achievements. I look forward to journeying with you all in 2021!

Floreat Scona

iv. **2020 Head of Primary's Annual Report**

As Head of Primary at Scone Grammar School, it is a privilege to share this report of our K-6 journey together during 2020.

2020 became a year like no other. After a wonderful start to the year and the business of school life rolling as it should, the global coronavirus pandemic struck, turning everything we do as educators and learners upside down. We were incredibly fortunate that a number of the technological platforms that were already being used in classrooms lent themselves beautifully as all of a sudden remote learning became the new normal.

Personally, I tried to base myself here at school as much as possible. It was very apparent that the Primary staff were absolutely going above and beyond with their lesson preparation, online lesson delivery and the seemingly instant student feedback. All of this to ensure that the learning that was being provided remained rich in content and completely relevant to the curriculum.

I won't lie, staff were exhausted but not one complaint was made. They knew that what they were doing was incredibly well received by families. I've never been prouder of a teaching team.

Our Primary Staff Allocations for 2020 were as follows:

| | | |
|--------------|------|---|
| Kindergarten | Blue | Miss Jessica Southwell |
| | Gold | Mrs Julie Jones |
| Year 1 | Blue | Mrs Jody Shearman |
| | Gold | Mrs Kate Robertson |
| Year 2 | Blue | Mrs Janine Summers/Mrs Cynthia Brice |
| | Gold | Mrs Natalie Kelly/Mrs Sinead Scott |
| Year 3 | Blue | Mrs Sally O'Regan |
| | Gold | Miss Anne Davies/Mrs Anita Crowe |
| Year 4 | Blue | Mrs Janet Walsh <u>K-6 Curriculum Coordinator</u> |
| | | Mrs Deb Moore |
| | Gold | Mrs Ellie Price |
| Year 5 | Blue | Mrs Aili Clifton/Mrs Patricia Betts |
| | Gold | Mr Dylan Catzikiris |
| Year 6 | Blue | Mrs Felicity Saunders |
| | Gold | Mrs Nicole Glenn |

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

The K-6 students were supported and served by an excellent group of Primary Student Leaders during 2020:

| | |
|-------------------------|--|
| Primary Captains: | Andrew Crowther and Isabella Henderson |
| Primary Vice-Captains: | Benjamin Froml and Audrey Pringle |
| Jones House Captains: | Ted Saunders and Alex Ryan |
| Ledger House Captains: | Callum Doherty and Tyler Johnson |
| Pulling House Captains: | Seth Coe and Jennie McGrath |

Primary Monitors: Archer Adkins, Will Darling, George Patterson, Hugo Shann and Mia Turner

Primary Leaders participated again in the Halogen Leadership Conference in Sydney.

All Year 6 students assisted as Kindergarten 'buddies.' They attended a Leadership program, conducted by Mrs F. Saunders, Mrs Moore, Rev Nate and Mr Saunders out at the scenic site of Lake Glenbawn Dam. The students were active participants and took away many skills from the training.

Teachers focused particularly on developing aspects of 'Grammar Minds' and adapting and integrating this approach, with specific reference to character strengths into all learning activities.

We had all students in Years 5 and 6 participate in the Newcastle Permanent Primary Mathematics Competition, again with some outstanding results, with the following students receiving a Distinction: Thrisha Nagaraj, Lachlan Carter, Callum Doherty, Edward Kimpton, Bethannie Ardesch, Campbell Smith, Mia Turner, Hugo Shann and Jock McCosker.

During 2020 our Primary SRC Representatives were as follows:

Semester 1:

Year 3 Nicholas Froml and Emma Esdaile
Year 4 Oliver Scott and Holly Elliott
Year 5 Oliver Hodges and Emily Croft

Semester 2:

Year 3 Edward Dawson and Mia Bower
Year 4 Emmy Eveleigh and Charlie Holden
Year 5 Callum Doherty and Isabella Henderson

I do want to acknowledge and thank Mrs Kate Robertson for her committed leadership of the Primary SRC.

Due to the Covid pandemic, a significant number of our usual extra-curricular involvements were unable to take place. These included:

- Life Education Van visit
- Grandparents' Day
- Kia-Ora Music Camp
- Muswellbrook Eisteddfod
- Year 5 Drama Night
- School Camp program
- NAPLAN
- DaVinci Decathlon
- TAS Rugby Carnival
- Digby Rayward Shield Rugby Carnival
- HRIS Cross Country, Athletics and Touch Football carnivals

Primary Public Speaking Results

Highly Commended

Junior

Hailee du Plessis
Jack Kelaher

Senior

Isabelle Burke

Junior Winner

Cheryl Sibanda

Senior Winner

Benjamin Froml

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.

Whilst there were not a whole lot of sporting opportunities in 2020 there were some wonderful achievements in the area of **Primary Sport** during the early parts of the year. The sporting season commenced with our Primary Swimming Carnival which saw Pulling emerge as the winning house.

In 2020 the Athletics Carnival was run (albeit somewhat modified) and was won by Jones house. Quite nice to see each house claim a shield!

At the 2020 Speech Day, the following Primary students received significant Academic and Special Awards:

| | |
|-------------------|---------------------------|
| Nicholas Froml | Year 3B Proficiency Prize |
| Emma Esdaile | Year 3G Proficiency Prize |
| Thomas Hubbard | Year 4B Proficiency Prize |
| Hailee du Plessis | Year 4G Proficiency Prize |
| Thrisha Nagaraj | Year 5B Proficiency Award |
| Isla Adams | Year 5G Proficiency Prize |
| Campbell Smith | Year 6B Proficiency Prize |
| Lachlan Carter | Year 6G Proficiency Prize |

Public Speaking Prize:

| | |
|---------------------|----------------|
| Junior: (Years 3-4) | Cheryl Sibanda |
| Senior: (Years 5-6) | Benjamin Froml |

Learning Support Award: Teagan Stewart

Debating Award Campbell Smith

HRIS 'Commitment' Award Isabella Henderson

| | |
|--|---------------------------------------|
| 'Ethel Turner' Literacy Award | Thrisha Nagaraj |
| Mathematics Excellence Award | Lachlan Carter |
| Citizenship Award | Audrey Pringle Benjamin Froml |
| Judy Cooper Award | Mackenzie Hails |
| Fred Frame Accomplishment Award | Archer Adkins |
| Primary Captains | Isabella Henderson Andrew Crowther |

In concluding, I want to take opportunity to thank the Primary teachers for their efforts, their dedication, and their perseverance during 2020. Our Primary students are very blessed young people to have teachers that care so much about them as individuals and their learning.

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

Primary activities have been enriched by the involvement of other specialist staff, including Mrs Wendy Hunt, Mrs Tori Saunders, Ms Louise Broomfield, Mr Jason Buckley, Rev Nate Atkinson, Mrs Anna Brayshaw, Mrs Christine Brennan and the LS team - Mrs Amy Patterson, Mrs Jenny Clark, Mrs Margaret Hart, Mrs Peggy Stevenson and Ms Tracy Lambert.

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

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

Mr Damien Saunders
Head of Primary

v. 2020 Head of Secondary's Annual Report

2020 was a busy year with lots of highlights.

We have had one change to our group of House Patrons this year. Mr Joshua Noble remained Jones Patron, Mrs Anne Carter became Ledger Patron and Mr Daniel Garland remained Pulling Patron. Mr Garland had an amazing year as Pulling Patron, with Pulling winning all three carnivals this year as well as House Music. He has his sights set for an equally great 2021.

At the end of 2019 we farewelled Miss Jess Day from the PDHPE faculty, Mr Michael Holland from the Science Faculty and Mrs Wisemantel from the TAS and Creative Arts faculty. We welcomed Mrs Kaliya Maxwell, Miss Tayla Miller, Mrs Anna Towse and Mrs Anna Brayshaw to the staff at the start of 2020 and we welcomed Mrs Wendy Hunt to the Secondary team. Our Secondary staffing allocations for the year were:

| | |
|------------------------|---|
| Rev Nate Atkinson | Stage 5 Christian studies; Dean of Students |
| Mrs Anna Brayshaw | Stage 4 & 5 PDHPE; Stage 5 PASS; Sports Coordinator |
| Mrs Christine Brennan | Stage 6 CAFS; Stage 4 & 5 PDHPE |
| Mr Jason Buckley | Stage 6 Music; Stage 4 & 5 Music; Head of Music Faculty |
| Mr Ron Bulley | Stage 6 Ext 1 Mathematics; Stage 6 Mathematics; Stage 5 Mathematics |
| Mrs Anne Carter | Stage 6 Geography; Stage 6 Legal Studies; Stage 5 Elective Geography; Stage 4 & 5 HSIE; Head of HSIE Faculty |
| Mr Jason Croucher | Stage 6 PDHPE; Stage 4 & 5 PDHPE; Stage 5 PASS; Head of PDHPE Faculty |
| Mrs Katherine Davidson | Stage 6 Standard English; Stage 4 & 5 English |
| Mrs Melanie Doherty | Stage 4 Mathematics; Stage 4 & 5 Science |
| Mr Timothy Edwards | Stage 6 Chemistry and Physics; Stage 4 & 5 Science |
| Mrs Maria English | Stage 6 Advanced and Extension 1 English; Stage 5 & 6 Drama; Stage 5 & 6 Careers Advisor; Head of English and Drama Faculty |
| Mr Daniel Garland | Stage 6 Business Studies; Stage 4 & 5 HSIE; Stage 5 Commerce |
| Mr Michael Holland | Stage 6 Biology and Agriculture, Stage 5 Science, Stage 5 Agriculture |
| Mrs Deanna Hollis | Stage 4 Mathematics and Science; Head of Science & Mathematics Faculty; Head of Secondary School |
| Mrs Wendy Hunt | Stage 4 French |
| Mrs Tania Lambley | Stage 6 VET Hospitality; Stage 4 Mandatory Technology; Stage 5 Food Technology |
| Mrs Kaliya Maxwell | Stage 6 Biology & Agriculture; Stage 5 Science; Stage 5 Agriculture |
| Miss Tayla Miller | Stage 6 Biology & Agriculture; Stage 5 Science; Stage 5 Agriculture |
| Mrs Katherine Moore | Stage 6 Advanced English and English Ext 1; Stage 5 English; Stage 4 & 6 Visual Art; Head of TAS and Creative Arts Faculty; School Counsellor |
| Mr Joshua Noble | Stage 6 Industrial Technology; Stage 6 Design Technology; Stage 4 Mandatory Technology; Stage 5 Design Technology |
| Mr Nick Price | Stage 6 Agriculture; Stage 5 Christian studies; Assistant Chaplain |
| Mrs Sally Sim | Stage 6 Mathematics; Stage 5 Mathematics; Key Teacher, Mathematics |
| Mr Paul Smart | Stage 4 Christian studies; Principal |

| | |
|-------------------------------------|---|
| Mrs Anna Towse | Stage 4 Mandatory Technology; Stage 4, 5 & 6 Visual Arts, Stage 5 IST |
| Ms Mariah Ulberg Mrs Mardi White | Stage 5 Elective History; Stage 4 & 5 HSIE; Stage 6 Modern History Stage 6 Mathematics Standard, Stage 4 & 5 Science and Stage 4 Mathematics |
| Mrs Megan Wismantel | Stage 6 Visual Arts, Stage 4 & 5 Visual Arts. Head of TAS and Creative Arts faculty |

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

All students were supported and served by an excellent group of Secondary Student Leaders during 2020:

| | |
|-------------------------|-----------------------------------|
| School Captains: | Hayley Cook and Ryan Clerke |
| Chapel Prefect: | Chloe Bower and Alexander Buckley |
| Jones House Captains: | Jessika Pickett and Noah McDonald |
| Ledger House Captains: | Harmony Wilton and Tristan Ven Es |
| Pulling House Captains: | Will Evans and Aliza Wilks |

"2020 threw a few challenges at us but we made it through", a statement I have heard so many times. Scone Grammar School was different to many schools during a year impacted by COVID-19. We didn't just make it through, we genuinely flourished. This was in no small part due to the tireless efforts of the staff who adapted quickly to an online teaching mode, then worked through mixed modes of teaching when some students returned, and others were still learning at home. Our success in this time was also due to the resilience, perseverance and bravery of our students. I know some struggled at different times during the year, however, they all continued to learn, not just academic learning but a lot of learning about themselves. I am confident that this year will stand our students in good stead for whatever they may face in the future.

Our Year 12 students did remarkably well, with all students who wanted entry into tertiary study gaining that entry. Ruby Wong was our Dux with an ATAR of 98.55 and Jessika Pickett was next with an ATAR of 95.

It was not possible in 2020 to have all our normal camps, however, the Years 7-11 Peer Support day did go ahead in February. This was a great day allowing students to form bonds that undoubtedly helped them during the turbulent year. At the end of the of year we ran an activity week. This included students' doing activities at school, a day at Glenbawn Dam and a day at the beach. This gave students a much-needed break and allowed many to learn new skills including Stand up Paddle Boarding and Surfing.

At the end of 2020 the school farewelled Mrs Katherine Moore as she took up an appointment at St Phillips in Cessnock, allowing her to pursue some new adventures. I thank her for her service over many years and the contributions that she made to our school. We also farewelled Mrs Christine Brennan as she headed off into retirement with a big smile and a new rowing scull named in her honour at speech day. Mrs Brennan was truly 'part of the furniture' at the school and will be missed, although she has promised to pop into the odd sporting event just to say hello.

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

Mrs Deanna Hollis
Head of Secondary

Reporting Area 2. Contextual Information about Scone Grammar School

Scone Grammar School is a P - 12 Independent Anglican School based in the rural setting of the Upper Hunter Valley of New South Wales. The School draws students from all areas of the Upper Hunter. 549 students attended the School in 2020. Students attend the school from a wide cross-section of socio-economic backgrounds and academic ability. In 2020 we continued to grow in student numbers, receiving some enrolments for native Chinese speaking students, however, we also drew new enrolments from the Singleton district.

Reporting Area 3. Student Outcomes in Standardised National Literacy and Numeracy Testing

2020 NAPLAN Results - Years 3, 5, 7 & 9

There were no NAPLAN exams held in 2020 due to the COVID-19 pandemic.

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

In 2020 we issued 3 ROSA certificates at the end of the Stage 5 Course.

Reporting Area 5. Results of the Higher School Certificate

We had 18 students sit HSC examinations in 2020 and all of them were eligible for the HSC. Ten students sat examinations in the one or more vocational courses. In courses with a cohort above 5 students we achieved the following results:

| Subject | Agriculture | Biology | Business Studies | English Standard | English Advanced | Industrial Technology |
|----------------------|-------------|---------|------------------|------------------|------------------|-----------------------|
| (Number of students) | (5) | (7) | (5) | (9) | (9) | (5) |
| State Mean | 72.61 | 72.39 | 71.99 | 69.93 | 81.33 | 69.45 |
| School Mean | 66.68 | 63.69 | 71.12 | 66.24 | 78.58 | 62.88 |

| Subject | Mathematics Standard | Mathematics Advanced | PDHPE | Hospitality |
|----------------------|----------------------|----------------------|-------|-------------|
| (Number of students) | (7) | (9) | (6) | (7) |
| State Mean | 68.40 | 79.20 | 72.46 | 75.09 |
| School Mean | 46.34 | 57.82 | 74.97 | 76.37 |

Reporting Area 6. Senior Secondary Outcomes

In 2020 the Senior Secondary students achieved positive outcomes academically as well as in the co-curricular programme of the School and in their wide School and community

involvement. The HSC results saw them achieving well and moving into the areas of study or careers that they were seeking to achieve. Many students also received Early Entry offers for university a path more universities are taking to accept enrolments, rather than using the ATAR.

56% of the Year 12 cohort studied at least one vocational training subject. 100% of students eligible for the HSC did attain their HSC, including those who achieved a VET qualification above.

Reporting Area 7. Professional Learning and Teacher Standards

Despite COVID restrictions enabling us to offer a full program of Staff Professional Learning, staff engaged in targeted training that ensured we maintained our momentum in key learning areas as well as providing the training required to offer learning experiences for our students with minimal disruption. This training consisted of some on-site development days to start and end the year, online courses for the whole staff from *The Learning Organisation*, key focus short courses and attendance at some Faculty conferences and year/stage specific in-services. Some staff were able to complete First Aid training. The on-site whole staff training was run by AIS consultants and was based around assessment practice and data analysis. Some key specialist training during the year included target Microsoft Teams online learning platform training and Strength Canvass well-being training. We maintained our online programme for The Learning Powered Approach (our Grammar Minds) delivered by TLO from the UK.

The School Executive participated in Leadership seminars conducted through AHISA, HICES, IPSHA and the Association of Independent Schools (AIS), which were delivered as livestream and online events. Staff members attended professional development opportunities run by Hunter Region Independent Schools (HRIS), in teaching and learning, pastoral care and leadership, which were also offered as livestreamed events.

The Scone Grammar School Professional Learning Framework was again used by all teaching staff to strengthen teacher professional practice (both online, through MS Teams and face-to-face when it was safe to do so) as goals were set and reflections on professional standards evaluated progress.

Teaching Standards

| Category | Number of Teachers |
|--|--------------------|
| Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 50 |
| Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | 0 |
| Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0 |

Reporting Area 8. Workforce Composition

The composition of the workforce is:

Teaching staff:

(including those who deliver non NESAs Courses)

40 Female Staff with 21 working in the Primary School and 19 in the Secondary School.
10 Male Staff with 2 in the Primary School and 8 in the Secondary School.

Non-Teaching Staff:

11 Female Staff and 4 Male Staff.

No Staff Member has indicated they are indigenous.

Reporting Area 9. Student Attendance and Management of Non-Attendance Rates of Years 10 to 12

| 2020 Year Group | No. school days | No. school days for whole year group 2020 | No. of Present Days 2020 | % of Present Days 2020 |
|-----------------|-----------------|---|--------------------------|------------------------|
| Kindergarten | 188 | 5,157 | 4,863 | 94% |
| Year 1 | 188 | 8,942 | 8,314 | 93% |
| Year 2 | 188 | 7,490 | 6,825 | 91% |
| Year 3 | 188 | 8,215 | 7,713 | 94% |
| Year 4 | 188 | 8,542 | 7,890 | 92% |
| Year 5 | 188 | 10,530 | 9,663 | 92% |
| Year 6 | 188 | 10,904 | 10,247 | 94% |
| Year 7 | 188 | 10,953 | 10,081 | 92% |
| Year 8 | 188 | 8,432 | 7,685 | 91% |
| Year 9 | 188 | 8,091 | 7,616 | 94% |
| Year 10 | 188 | 8,354 | 7,395 | 89% |
| Year 11 | 188 | 5,828 | 5,273 | 90% |
| Year 12 | 143 | 3,760 | 3,483 | 93% |

ATTENDANCE RECORDS

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

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

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

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

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

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

Late Arrivals and Early Departures

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

Truancy and Partial Truancy

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

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

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

Student Retention Rates

Retention Rate – Year 10 to Year 12:

| | | |
|-------------|-------------|-----|
| 2018 | 2020 | |
| 19 | 18 | 95% |

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 seek more hands-on training and go to local schools or take 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. In total, 85% of students received university offers and the majority (70%) went on to University in 2020. They chose both urban and rural universities, predominately in NSW. Several students directly entered the workforce or pursued apprenticeships (20%). 10% chose to take a GAP Year.

Reporting Area 11. Enrolment Policies and Characteristics of the Student Body 2020

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

An Anglican School in the Diocese of Newcastle.

1. All applications should be directed to the Registrar who will provide the applicant with the necessary materials and organise for the applicant and their family to meet with the Principal.
2. The Registrar will advise the Principal if the 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 549 students K-12 of whom 233 are in the Secondary School (7 -12) and 316 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 and Singleton 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:

Ethnicity Report 2020

| Year | Aboriginal | Pilipino | Indian | South African | New Zealand | China | Thai |
|--------------|-------------------|-----------------|---------------|----------------------|--------------------|--------------|-------------|
| KI | 1 | | | | | 3 | |
| 1 | | | | 1 | | 1 | |
| 2 | 2 | | | | | 1 | |
| 3 | | | | | | | |
| 4 | | | | 2 | | 1 | |
| 5 | 2 | | | | | 1 | |
| 6 | 1 | | | | | 3 | |
| 7 | 3 | | | | | 1 | |
| 8 | 2 | 2 | | | | 2 | 1 |
| 9 | 1 | | | | 1 | 2 | |
| 10 | 1 | | 2 | | 1 | | |
| 11 | | | | | 2 | | 1 |
| 12 | 2 | | | 1 | | | |
| Total | 15 | 2 | 2 | 4 | 4 | 15 | 2 |

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
 - Whistle Blowing Policy*
- Privacy Policy *
- Return to Work Programme*
- Curriculum
- Student Work Practice
- Reporting and Assessment
- 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 asterisk were reviewed in 2020. A full text of policies can be requested by writing to the Principal.

Student Welfare and Discipline

WELFARE & DISCIPLINE POLICY

Overview

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

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

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

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

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

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

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

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

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

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

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

CODE OF BEHAVIOUR

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

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

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

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

At Scone Grammar School everybody has:

RIGHTS

Members of our School Community have the right:

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

RESPONSIBILITIES

All members of our School Community should follow responsible behaviour by:

* Being considerate of others by:

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

* By acting to ensure safety by:

- moving around the School in an orderly manner

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

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

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

* Representing the School appropriately by:

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

SAFETY RULES

- we always wear hats in the playground
- we keep within bounds
- we play safe games
- we are friendly with everyone and avoid fights

ROUTINES to keep well organized:

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

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

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

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

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

Bullying behaviour can be:

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

What does bullying look like?

When someone repeatedly:

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

Anti-Bullying Strategies at Scone Grammar School:

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

- 'Moral education' in the context of religious education, assemblies, Chapel programme and PAS lessons where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged
- 'Across the curriculum' values teaching, e.g. looking at the problem of prejudice through an English text or History lesson
- recognition that bullying is a concern for all sectors of the School Community

- education of staff regarding bullying and in implementing anti-bullying strategies
- awareness raising of the importance of punctuality to class, active supervision and the need to challenge unacceptable behaviour
- clear statements from staff about the nature and unacceptability of bullying
- teaching specifically related to bullying in various aspects of the curriculum
- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground
- staff and students as role models particularly those in leadership roles such as School Captains, House Captains, Vice-Captains and Monitors, etc
- provision of activities which develop a culture of caring for one another and acknowledge the worth and contribution of others and which help to develop compassion
- provision of support for parent/guardians through the School's pastoral care structure

Suggestions for Parents/Guardians:

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

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

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

Step 1: Notification and Information Gathering

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

Step 2: Consultation and Investigation:

- the person allegedly being bullied meets with their Teacher/Tutor as previously arranged
- if the situation has improved, a follow-up meeting is planned for on-going monitoring of the situation
- if the situation had not improved, then the student/s who are allegedly bullying is/are interviewed by the Head of Secondary or the (Deputy) Head of Primary of Primary, as appropriate, and parents/guardians from both sides are contacted
- the allegation and School's anti-bullying position are fully discussed. Students are given the chance to respond to the allegation. Possible suggestions to deal with the situation

- are generated. Follow-up appointments are made to see all parties involved and it is made clear that any suggestion or retaliation by any parties will be treated as harassment records of the meetings are documented and kept in both students' files

Step 3: Review

- within a reasonable timeframe, the situation is re-assessed
- if the situation has settled or been resolved then follow up meetings should be arranged as necessary to continue monitoring the situation
- if the situation has not settled or has worsened, the matter is referred to the P-12 Dean of Students for further action
- parents/guardians are kept informed
- records of meetings are documented and kept on file

Step 4: Further/Additional Review

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

Step 5: Final Resolution

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

Sanctions:

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

Sanctions could include:

Playground duty:

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

Detention:

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

End Strategies:

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

The Role of Parents in Welfare and Discipline

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

Parents will support the School by:

- Ensuring a courteous relationship is maintained with the School. This can be achieved by:
 - a. providing prompt notification of absence
 - b. arranging mutually agreeable times for interviews with teachers
 - c. ensuring students arrive at School on time, equipped for work
 - d. instilling in their children that School is a place for learning
 - e. consulting the School and responding to School correspondence promptly;
- Supporting the teachers to provide a safe environment through:
 - a. informing the School of changes of address or phone numbers
 - b. providing the School with emergency contacts
 - c. supplying the School with current relevant medical information regarding their children and ensuring all medicines are clearly labelled with name, dosage and time of medication
 - d. providing appropriate dress for the weather
 - e. ensuring all items of clothing, shoes, books, lunchboxes etc are named or labelled
 - f. reinforcing School dress and behaviour codes

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

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

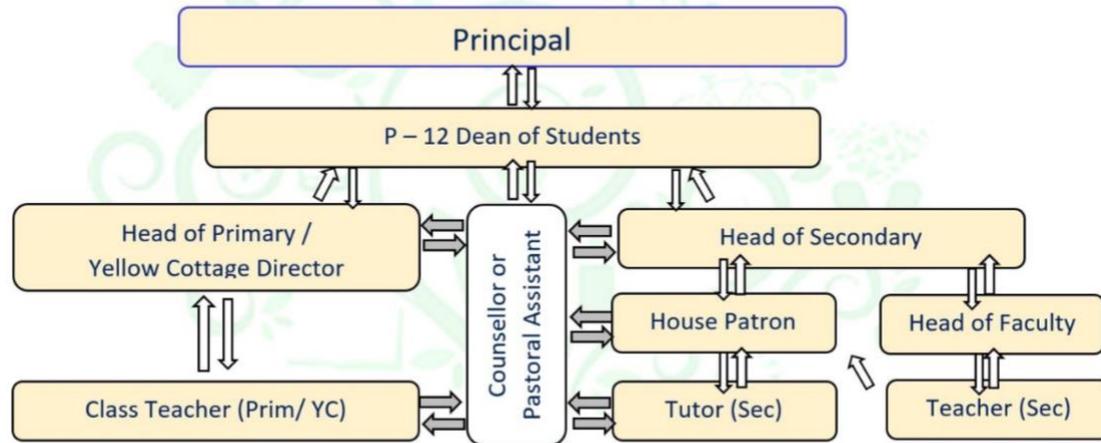
Is this action **considerate** of everyone who might be affected?

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

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

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

Wellbeing & Discipline Issues



⇒ School Counsellor or Pastoral Assistant may be engaged at any point in P-12 wellbeing issues

IMPLEMENTATION

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

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

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

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

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

No Corporal Punishment

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

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

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

Academic Misdemeanours

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

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

Behaviour Misdemeanours

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

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

Conclusion:

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

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

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

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

- an inter-personal authority
- a conscience
- an understanding of right and wrong
- an interest and sense of purpose regarding their school work

Professional Medical and Counselling Assistance

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

Exclusion

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

Procedural Fairness

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

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

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

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

Procedural Fairness is generally recognised as having two essential elements.

1. The right to be heard which includes:

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

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

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

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

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

Both the investigative and decision-making stages will be conducted in a reasonable and objective manner aiming to act justly and arrive at a just decision. When investigating complicated issues that have the potential to lead to expulsion the Principal will endeavour to include the Head of Primary/Secondary and P-12 Dean of Students or appropriate Co-ordinator in the investigation, wherever possible. Use of the school's Chain of Command (Classroom Teacher/Tutor, Faculty Head, Head of Primary/Secondary, P-12 Dean of Students, Principal) will assist in ensuring the fairness of the process and may serve to minimise any potential conflict of interest, whilst providing a potential avenue for review and/or appeal.

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

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

SCONE GRAMMAR SCHOOL

Guidelines for Suspension & Expulsion / Withdrawal of Students

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

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

Context

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

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

General Principles

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

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

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

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

Short Suspensions

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

Continued Disobedience

This includes, but is not limited to:

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

Aggressive Behaviour

This includes, but is not limited to:

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

Long Suspensions

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

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

Withdrawal/Expulsion

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

"Extremely serious acts of misbehaviour" include:

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

Procedures to ensure Procedural Fairness:

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

- information will be collected, where appropriate, from other students, teachers and relevant witnesses, using non-leading questions, and with no assumption of guilt expressed on the part of the accused student
- there will be an initial formal interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter; parents may be invited to attend this interview, depending on the perceived gravity of the allegation/s. Parents may invite a support person/observer to this interview
- the student will be told the process that will be followed

- the student will be given the opportunity to respond to the allegation/s
- in cases where a long suspension or expulsion may be contemplated there will be a second formal interview to which the parents and/or other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegation/s
- the student will be told how to seek a review of any decision made in response to the allegation/s
- whenever possible the investigation will be carried out by a senior member of staff, other than the Principal. The Principal will review the evidence and make a considered decision. If the Principal both investigates and makes the decision, he must be reasonable and objective

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

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

Appeals

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

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

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

Pastoral Care Policy

Rationale

At Scone Grammar School, we take seriously our responsibility to care for the individual student. For this reason, the School has in place a holistic Pastoral Care program within which the needs of students can be addressed, and their individual strengths and talents encouraged.

'Pastoral Care' is a term generally used to describe a guiding and nurturing relationship between a small group or individual and a trusted mentor. In an educational setting, Pastoral Care is used

to describe programs within which teachers get to know individual students beyond the classroom context and have a role in assisting and guiding the student's intellectual, emotional and spiritual development throughout the schooling process.

Scone Grammar School has a 'Rule of Life', which is drawn from the letter to the Hebrews in the New Testament:

"...Let us run with resolution the race which is set before us, our eyes fixed on Jesus, on whom our faith depends from beginning to end." (Hebrews Chapter 12, VV 1-2)

The author of this passage was writing to encourage a small community to throw off all that kept them from healthy relationships with God and with one another, to persevere, and to set Jesus' teaching and compassion before them as models for their lives. It is within the same context of Christian care and values that our School's approach to Pastoral Care of students is implemented.

Aims and Objectives

The School's expressed aims for pastoral care, drawn from the Rule of Life, are as follows:

- to develop in students' healthy relationships with God, with others and with themselves so that they might achieve their full potential emotionally, spiritually, intellectually and physically
- to develop in students the ability to set goals as well as the discipline, perseverance and resolve needed to achieve their goals and aspirations; and
- to develop in students' attitudes and perspectives in life which reflect compassion and love for others, such as those Jesus taught and demonstrated.

Pastoral Care in the Primary School (Kindergarten to Year 6)

Within the Infants and Primary Departments at SGS the individual **classroom teacher** has the role of mentor and pastoral care giver. Students' primary school teachers are the one's who have the most contact with the child whilst at School, and it is their role to guide the educational, social, spiritual and physical development of the students within their care in the school setting.

In primary classes, teachers deliver the **Christian Studies (CS) lessons** and encourage class prayers at the beginning of each day. In Infants students also participate in Grace before lunch each day.

Also, in Primary, a **Peer Support** program is conducted across the year. This program seeks to promote leadership skills in children and fosters the development of children in the areas of self-esteem, self-awareness, self-confidence, communication, decision making, problem solving, assertiveness and conflict resolution. During Term III and IV activity groups are conducted which develop social skills across the grades and are based on the personal interests of students.

The use of a **'Buddy' system** helps settle new Kindergarten students into the school. This also has considerable benefits for the Year 6 students involved. Using older students in the primary to partner younger students on the way to Chapel each week also helps to promote leadership.

The involvement of students on **assemblies** develops their confidence in public speaking. Finally, the primary promotes leadership and responsibilities for **Captains and Monitors** in several areas.

Pastoral Care in the Secondary School

In the secondary school, Pastoral Care is implemented through the **House System**. Within the three house groups (Jones, Ledger and Pulling) each student is allocated to a Pastoral Care Tutor. Each House group contains approximately six **Tutor Groups** and Houses are led by a **House Patron**. Each tutor group contains students from Year 7 to Year 12 to promote peer support and developing relationships between year groups.

Each morning students report to **Home Room** to collect books, have their names marked off and exchange written communication between the School and home e.g. School Newsletter, notes of absence, permission slips and other notices. Most routine administration is taken care of by the student's Tutor or another Tutor in the same House during these short morning sessions.

Students also have dedicated access to their Tutor during a forty minute PAS (pastoral care) period each week. Pastoral Care activities during PAS may vary, but all are intended to achieve one or several of the following objectives:

- to provide a personal contact between the student and home on routine matters relating to student welfare, behaviour and general well-being
- to encourage and facilitate the emotional, intellectual and moral development of students throughout their school career
- to assist the development of team building, peer support and leadership skills and
- to help guide and monitor academic progress through contributions to school reports, liaison with subject teachers and parents, and through the development of personal study skills

Reporting Area 13. School Determined Improvement Targets

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

The Strategic Imperatives for a new plan began development from an Appreciative Inquiry Summit held prior to school starting in 2018. The new plan was then commenced by the School Council and the Executive, having been informed by all stakeholders. The Strategic direction encompasses:

- Whole School Wellbeing (Grammar Cares)
- Christian Foundation for positive flourishing learners with a service heart
- Student learning focus through Grammar Minds
- Grammar Plus (Depth Co-curricula programme)
- Grammar Leads

The development of the whole child remains the focus of the school and the keys of wellbeing and learning being integrally linked is a cornerstone of the school improvement plan. Flourishing students will achieve their best!

In 2020 we further communicated this strategic message through our Marketing Strategy which was predominantly rolled out via a range of Social Media platforms. This has been extremely effective in 2020, as our points of difference were emphasised.



**Christian Foundation for
Positive Flourishing Learners – Serving All**

The Yellow Cottage – Scone Grammar School Preschool continued to ensure the youngest members of the school community are developing from their strengths in a play-based learning environment. The children have engaged in the Strengths – Positive Education and Grammar Minds journey.

The Scone Grammar School Professional Learning Framework has also continued to operate throughout the year supporting Teacher quality and development with focuses on Learning and personal professional choice. The teaching staff have continued to develop the Professional learning in the area of 21st Century learning, using The TLO online learning modules in whole

staff development, professional reading and deliberate practice supported by the Grammar Minds Team. Our Executive Team spent focused time each week, developing on-the-ground strategies to embed a Learning Powered Approach to School life, through leadership and teacher mentoring and support. This was enhanced by an increased level of online communication with other Australian Schools who are also taking a Learning Powered Approach to learning. This saw us benefit in our understanding and embedding of these practices, with our students being the beneficiaries. This was fortified in 2020, with the training in well-being delivered by Strength Canvass, specifically in the area of supporting our students through lockdowns, online learning and in a world where many felt more anxious than normal.

In 2020 we continued our school improvement direction from the directions provided in through our 2019 involvement in the Schools Leading Learning Programme with the guidance of AISNSW. Our focus for this programme was on strengthening our writing across the school while increasing our capacity for the learning dispositions in Grammar Minds. In the learning area we continued to witness the development of writing as a result of the whole school improvement target. At the end of 2020, we entered into agreement with the AISNSW to continue our growth in teacher practice, through the 'Research to Practice' program, aimed at using evidence-based practices and school-based data, to enhance teacher effectiveness.

Reporting Area 14. Initiatives Promoting Respect and Responsibility

In 2020 Scone Grammar School continued to improve the focus of having respect and showing responsibility. As an Anglican Christian School with a core element of the school being related to these areas, further progress was made. The live streamed Principal's Assembly, Chapel messages and daily messages of encourage and direction to students often emphasise respect and responsibility, especially in the area of online respect and relational responsibilities. Teaching staff have taken every opportunity to reinforce students show respect and responsibility through their interactions with students both in and outside the classroom. In 2020 we had students participate in a range of programmes which promote respect and responsibility including: Day of Hope (Glen Geryn), Cyber safety workshops (Safe on Social), BounceBack weekly lessons-Primary, Primary and Senior Leadership training days, Learning Curve weekly lessons- Secondary.

While students were unable to engage in our regular community-based activities, they were able to participate in peer-to-peer service, as care for one another was a feature of student interaction. Where able, students were encouraged to participate and do so in significant numbers, in community COVIDSafe activities. A clear example is the participation in the ANZAC activity of driveway family representation as encouraged by School and RSL. This was well supported by students and their families.

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

Due to COVID-19 pandemic and the inability to engage in overseas travel, we were unable to participate in our exchange program with the Welham School in India or travel on our Mission trio to Vanuatu.

Reporting Area 15. Parent, Student and Teacher Satisfaction

In 2020 we continued to implement change following on from the 2018 Appreciative Inquiry Summit and the wide input from the school community. This coincided with the need to adapt to COVID-19 pandemic and its affect on schooling.

Scone Grammar School has an 'open door policy' with parents who are welcome and encouraged to be involved in the school. While this was physically not possible through most of 2020, the School communicated through digital means to communicate clearly, and in a timely manner, details of changed Schooling arrangements. Parents were encouraged to be in close contact with our Student Services Team, Principal, Pastoral Support staff and teachers where there were concerns or messages needing to be delivered. This involvement gives parent's greater understanding of the school and much easier access to communicate with staff. We were able to invite parents to online, livestreamed assemblies, which increased our contact with parents and provided an effective mechanism for the transfer of information and insights into student learning. In the early months of the year (February and March) The Parents' and Friends' Association were able to meet on the first Tuesday of each of those months, and then in October and November, which provided an opportunity for parents to express their level of satisfaction. This was supported by online meetings through the year as well as Class Liaison Parents who encouraged links between parents and the School to assist in encouraging the sharing of ideas or concerns and to express their gratitude for the way in which students and families were supported through 2020.

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 more frequent 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 channeled through to the Executive. All faculties are asked to send through minutes of meetings to the Principal.

Reporting Area No. 16 Summary Financial Information

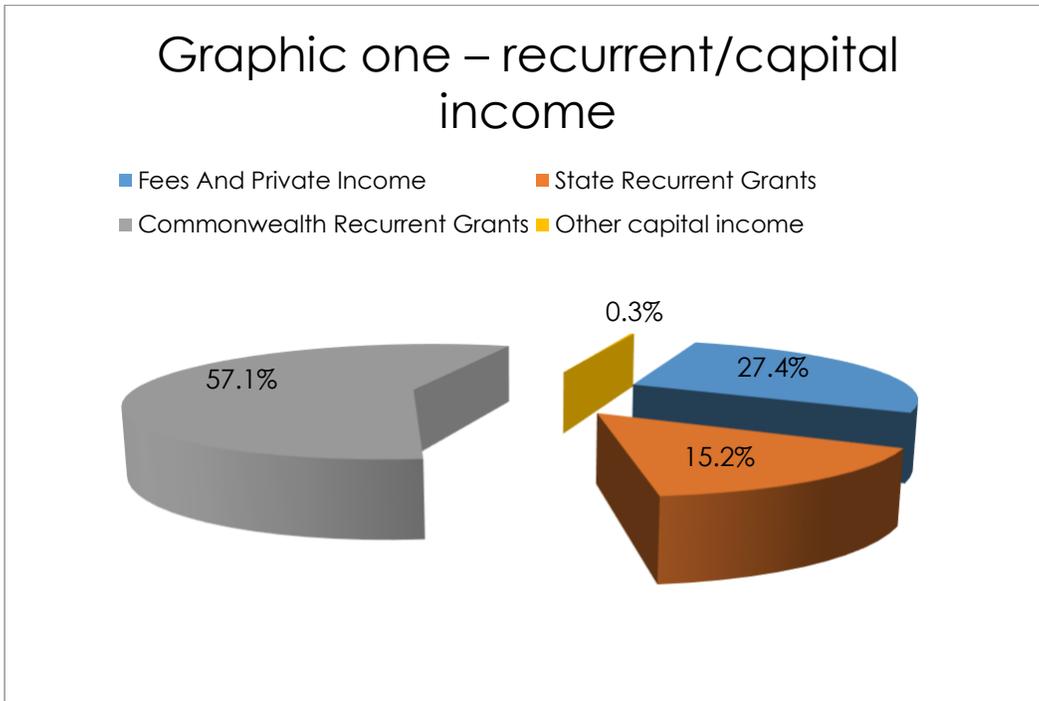
A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school

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

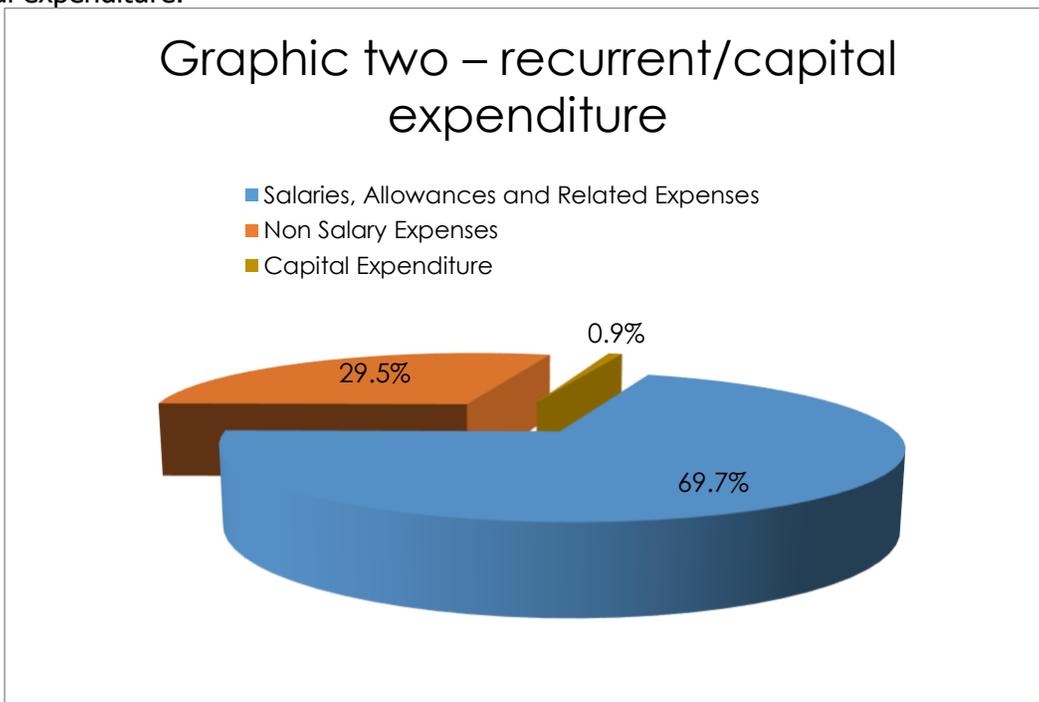
Graphic one – recurrent/capital income, with segments detailing percentages derived from:

- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants

- Government capital grants
- Other capital income



- Graphic two – recurrent/capital expenditure, showing percentages spent on
- Salaries, allowances and related expenses
 - Non-salary expenses
 - Capital expenditure.



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

A full copy of the School's 2020 - audited Financial Statement is tabled at the annual general meeting of the Newcastle Anglican Schools Corporation Board. 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 2020

| | |
|-----------------|--|
| Paul Smart | Principal |
| Nathan Atkinson | P-12 Dean of Students / School Chaplain |
| Damien Saunders | Head of Primary |
| Deanna Hollis | Head of Secondary |
| Janet Walsh | P-12 Lead Teacher of Innovation and Learning |
| Kirsty Hails | Director, The Yellow Cottage |

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 [2020]

The Chairman of School Council has endorsed this report
Bishop Sonia Roulston
Chair School Council of Scone Grammar School