



Annual Report 2005

SCONE GRAMMAR SCHOOL

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Principal's message

Welcome to Scone Grammar School's 2005 Annual Report. This report is a requirement of the NSW Board of Studies. I hope that you find it informative. Should you require further information or clarification, please do not hesitate to contact me.

It has been another excellent year for Scone Grammar School in all areas of our broad based curriculum. Whilst we are justifiably proud of our status as the premier school in the Tamworth region for 2005 based on the HSC results, we believe that this achievement provides only a small insight to the quality of the educational experience that our students receive.

We have continued to provide a unique educational journey for all of our students from Kindergarten to Year 12. Our small class sizes, and the dedication of our professional teaching staff to develop the skills and gifts of each individual, is reflected in the confidence demonstrated by our students to participate in all areas of our broad academic, sporting and cultural programme.

Recognising that the provision of strong pastoral care is the foundation of all that we do, our teachers have sought to work closely with students and their families to develop bonds of trust and cooperation in order to promote healthy relationships and an environment that is emotionally, spiritually and socially safe.

Our encouragement of all students to participate in the religious life of the School through formal worship and religious education classes remains a significant part of our mission. We seek to lead them sensitively towards the formation of their own moral codes, which are based on the teachings of Christ. Mindful of our Anglican traditions, we welcome and celebrate the diversity and richness of all cultures and backgrounds.

Our music programme has continued to engage students in a combination of instrumental lessons, ensembles, choirs, bands and orchestras. Our young people have enjoyed the opportunity to learn and work in an environment that nurtures and encourages the Arts. Students are invited to begin learning piano or violin from Kindergarten. All of our Kindergarten, Year 1 and Year 2 students participate in the Infants Choir. Primary Choir (Years 3-6) also enjoy the opportunity to engage in singing a range of repertoire. We enjoy a strong reputation for the quality of our musicianship, with more than 60% of our students involved in music programmes at School and in the local community. In 2005 each of our three Year 12 HSC



Music students gained a Band 6. Our choirs, orchestra, bands and soloist achieved a number of scholarships and awards from their engagement in local concerts and eisteddfods.

Our belief that participation in team sports provides healthy competition and skills development that are essential elements in the development of well-balanced young people has continued to be supported by the extraordinary success that we enjoy in all areas of sporting competitions. Our students have enjoyed an active lifestyle that exposes them to activities that develop their coordination and an enjoyment of participation.

Students have enjoyed a broad array of options in their weekly sport sessions, selecting from a wide variety of activities including: aerobics, athletics, baseball, basketball, cricket, cross-country, hockey, golf, gym/fitness, life-saving, netball, rugby, self-defence, soccer, softball, swimming, tennis, touch football, volleyball and water polo.

As a member of the Hunter Region Independent Schools (HRIS) sporting group, our students have enjoyed the opportunity to compete in a competitive environment in which a strong sense of sportsmanship and fair play is fostered. Those students who demonstrate outstanding potential are able to realise their potential and proceed through to Regional, State and National level. Scone Grammar School enjoys an excellent reputation for sportsmanship and success at HRIS and representative levels.

The School Council has maintained a strong and active presence in the development of the School. With a Strategic Plan being sketched out for the consideration of the School community, the next few years will be an exciting phase in our development. Father Ian Palmer, Archdeacon of the Upper Hunter stood down from his position as Chairman of School Council due to his impending move to Canberra. Father Ian has been a friend and confidant to many members of our community. He has provided leadership that reflects the importance of relationships and the building of community. On behalf of all members of our community I would like to thank Father Ian and his wife, Liz, for their commitment to the School.

Mr Stuart Davis

Head of Primary

'Great schools are built by great teams' and the Primary staff team has continued to be an excellent example of this adage during 2005. It has been a privilege to work with each of the Primary staff throughout this year and I would like to acknowledge my appreciation for their dedication and effort in so many different areas of School life.

A significant benefit of being a K-12 school is the availability of expertise from Secondary staff who are timetabled to teach regular Primary classes, and I would like to acknowledge the enriching contribution from all these teachers during 2005. Staff who assisted included Mrs Fleur Dives (Music and Primary Choir), Mrs Sukli Barrell (Music and Percussion Choir), Mrs Anne-Marie Foote (Japanese), Mrs Libby Tesoriero (Library), Miss Anne Davies (French) & Ms Kristy Timbury (PD/H/PE). Miss Melissa Collins also joined us in Term 4 to replace Mrs Dives while on maternity leave.

A further addition to the K-6 curriculum in 2005 has been the involvement of Mr Brendon Coulton, who has worked with Primary staff and students in developing aspects of the Creative Arts programme. This has certainly been a highlight for all the students and the enthusiasm for their work in this KLA has been wonderful to see.

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R.E. and Chapel programs have continued as an integral part of our Primary curriculum and we have been very grateful for the regular contributions this year from Rev Ian Howarth, our School Chaplain, Mrs Di Gidney (Chapel musical accompaniment), participating Primary staff and also the Secondary Chapel Band.

The Crusaders Group has also grown steadily during 2005 under the leadership of Mrs Summers and Mrs Kiem and a growing number of students are enjoying this weekly opportunity, together with their involvement in Crusader Holiday Camps.

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We have had a strong team of student leaders in 2005, who made a valuable contribution to many areas of Primary School life. Leaders included Primary Captains - Andrew Mowbray & Emma Gorman; Vice Captains - James Bergus & Lilian Rodgers; Primary House Captains - Jones / Matthew Webber, Vice Captain - Hannah Harris; Ledger / Madeleine Mitchell, Vice Captain - Rhys Haig; and Pulling / Samantha MacDougall, Vice Captain - Brittnee Crackett. All these students are to be congratulated for their support in many practical areas and for the positive manner in which they have undertaken their duties.

Assistance in leadership responsibilities was also provided by 2005 Primary Monitors: Jacqueline Carter, Nicholas Curnow, Samuel Hart, Lauren Hayes, Alexander Henley, Jacob Hill, Chloe Inder, Natasha Kean, Joshua Ludwig, Shelby Mills, Sophie Orton, Jennifer Taylor, Alexander Walsh & Madison Watts.

Leadership development throughout the year included participation in the Year 6 Peer Support Leadership Camp and also the 2005 National Young Leaders' Day, which was held at the Sydney Superdome. Here Primary student leaders listened to speakers, including Lauren Burns (Olympic Gold medallist), Louise Sauvage (Paralympic and Olympic Champion), General Peter Cosgrove (Chief of the Defence Force), David Koch ('Sunrise' Presenter), Jenny Hardy ('The Big Arvo') and Michael Lee (The NED Show). All students came away inspired and equipped with many ideas and practical skills to assist them in their roles.

The Primary S.R.C. (Student Representative Council) in 2005 was capably led by students from each class, including: Year 3 - Philip Charley, Nicola Gorman; Year 4 - Harry Cole, Eliza Hurst; Year 5- Thomas Arnott, Molly Bailey. These students, together with the Primary Captains (Andrew Mowbray and Emma Gorman) and Primary Vice-Captains (James Bergus and Lilian Rogers), organised student support for many charities during the year, including: 'Australia's Biggest Morning Tea', 'MS Readathon', 'Jeans For Genes' Day, 'Sunnies For Sight' Day and Lenten Offerings.

As part of the SRC support for 'Bandaged Bear Day', a new innovation was our inaugural Grandparent's Day, which was held in May. Grandparents (and other special relatives, neighbours or friends) shared in a special morning of activities at the School, including assembly, class activities, morning tea and Chapel, all concluding with a Teddy Bear's Picnic. We were overwhelmed with the enthusiastic response and delighted to see the level of interest and interaction shown by the visitors as they participated in classroom programmes and various School activities.

Other programmes students have participated in during 2005 have included: Life Education, 'Walk Safely To School Day' and 'Fresh Fruit Friday'.

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Primary teachers are constantly looking for opportunities to enrich the educational offering they provide for students and once again Classroom names were used for a focus in 2005. Classrooms were named after *Australian Children's Authors* as follows:

Kindergarten Blue	Pamela Allen
Kindergarten Gold	Mem Fox
Year 1	Jeannie Baker
Year 2	Jane Carroll
Year 3	Emily Rodda
Year 4	Ethel Pedley
Year 5	Morris Gleitzman
Year 6	Henry Lawson
Resource Room	Paul Jennings
Primary Office	Colin Thiele
Library	May Gibbs

With this theme in mind, each class studied the life and work of their 'adopted' authors and took opportunity at Primary Assemblies during the year to share their discoveries with other K-6 classes. K-6 students also enjoyed a presentation in Term 2 from Ritva Voutila, noted children's book illustrator and cartoonist, while K-2 students visited Scone Public Library, to meet Mr David Legge, an illustrator of children's books including 'Bamboozled'.

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Stimulating and challenging academic programmes were followed by all students in 2005, covering all Key Learning Areas of the K-6 Board of Studies curriculum. In addition, all K-6 students continued to study RE, French, Philosophy and Public Speaking.

In 2005, 100% of Year 3 and Year 5 students participated in the Numeracy component of the Literacy and National Assessment (LANNA) test developed by ACER. 97.4% of Year 3 and 5 students participated in the Literacy (Reading, Spelling & Writing) component. Most students achieved above the benchmarks in all aspects of these tests. In Year 3, 100% of students achieved above the benchmark in writing, 94.4% in reading and 100% in numeracy. In Year 5, 100% of students achieved above the benchmark in writing, 100% in reading and 95.2% in numeracy. A benchmark score was not available from ACER for Year 3 or Year 5 Spelling.

Many Year 3-6 students also participated in various subject competitions. Results included:
Australasian Schools English Competition

Credit Amelia Bernasconi, Philip Charley, Lily Cole (Year 3); Samuel Adler, Michael Cook, Victoria Farr, Lucy Hordern, Rosemary Howarth, Annabel Rodgers (Year 4), Connor Kaye, Benjamin Sam, Livia Wisniewski (Year 5); Matthew Webber (Year 6)

Distinction Nicola Gorman (Year 3); David Macintyre, Justin Mowbray, Angus Sharpe (Year 4); Cecilija Rubenis (Year 5); Emma Gorman, Rhys Haig, Alexander Heanly, Andrew Mowbray (Year 6)

High Distinction Zachariah Schafferius (Year 4)

Australasian Schools Writing Competition

Credit Philippa Sharpe (Year 3); Cassandra Byers, Harry Cole, Lucy Hordern, Justin Mowbray (Year 4); Cecilija Rubenis (Year 5); Andrew Mowbray, Lily Rodgers (Year 6)

Distinction Amelia Bernasconi, Felicity Brown, Annalise Kaye (Year 3); Annabel Rodgers (Year 4); Emma Gorman (Year 6)

High Distinction Lily Cole, Nicola Gorman (Year 3)

Australasian Schools Spelling Competition

Achievement Justin Mowbray (Year 4)

Credit Amelia Bernasconi, Lily Cole, Annalise Kaye (Year 3); Samuel Adler, Cassandra Byers, Michael Cook, Lucy Hordern (Year 4); Emma Gorman (Year 6)

Australasian Schools Mathematics Competition

Credit Felicity Brown, Lily Cole (Year 3); Samuel Adler, Michael Cook, Eliza Hurst, David Macintyre, Annabel Rodgers, Angus Sharpe (Year 4); Emma Gorman (Year 6)

Distinction Amelia Bernasconi (Year 3); Justin Mowbray, Zachariah Schafferius (Year 4); Cleo Riddy (Year 5); Andrew Mowbray (Year 6)

Australasian Schools' Science Competition:

Credit: Holly Arnott, Billy Bailey, Amelia Bernasconi, Philip Charley, Lily Cole, Sarah Garrett, Annalise Kaye, Peter MacIntyre, Isla Railton, Madison Watt (Year 3); Angus Sharpe (Year 4); Aisling Railton, Cleo Riddy, Cecilija Rubenis (Year 5)

Distinction: Felicity Brown, Nicola Gorman (Year 3); David MacIntyre, Zachariah Schafferius (Year 4); Benjamin Sam (Year 5)

Hunter Primary Mathematics Competition

Merit James Adams, Molly Bailey, Fergus Lee-Warner, William Irwin, Connor Kaye, Molly Jones (Year 5); Shelby Mills, Emma Gorman, Lachlan Stuerzl, Brittnee Crackett, Madeleine Mitchell, Madison Watts, Nicholas Curnow (Year 6)

Distinction Aisling Railton, Benjamin Sam, Jacobe Dowell, Cleo Riddy, Cecilija Rubenis (Year 5); Alexander Heanly, Sophie Orton (Yr 6)

High Distinction Ingrid Kraefft

Four Year 6 students (Andrew Mowbray, Emma Gorman, Lachlan Stuerzl and Nicholas Curnow) participated in the Maths Challenge Camp in Term 1, organised by the AIS (Association of Independent Schools) for mathematically gifted students, while our Resource Teacher, Mrs Jenny Clark, again co-ordinated a special programme in Semester 2 with the help of funding available through the AIS, to provide special literacy assistance for targeted Primary students, Mrs Kerry Cooke assisted Mrs Clark in implementing this programme.

Many students also participated in a range of other activities and competitions throughout the year, with the following significant results:

Belltrees Art Competition:

Kindergarten	3 rd	Phillip Ryan
Infants		1 st Annabel Robinson
	3 rd	Sophie Jenkins
HC		Yashika Upadhaya
Senior Primary	2 nd	Richard King
Primary 3D Work	1 st	Sophie Orton

Youth Performance Poetry Competition:

Chloe Inder/Lily Rogers	1 st	Original (Primary)
Sophie Orton	3 rd	Original (Primary)
Felicity Brown	3 rd	Contemporary (Primary)

hymns, Island and African rhythms, Israeli dances, colourful hats and percussion ensembles. The sound of over four hundred voices in the combined junior school choir, accompanied by the Town Hall pipe organ in the programme finale, certainly took my breath away!

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Together with the Peer Support and Focus Week Programmes, in Term Two we also began a programme to further reinforce positive behaviour amongst Primary students at School. Staff acknowledged specific areas of positive behaviour in the playground, during Chapel and around the classrooms with behaviour cards, which students then redeemed for House Points. Houses worked together enthusiastically towards an end of term reward and this initiative produced significant development in this area.

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Among many sporting highlights throughout 2005, there were a number of outstanding performances, including: Brittnee Crackett & Madeleine Mitchell, who represented HRIS at the NSWCIS Primary Girls' Tennis Trials; Aisling Railton, who represented HRIS in the Girls 11 Years 50 Metre Breaststroke event at the NSWCIS Swimming Carnival and Sam Hart, who represented CIS at the PSSA (Primary Schools Sports Association) Athletics Carnival. Congratulations go again to all these students on their achievements. Details of other 2005 sporting achievements have been included in other reports.

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Finally, parental assistance has always been a hallmark here at the Grammar School and I would like to acknowledge and thank the many parents, grandparents and friends who have contributed in some area to Primary activities during 2005. Assistance as Class Liaison Parents, together with assistance in class reading, drama performances, assemblies, excursions, camps and sport days, has been a wonderful help and greatly appreciated by all the Primary staff and students

2005 has marked the beginning of a new stage of development here at the School and has certainly been an exciting year! As we look towards 2006, I pray God will enable us to continue our co-operative efforts to equip young lives with strong educational foundations, to build and strengthen sound values, and to inspire in them a vision of faith and hope for the future. This is a great challenge but one I look forward to with much anticipation.

Mr G L Feeney
Head of Primary

Academic Achievement

(i) Higher School Certificate results

In 2005, 28 students sat the NSW Higher School Certificate in 26 courses (including VET and Distance Education courses). In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher), with 43% of these placed in Bands 5 and 6 (80 – 100 marks). 73% of student results were at Band 4 or above.

Of the 9 candidates who sat for one and/or two unit extension courses, all 9 (100%) achieved 25 marks or more out of 50 (i.e., 50% or higher) with 5 of these (56%) achieving in the highest Bands with 40 marks out of 50 (i.e., 80%) or more.

Overall student achievement was above the state level.

Below are comparisons between the state and the Scone Grammar School *examination mark* averages for those HSC courses in which we had a candidature > 10 students:

Biology (17 students)		Business Studies (12 students)		English (Standard) (13 students)		English (Advanced) (15 students)		General Maths (12 students)		Mathematics (2 Unit) (14 students)	
SGS Mean	State Mean	SGS Mean	State Mean	SGS Mean	State Mean	SGS Mean	State Mean	SGS Mean	State Mean	SGS Mean	State Mean
79.74	73.85	75.00	69.00	70.20	65.10	79.84	78.46	66.23	70.52	70.20	72.93

(ii) School Certificate results

In 2005, 34 students sat the six NSW School Certificate tests (English, Mathematics, Science, Australian History, Australian Geography and the trial Computing Skills test). In total, 97% of all candidates across the five graded courses (i.e., excluding the Computing Skills test) achieved marks of 50 or more (Band 2 or higher), with 59% of these placed in Bands 5 and 6 (80 – 100 marks). 90% of student results were at Band 4 or above.

The table below compares the percentage of Band 5/6 groupings at Scone Grammar School with that of the whole state in each of the five graded School Certificate examinations:

English (Literacy)		Mathematics		Science		Australian History		Australian Geography	
SGS % in Band 5/6	State % in Band 5/6	SGS % in Band 5/6	State % in Band 5/6	SGS % in Band 5/6	State % in Band 5/6	SGS % in Band 5/6	State % in Band 5/6	SGS % in Band 5/6	State % in Band 5/6
55.88	29.23	58.81	25.31	55.8	31.4	44.11	29.68	73.52	26.93

As can be seen from the above, the proportions of our students achieving at Band 5 or 6 level in the School Certificate tests were consistently and considerably above the equivalent state proportions.

(iii) LANNA results / Year 7

In 2005, 23 out of 25 (92%) of our Year 7 students participated in each component (Numeracy, Reading, Spelling and Writing) of the Literacy and National Assessment (LANNA) test developed by ACER.

Most students achieved above the national 'benchmarks' in all aspects of the test.

In Year 7 95.6% of students achieved above the benchmark in numeracy, 100% in reading, 82.6% in spelling and 91.3% in writing.

In the numeracy component of the test, 13.0% of Scone Grammar School students scored at a level within the national top 20% of students (i.e., the top quintile). For the reading component 21.7% of our students scored within the top quintile; for the spelling component, 21.7% of our students were in the top quintile; and for the writing component, 8.7% were in the top quintile.

The following table shows average test scores for all Year 7, for Year 7 boys and for Year 7 girls in each component of the LANNA tests in 2005:

	Numeracy		Reading		Spelling		Writing	
	SGS mean	All Schools mean	SGS mean	All Schools mean	SGS mean	All Schools mean	SGS mean	All Schools mean
All students	127.0	126.5	120.0	116.3	121.0	118.8	122.0	120.9
Girls	125.0	124.5	120.0	116.9	123.0	120.2	125.0	123.4
Boys	132.0	128.1	118.0	115.9	117.0	117.7	116.0	118.8

LANNA results / Years 3 & 5

In 2005, 100% of Year 3 and 5 students participated in the Numeracy component of the Literacy and National Assessment (LANNA) test developed by ACER.

97.4% of Year 3 and 5 students participated in the Literacy (Reading, Spelling & Writing) component

Most students achieved above the benchmarks in all aspects of the test.

In Year 3 100% of students achieved above the benchmark in writing, 94.4% in reading and 100% in numeracy. A benchmark score was not available from ACER for Year 3 Spelling.

In Year 5 100% of students achieved above the benchmark in writing, 100% in reading and 95.2% in numeracy. A benchmark score was not available from ACER for Year 5 Spelling.

In the three literacy components of the test, Year 3 students generally performed at above average levels in reading, spelling and writing. Girls scored slightly higher than boys in all literacy areas.

Year 5 students generally performed at slightly above average levels in reading, spelling and writing. Boys scored above average in reading and below average in writing and spelling. Girls scored above average and higher than boys in all literacy areas.

In the numeracy component, Year 3 students performed at well above average levels. Girls scored slightly higher than boys.

Year 5 girls performed at above average levels and Year 5 boys at slightly below average levels.

LANNA results - percentage above the national benchmark

2005 Literacy and Numeracy National Assessment (LANNA)	Percentage of students above the national benchmark	
	Year 3	Year 5
Reading	94.4%	100%
Writing	100%	100%
Spelling	Not available	Not available
Numeracy	100%	95.2%

2. Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines.	35
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.	2
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

3. Retention Rates in secondary school

Years compared	Yr 7 on 10/8/02	Yr 10 on 10/8/05	Yr 7 on 10/8/02 remaining in Year 10 on 10/8/04	Apparent Retention Rate	Actual Retention rate
7 to 10	39	33	29	84.6%	74.3%

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 9 or 10 who move to Sydney boarding Schools for Years 11 & 12. Students from other schools in the area who wish to access the educational offerings at Scone Grammar School for Year 11 and 12 tend to replace these students in number.

4. Enrolment profile

Pastoral Classes	Year	Total per Year	Total in Class
PRIMARY	K		13
	K	26	13
	1	22	22
	2	16	16
	3	18	18
	4	27	27
SECONDARY	5	21	21
	6	25	25
	7		13
	7	25	12
	8		18
	8	35	17
	9		13
	9	26	13
	10		17
	10	33	16
	11	27	N/A
	12	27	N/A

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 rules to maintain the enrolment.

Procedures

1. All applications should be directed to the Principal's Assistant who will provide the applicant with the necessary materials and organise for the applicant and their family to meet with the Principal.
2. The Principal's Assistant will advise the Principal if enquiry relates to application for bursary or the like.
3. Enrolment fee submitted with \$100 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 328 students of whom 173 are in the secondary school and 155 in the primary school. There are approximately equal numbers of boys and girls throughout the school. Students travel from as far as Jerry's Plains in the South, Murrurundi to the North, Ellerston to the East and from beyond Merriwa to the West.

5- 7. 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:

- Principal's Message
- Mission Statement
- Governance
- Administration
- Parent Groups
- Privacy Policy
- Students
- Curriculum
- Student Work Practice
- Reporting and Assessment
- Effective Use of Homework Diary
- IT User Policy
- Mobile Phone Policy
- Pastoral care
- Welfare and Discipline
- Anti-Bullying Policy
- Environmental Education Policy
- Procedural Fairness
- Grievance Policy
- Managing Food Allergies

8. School-determined improvement targets

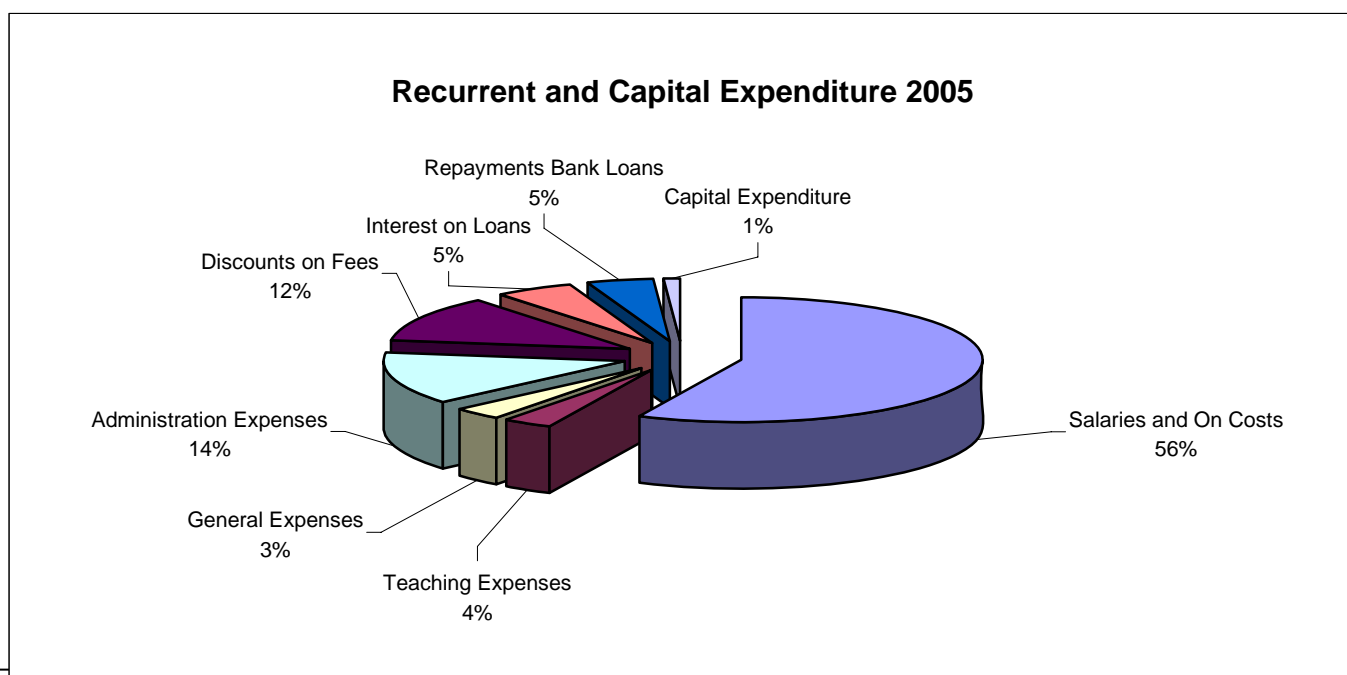
AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Commence process of introducing new Foundation Statements into Primary.	
	In-service staff on new Reporting requirements, in particular, use of student work samples to assess student performance.	
	Change Semester Reports to include new Foundation Statements and thereby provide clearer and simpler information for parents.	
	Complete LEM Phonics Training for all K-6 staff.	
	Update K-2 Reading Resources	Review of existing timetable structure from 6 periods to 7 periods per day, with review of place and timing of formal pastoral care period – for implementation in 2006
	Revision of assessment and student feedback policies and procedures across 7 to 12 classes and all subject areas	Commenced staff dialogue of the processes for assessment and feedback, and instituted a regular Heads of Faculty meeting to address all matters of academic welfare, assessment and administration in 2006
	Begin examining ways in which curriculum from K – 12 at Scone Grammar School can be better integrated to ensure a consistent and continuously improving approach to the delivery of teaching and learning across the school	Commenced research into integrated curriculum frameworks and models, with a view to selection and progressive implementation of an appropriate model for Scone Grammar School from 2006 onwards
	Examine new / recent research into the ways in which the brain learns, and integrate strategies and approaches consistent with this research into teaching and learning programs from K - 12	All staff issued with book, “How the Brain Learns”; professional development on gifted and talented students; Heads of Faculty encouraged to work with staff and observe lessons to practice new approaches and strategies consistent with recent educational and psychological research.
	Improve regularity and effectiveness of student reporting to parents	New “interim reporting” process (Terms 1 and 3) agreed upon and ready for implementation in 2006.

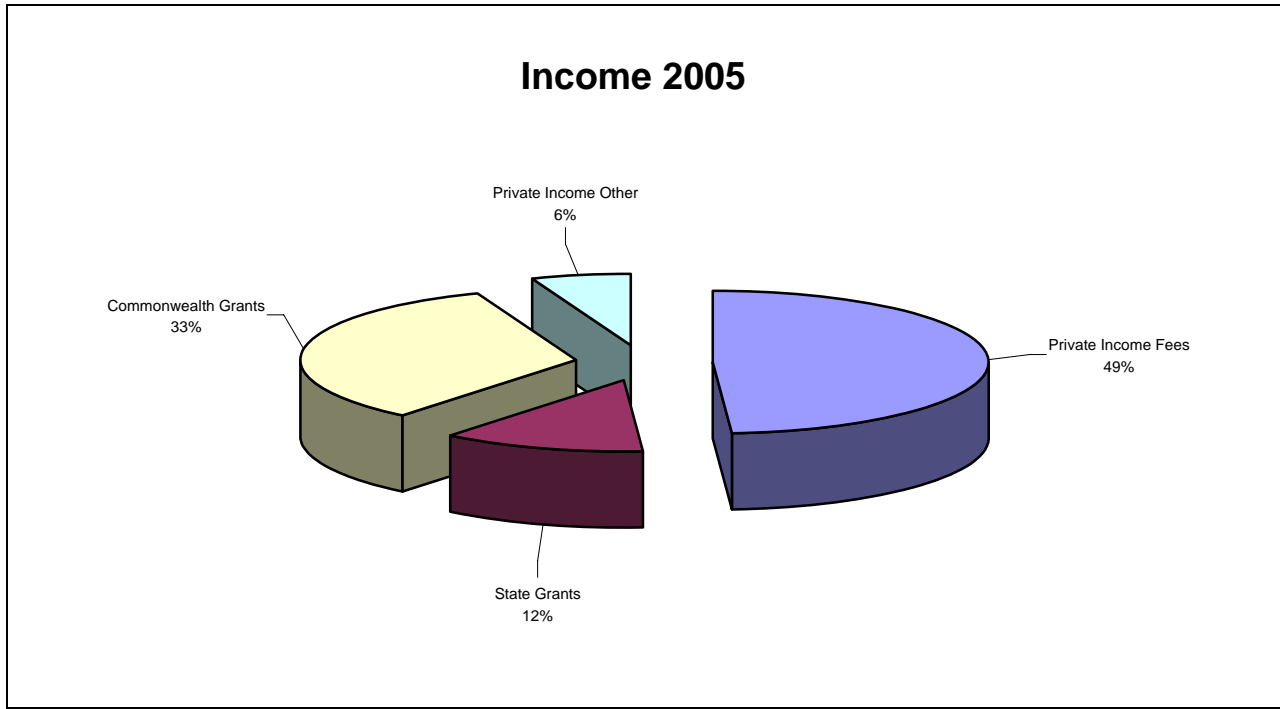
	Develop a stronger academic support programme for students Years 3- 12.	Provide a roster of teachers on three afternoons to assist students with specific or general aspects of academic work and organisational skills.
Student welfare	Update staff Training for Peer Support programme.	Peer Support Programme Groups now organized through House structure.
	Update Staff Training for Seasons for Growth programme.	
		Positive School Behaviour Cards introduced and functioning well.
	Review the existing pastoral care program at Scone Grammar School to ensure a closer and more effective monitoring of student academic, social and emotional wellbeing and better communication with parents	Timetable revisions for 2006 conducted, and restructure of pastoral care system from Stage based to Year based groups, with more staff involved as Pastoral Care Tutors (effective 2006). Pastoral Care Tutors now contact with students each day rather than one extended period each week.
	Improve communication between staff regarding the way in which student welfare information is shared and used to improve student wellbeing, including clarity of welfare structure.	New Pastoral Care structure encourages staff and Patrons to work more closely to monitor the needs of individual students; Tutors address needs of specific age-based groups.
	Improve academic support and assistance available to students across curriculum areas	Successfully implemented a regular after school academic assistance program
Staff Development	BoS PD on K-6 Foundation Statements	
	OH&S Training	Conforming to OH&S the requirements
	Improve executive and staff understanding and awareness of innovations in curriculum and changes in assessment and reporting as they apply to K-12 schooling in NSW	Selected staff attendance at AIS Directors of Studies and "Framing the Curriculum" conferences, and subsequent feedback and professional development of whole staff to begin process of implementing an integrated curriculum framework for Scone Grammar School, and to bring executive staff up-to-date with national and state changes in assessment and reporting
	Staff Welfare. "Five Secrets of Feeling Fantastic"	Develop greater awareness of the simple things that we can do daily to improve the quality of our lives.
	First Aid updates	All staff up to date.

Facilities and resources		
	Replace student furniture through K-6 classrooms.	
	Landscaping area from Primary Quadrangle across to path from Science Labs.	
	Shade sails over Play Equipment area.	
	Senior (Year 12) Common Room	The provision of an environment for Year 12 students that will support their studies and transition from School.
	Staff Cottage	By utilising the residence that had previously been the Principal's residence, all members of staff have an appropriate environment in which they were able to achieve their professional obligations away from the classroom. The building has also provided an appropriate environment for staff to strengthen social connections.
	Landscaping of entry to the school	Generate a stronger sense of pride and care for the School by improving the entry to the School.

9. Financial Statement Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.





A full copy of the school's 2005-audited financial statement is tabled at the annual general meetings of the Scone Grammar School Council. Further details concerning the statement can be obtained by contacting the school.

About this report

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

Members of the School 2005 Senior Executive (who carried responsibility for the majority of the year.)

Stuart Davis	Principal
Graeme Feeney	Deputy Principal & Head of Primary
John Scalley	Director of Studies
Maria English	Director of Student Welfare
Cynthia Brice	Primary Coordinator

Compliance

I certify that 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.

Stuart D Davis Principal [2005]

The Chairman of School Council has endorsed this report.

Mr Mark Heanly
Chairman School Council of Scone Grammar School