

# BRAVE HEARTS BOLD MINDS



**The Scots College**  
Sydney Australia

CELEBRATING 120 YEARS





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# Annual Report 2012



## School Context

The Scots College is a non-selective Transition to Year 12 GPS boys' school that honours the traditions, learning and adventures of boys and provides experiences of excellence to build boys' strength of character. Scots accepts and encourages boys of many backgrounds and walks of life to live with brave hearts and bold minds in the world.

The College provides a learning environment where boys strive for excellence together and become engaged in the living history of the College so that they grow within and add to the honourable traditions of the College.

True to Scots' Presbyterian heritage, the College aims to build a culture of respect in the College community towards God, others, self and our environment, by aligning policies and practices with Christian principles. Scots achieves excellent academic, sporting and co-curricular results as a result of rigorous engaging and innovative programs.

The College's culture of high expectations builds consistent academic standards with a strong focus on information and communications technology in learning.

Scots' whole-College pastoral curriculum and approach to learning is based on Christian values and emphasises the College's model of Christian leadership, character development, peer relations, the caring classroom and service learning. In particular, all Year 9 boys spend two terms participating in Scots' renowned Glengarry residential outdoor education program at the College's Kangaroo Valley campus. Here students engage in a strong academic program, integrated with field studies and a challenging outdoor education program. Glengarry and Scots extensive sporting and co-curricular programs provide critical pathways in the development of young leaders.

“ The College provides a learning environment where boys strive for excellence together and become engaged in the living history of the College ... ”

# College Council



## A Message from the Chairman of the College Council

### Annual Report to the Board of Studies

The Scots College is an institution of the Presbyterian Church of Australia in the State of New South Wales. The College was established in the nineteenth century by a decision of the General Assembly of the Presbyterian Church of New South Wales.

Under The Presbyterian Church (New South Wales) Property Trust Act, 1936 (NSW) all assets and property of the College vest in the Presbyterian Church (New South Wales) Property Trust. All such assets and property are held in trust on the charitable purpose of the advancement of religion in accordance with the tenets of the Church for the educational purposes of the College.

Under section 14 of the Property Trust Act, the General Assembly has established a Council in which full powers of governance over the College are vested. The Council consists of a total possible membership of 14 comprising:

- nine persons elected by the General Assembly, each for terms of three years and who are eligible for re-election;
- two representatives appointed by the Property Trust; and
- three other persons appointed by the remaining members of the Council for a term of three years and with a maximum term of six years.

The College Council is responsible for protecting and developing the mission and purposes of the College. The Council has supervision of financial management. It vests the operational management of a College in the Principal, who is appointed under a written contract of employment. The Principal is accepted as a member of the Association of Heads of Independent Schools of Australia (AHISA),

and governance practices at the College reflect those promoted by AHISA.

The current Principal of the College is Dr Ian Lambert, who commenced as Principal on 1 January 2007. The College Council is strongly supportive of the Principal in their joint management and mission functions for the College.

The College receives limited State Government and Federal Government grants for operational purposes. Most College income is derived from fees. Some bursaries and scholarships are funded by monies endowed to the College for this purpose.

Capital works are funded by fee income, donations and borrowings. During 2012, the College Council has continued with development of facilities at the College. To achieve excellence, which is the strategic vision of the College, the College Council believes that high quality and modern facilities are required to ensure that staff and students perform to their best as they strive for improvement and self improvement.

The complexity of living in an expensive and highly developed suburban environment results in slow local government approval processes. Two of our current projects have been delayed due to opposition from some residents, primarily over traffic issues. The College is endeavouring to resolve these issues to proceed with further infrastructure development.

The Scots College has enjoyed enrolment growth over recent years. The College continues to be a non-selective school subject to certain preferential arrangements such as for the sons of Old Boys of the College and Ministers of the Presbyterian Church.



“ The College Council supports the efforts of our teaching staff in their demanding vocation to be responsible for the education and character building of the students of the College. ”

All teaching staff at the College are employed by the Principal. A few senior positions require prior Council approval before appointment. Other positions need to be ratified by Council. The College Council is very pleased with the quality of teaching at the College and supports the efforts of our teaching staff in their demanding vocation to be responsible for the education and character building of the students of the College. Whilst the College strives to produce strong academic results, it continues to place importance on a balanced all-round education of the student so that he develops academically, physically, morally and spiritually during his time at the College.

A feature of the College program is Glengarry, an outdoor education centre in the Kangaroo Valley. Students in Year 9 spend two terms at Glengarry where they continue with their usual academic studies and, in addition, undertake a variety of outdoor education activities. These are designed to extend the comfort zone of our students, to improve their physical condition and to develop additional life skills. Most students, when they graduate from the College, state that their Glengarry experience was the highlight of their time at the College.

The College is proceeding to provide improved facilities for the Early Learning Centre within the Preparatory School. There is delay in completing the project due to local government issues referred to above.

During 2012, the College planned to open an early child care centre within the premises of St Andrew's Rose Bay Presbyterian Church. This facility was opened early in 2013.

The College is undertaking preparation of an up-to-date Master Plan for the ongoing development of the College. This Master Plan takes into account the proposed development of a new Business Studies Centre. It also envisages development within the College grounds on a staged basis of a range of new sporting facilities. We will also be undertaking a review of the College Strategic Plan over the coming year.

A characteristic of the College is the encouragement of parent support groups operating within the umbrella of The Scots Parents Association. These support groups are active in the involvement of supporting students in sporting and other endeavours at the College. We encourage a close involvement by parents in the education of their sons at the College.



College Council 2012

The College Council is spending significant time and effort at present improving governance arrangements and developing written policies to add more discipline and certainty to government processes. We hope to improve governance of the College through these initiatives.

2012 has been a good year for the College. We look forward to the coming years with enthusiasm and optimism.

Simon Fraser  
Chairman, College Council

# College Principal



## A Message from the Principal

At The Scots College, we believe that the true measure of a successful education is not the quantity of knowledge that a student gathers during his school years, but rather his capacity to learn and his appetite to know. Intelligence and knowledge are defined more broadly in this modern era and excellence is achieved and recognised across many domains.

The College is a learning community where academic rigour, personal integrity, humour and hard work are equally encouraged. We are a school community of high expectations, but at the same time, we are devoted to helping students develop intellectual, physical, spiritual, artistic and personal interests. Our strong emphasis on leadership preparation, constructive service and personal fulfilment combine to challenge and inspire students to reach new levels of inquiry, understanding and achievement.

The quest for knowledge, insight and wisdom is part and parcel of the life of the one who excels. We plan for, and desire to see, young men who are principled, compassionate and engaged learners striving to maintain a firm grasp of every aspect of their humanity. Our collective aim is that our boys and young men will become confident and well-grounded men of integrity with a strong sense of identity, values and character.

Excellence at Scots is understood to be something of the highest quality that sets the standard to be followed and is something of great virtue and worth. Creativity, initiative, intelligence, determination, entrepreneurship and individual and team effort uncovers new ways of living and sharing and new resources for human experience. These unique points of focus align to provide a united philosophy and a common ethos.

Through our Brave Hearts Bold Minds philosophy at The Scots College, we recognise that it takes a universe to nurture a boy, both in outer form and inner spirit. It takes a universe to educate a boy, and a universe to sustain a boy's inquisitive nature.

In building our age-relevant models of learning at Scots, we recognise the need for a special journey and adventure in the hearts of young boys and men. In modern western society many messages designed to reach, inspire, encourage and protect young men ultimately fail. The reason is simple – they ignore what is deep and true to a man's heart, his real passions, and simply try to shape him up through various forms of pressure.

Young men need significantly more. They need a deeper understanding of why they long for adventures and challenges and have a deep desire to find love and offer love. They need a deeper understanding of why to be swept up into adventure is, at one and the same time, an exhilarating and a frightening thing. All our boys are blessed with special qualities, skills and sensitivities that need to be fulfilled. Our College is resourced in such a way that we can open up a universe of possibility for our boys.

2012 has been a year of challenge, change and achievement. As we continue our quest to position The Scots College as a boys' school with a strong culture of excellence, we acknowledge the broad base of support that we receive from our students, staff, families and Old Boys.

At The Scots College we believe leadership should be prompted through a compassionate commitment to others, a desire to serve and a vision for human excellence. Our

“ At The Scots College, we believe that the true measure of a successful education is not the quantity of knowledge that a student gathers during his school years, but rather, his capacity to learn and his appetite to know. ”

College's Christian mission challenges us daily to be responsive to students' needs and unique contributions, and to be proactive in the development of a culture and philosophy of care. Through the diversity of our programs, we aim to encourage and unfold, to the fullest extent possible, the students' particular and unique gifts and abilities. We hope that their lives will be ones of constructive service to their immediate neighbour, to the world and to God.

Central to our efforts to build an intellectual community is our dedicated faculty and staff team. Through the provision of academic rigour and personal challenge with a caring heart, the faculty serves as teachers, coaches, advisors, mentors and friends. Our staff teams have focussed their professional development on the clarification and integration of key philosophical distinctives into all areas of learning across the T-12 spectrum. This has provided a powerful platform for our future growth, improvement and alignment of focus.

We welcome students and teachers of various talents and backgrounds, and we encourage their dedication to a multiplicity of pursuits – intellectual, spiritual, and physical – that will enable them to succeed in and contribute to a complex, changing world.

It is important to acknowledge the significant work of our teaching, boarding and residential staff at Bellevue Hill and Glengarry. Our substantial Outdoor Education and Boarding Program and facilities mean that we are a residential community where life and learning continues seven days a week. Consequently, teaching and learning continues beyond the classrooms and across our multiple campuses. For students, there is the opportunity to live with and learn from classmates from around the nation and the globe. Their diverse backgrounds and perspectives stem from more than just geography. We acknowledge and thank our teaching, boarding and residential teams for their care, concern and nurture of our boys who live away from home.

In 2012/13, the completion of the total rebuilding, renovation and redevelopment of Aspinall House and the surrounding Chapel precinct has been a significant infrastructure improvement in the College. We have other infrastructure programs underway including a new Business Studies Centre, our new Early Years Centre in Rose Bay and the new Kindergarten classrooms at the Early Learning Centre.

In many respects, this past year has been a year where we have focussed on leadership in middle management and academic program review. The ongoing development of the Senior School into faculties with the appointment of Academic Deans has served to strengthen curriculum development and delivery, prepare the ground for comprehensive staff appraisal and professional development, and establish a cyclical review and evaluation framework across all dimensions of the College. Our detailed Operational Plan has served to guide the achievement of our goals in 2012 around the Key Result Areas identified in *Scots to the Fore: Brave Hearts, Bold Minds Our Strategic Intent 2010-2014*: the Christian Foundation, the Learning Environment, Staff Professional Learning and Growth, Financial Strength, Community Engagement and Partnerships, and Leadership and Governance.

The Scots College is developing a strong profile across a broad range of distinctive programs. In 2012, we continue to be recognised nationally and internationally for our outstanding Pipes and Drums Band, large Cadet unit (over 400), sporting strength including the National Champion Snowsports teams (Prep and Senior School), Glengarry Outdoor Education Program, academic innovation and achievement, Pastoral Care, Performing and Creative Arts, service learning, community service and Christian focus. Whatever their age or level of ability, The Scots College inspires boys to develop their talents and reach for excellence in everything they do.

As a leadership team, we have been consciously attempting to internally align our Strategic Plan with our operational effort and deliver results. Creating networks, managing relationships, remaining balanced, and adapting rapidly to change meant that mission, vision and values remained at the core of our general direction, culture and priorities.

With the introduction of a new property, Bannockburn, in the Shoalhaven area, we look forward to expanding our outdoor, sporting, agricultural and adventure based programs. As we prepare our students in every way possible to be citizens of the global environment, to be contributors to it and to believe that they can make a difference, we ensure that Scots is as open as possible to the world and offers the students a wide range of opportunities. There is no doubt we live in a time of incredible excitement and promise.



“ I congratulate the Senior boys  
on their leadership and success...  
The spirit of Scots is alive and well as a  
result of their collective legacy. ”

With the deepest respect, I would like to acknowledge and thank our Head Prefect, David Horwitz, and his 2012 student leadership team for their outstanding leadership this year. David has modelled exemplary leadership qualities such as dignity, humility, integrity, character and vision and has inspired a culture of excellence through service. On behalf of the staff and students, I congratulate the Senior boys on their leadership and success, and express our gratitude for everything they have contributed to our community over many years. The spirit of Scots is alive and well as a result of their collective legacy.

The year 2012 has been one of great blessing and achievement. I thank our broad community for their support and encouragement and trust that 2013 will continue to strengthen and affirm our deep commitment to The Scots College and the education of fine young men.

Scots to the Fore!

Dr Ian PM Lambert  
Principal









# College Head Prefect



## A Message from the Head Prefect

As I sat down to write my final speech as the Head Boy of The Scots College I was overcome with emotion. It suddenly dawned on me that my time and that of 173 other boys had drawn to a close at this great school.

But with this end came a change in perspective. When you've been involved with the school for so long, you feel as though you are an integral part of it. That is, when you stop being a part of the school, it ceases to exist. Clearly that is not the case at Scots.

After some more thought I realised that this school is not the learning juggernaut it appeared – it is so much more. Scots is a facilitator of unique experiences and inimitable opportunities. The Scots College is a wonderful provider, you can be whoever you want to be, and experience whatever you want to experience so long as you actively strive and work for it.

In your life as a Year 12 student, there is no shortage of people who'll heap pressure on you to do well, but I argue that this is missing the point. The HSC should not be seen as the culmination of your schooling life, it should be seen as another event. Every day that you bothered to wake up, put on that tie and walk through that arch should be seen as of equal importance and a challenge to achieve all that you could.

The most powerful method of teaching is experience, and for me, I can see how our culture has been shaped by our experience of the College staff's dedication to teamwork. Each individual teacher has a special talent, but collectively, you form the perfect culture, spreading positive, reassuring solutions to problems encountered in everyday life. You are the epicentre of Scots culture, and we as a class of 2012 are thankful for garnishing us with the skills that will aptly guide us throughout our lives.

The environment created by the faculty at Scots has allowed a special culture to blossom, one of enormous pride. Head of the River 2012 was an exemplary illustration of the cultural shift at Scots. Notwithstanding the achievements of that day, my proudest memory came at a time of defeat and anguish. Despite our courageous attempt to bring the Major Rennie trophy back to Bellevue Hill for the first time since 1979, the Shore 1st VIII were simply faster on the day. Within the midst of sorrow, a fellow prefect, PJ Beran, offered three cheers to the victorious Shore crew. Without a hint of hesitation, the whole College saluted Shore's effort and paid the respects to the successful crew. The look of shock upon the opposing crew's faces, as we acknowledged their success, is still imprinted in my mind. I think this speaks volumes of the culture growing at Scots, one led by the boys of this great school, one that demands respect and a second look by our fellow brothers in the GPS.



I urge every student, to take an active role in extending the culture at Scots in the years to come. Remember that the crest emblazed proudly above your heart will always remain unchanged and the gold and blue always sported with pride, but you have the power to shape the culture of this great school, you are the face of the College, you will choose its path and ultimately determine its destination.

Gentlemen of the College, you need to dream of all the great things you want to accomplish in your life. You don't have to share them with anyone, but make sure you dream of great heights and set goals that seem impossible.

If you never give up, then your dreams will one day become a reality.

Scots to the Fore!

David Horwitz  
Head Prefect 2012



David Horwitz, Head Prefect 2012.

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# Community Engagement and Partnerships



## Parent and Student Satisfaction

The Scots College is committed to listening to the views and expectations from key stakeholders and commissions independent annual surveys to provide performance feedback on a wide range of related educational topics.

The feedback from these surveys greatly assists the College with its operational and strategic planning and its determination to continually improve its value proposition and the educational experience offered to students.

During 2012, 339 parents and 419 students completed the surveys, providing views on such areas as academic performance, student welfare, religious formation, co-curricular, sport, communications, reputation and community engagement.

Whilst we are very pleased with the results, we have identified some areas where further improvements can be made. The findings from the surveys will greatly assist the College Executive team with their planning for the future.

A selection of top level findings from parents and students is detailed as follows.

The most valued aspects nominated by the 2012 Year 7 and 12 parents were:

Year 7 and 12 Parents	Year 7 and 12 Students
Being part of a welcoming caring community	The sporting opportunities
Friendships with like-minded friendly parents	My friends
Pride in the school	The academic standards and support
Competent, caring teachers	The whole school environment
My son's happiness at Scots	Learning new things
Providing the boys with lifelong friendships	The Glengarry experience
Being part of a welcoming, engaged community	Playing Sport
The broad, challenging and well rounded experience	Balanced and challenging experience
Excellent values taught to the boys	Great teaching staff

Source – Extracts from Parent Survey 2012.

In addition to specific performance feedback, parents and students provided open-ended responses on a number of areas relating to College life.

The following extracts are 'open-responses' from parents and students on what they value about Scots.



“ The pride and respect that Scots boys have for their school is evident in the way that they wear their uniform, speak with each other and represent in so many facets, sporting, musical and academic. ”

**2012 Year 7 and 12 Parent quotes in relation to what they valued about Scots.**

“We have found an overwhelming sense of reality about Scots. The sense of community is also another very comforting factor of our association. We feel honoured in our association and can see a sense of pride evolving in our children. We have also noted the enthusiasm in the parent group – this has been a very reassuring point for our future.”

“I believe the Principal is doing an outstanding job and communicates very effectively with boys, parents and the community. I think the parent body is a wonderful group of people (by and large) who are inclusive and put in an awful lot of additional effort to bring a lot of value to the school.”

“I think the teachers are, from my perhaps limited experience, well trained and effective in their roles and differentiate between the boys as needed. I'm proud to be a Scots parent.”

“Caring and supportive school environment where my sons have the opportunity to develop and grow into confident and caring young men at Scots with a good sense of values and academically focused to enable them to succeed in their future endeavours.”

“The Old Boys network, the camaraderie, the parent community and friendships, the pride and loyalty the boys develop in their College, the opportunities they would never experience at other educational institutions and the discipline and respect that they learn for others.”

“The pride and respect that Scots boys have for their school is evident in the way that they wear their uniform, speak with each other and represent in so many facets, sporting, musical and academic. I also value the way that Scots boys grow to be such great all-rounders who are able to hold their own in many varied situations. The friendships gained are life long.”

“The friends my son has made that I am sure he will have for life, the parents of these friends have also become family friends.”

**2012 Year 12 Student quotes in relation to what they valued about Scots.**

“Glengarry is the best thing Scots has to offer, it was unreal. My Pipes and Drums trip to Rotterdam was also amazing. In most subjects the education and teachers were really good and resourceful.”

“I valued my time at Glengarry the most as it helped to shed off a lot of adolescent awkwardness and thrust me into an environment where I was forced to interact with and learn more about other people. It was also essential in fostering a growing sense of independence.”

“I value the friends I have made. My experience at Glengarry and the teachers I have looked up to and learnt from.”

“The overall rounded education I have received. While maintaining relatively high grades, I have also succeeded in participating in high levels of both Rowing and Rugby, Pipes and Drums and a number of other programs.”

“The friends that I have made and the well-rounded education I have received. Being able to study as well as pursue my sporting interests and the total College environment has made me a better person.”

“Glengarry, sport, both playing and watching the 1st games with the boys, College traditions – almost all aspects of Scots.”

“Glengarry was fun and the leadership opportunities when taken up have allowed me to excel as a responsible person making me want to get involved in activities both in and out of school.”

## Teacher Satisfaction

The commitment and professionalism of College staff is widely recognised within the College community and reflected in the high quality teaching, learning, co-curricular and Pastoral Care programs. Our strategic intent places a high emphasis on professional growth of staff. A range of staff welfare initiatives continue to provide support to teaching staff, generating pride in their profession and the College.

Detailed surveys are undertaken each year and the Director of Curriculum and Staffing carefully analyses findings to support the development of a positive and supportive working environment for all staff. A questionnaire is conducted with all new staff following their initial induction and time at the College to allow feedback following their first few months. This provides quality information that is reported to the College Executive to ensure constant improvement to the recruitment process and the initial induction as well as continuous support for new staff.

Once a year, a survey is carried out with all staff regarding their general satisfaction and view of opportunities within the College. The level of response has increased considerably over the last three years with honest and reliable feedback. Confidence continues to grow amongst College staff.



ELC boys with their teacher, Mrs Deftereos.

“ A range of staff welfare initiatives continue to provide support to teaching staff, generating pride in their profession and the College. ”



# The Learning Environment



## NAPLAN Results 2012

In May 2012, students in Years 3, 5, 7 and 9 completed National Assessment Program Literacy and Numeracy (NAPLAN) tests. These tests provide information regarding a subset of the knowledge and understanding developed through study of the curriculum, in particular English and Mathematics, but also across all key learning areas. The tests cover skills in reading, writing, spelling, grammar and punctuation and numeracy. Parents were encouraged to review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the year.

While it must be acknowledged that this test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum, the data does provide schools with useful information regarding student progress. A continuum of skills has been defined in each test area. Student performance in each task is matched to a subset of six of the ten bands on the continuum. This allows schools to track actual growth in performance rather than simply look at each student's relative rank within their cohort. Year 3 student results are reported against bands 1 to 6, Year 5 students are reported against bands 3 to 8, Year 7 students against bands 4 to 9 and Year 9 students against bands 5 to 10.

“ These tests provide information regarding a subset of the knowledge and understanding developed through study of the curriculum, in particular English and Mathematics, but also across all key learning areas. ”

## Summary Statistics for The Scots College

NAPLAN 2012

	% TSC Students in the Top 3 Bands	% NSW Students in the Top 3 Bands
Year 3 Reading	82	71
Year 5 Reading	72	60
Year 7 Reading	83	60
Year 9 Reading	82	49
Year 3 Writing	95	80
Year 5 Writing	64	52
Year 7 Writing	68	44
Year 9 Writing	62	42
Year 3 Spelling	85	76
Year 5 Spelling	78	67
Year 7 Spelling	76	67
Year 9 Spelling	75	56
Year 3 Grammar and Punctuation	92	75
Year 5 Grammar and Punctuation	72	59
Year 7 Grammar and Punctuation	81	60
Year 9 Grammar and Punctuation	73	48
Year 3 Numeracy	91	67
Year 5 Numeracy	74	59
Year 7 Numeracy	86	53
Year 9 Numeracy	88	50
Year 3 Data, Measurement, Space and Geometry	91	63
Year 5 Data, Measurement, Space and Geometry	72	56
Year 7 Data, Measurement, Space and Geometry	85	57
Year 9 Data, Measurement, Space and Geometry	88	50
Year 3 Number, Patterns and Algebra	91	64
Year 5 Number, Patterns and Algebra	76	57
Year 7 Number, Patterns and Algebra	84	53
Year 9 Number, Patterns and Algebra	89	52



## High School Certificate Results

In 2012, 177 students completed their Year 12 program with 175 qualifying for university entrance. One hundred and sixty-nine of the papers completed by the students of The Scots College were at Band 6 level. Seventy Scots boys appeared in the Distinguished Achievers listings, many with their name appearing in multiple subject listings. Nine boys achieved Band 6 results in 10 or more units.

In most areas of study the boys' results were significantly higher than the State averages.

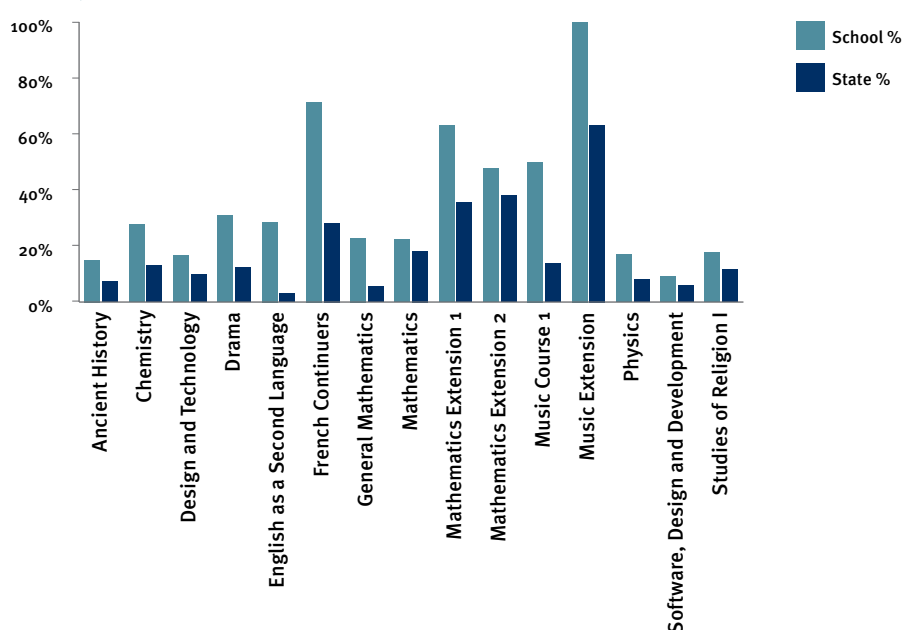
TSC Performance relative to the State (Candidature)	% TSC in Band 6 or equivalent for 1 unit courses (% State Band 6)	% TSC in Bands 6 and 5 or the equivalent for 1 unit courses (% State in Bands 5 and 6)	% TSC Bands 4-6 (% State Bands 4-6)
Chemistry (36 students)	41.67 (13.05)	77.78 (42.60)	100.00 (70.76)
Ancient History (40 students)	15.00 (7.24)	45.00 (26.78)	72.50 (54.00)
Drama (13 students)	30.76 (12.16)	92.30 (43.85)	100.00 (82.59)
English as a Second Language (7 students)	28.57 (3.15)	71.42 (24.67)	100.00 (64.4)
General Mathematics (70 students)	22.85 (5.56)	65.71 (22.05)	90.00 (50.92)
Mathematics (58 students)	22.41 (18.17)	72.41 (52.50)	96.55 (79.07)
Mathematics Extension 1 (38 students)	63.15 (35.54)	100.00 (84.98)	100.00 (98.10)
Mathematics Extension 2 (21 students)	47.61 (38.03)	100.00 (88.37)	100.00 (98.6)
Physics (41 students)	17.07 (7.93)	60.97 (34.05)	87.79 (67.07)
Studies of Religion 1 (17 students)	17.64 (11.47)	100.00 (41.85)	100.00 (72.20)
French Continuers (6 students)	83.33 (28.18)	100.00 (64.59)	100.00 (87.81)

In the challenging Music Extension course, one student achieved 98% and he also achieved 98% in Music Course 2.

In Drama, two students were selected for inclusion in OnSTAGE, the annual showcase of outstanding HSC Drama performances and projects, and in Design and Technology one boy was nominated for Design TECH 2012. In Visual Arts, one boy was nominated for ARTEXPRESS and Music received three nominations for ENCORE.

91% of the tracked students were at or above the Value-Added Benchmark. The Value-Added Benchmark is the expected improvement in achievement for students between the School Certificate and the Higher School Certificate. Academic growth was strong across the ability range and consistent towards the higher end of that range. Fifty students exceeded the benchmark by a significant margin.

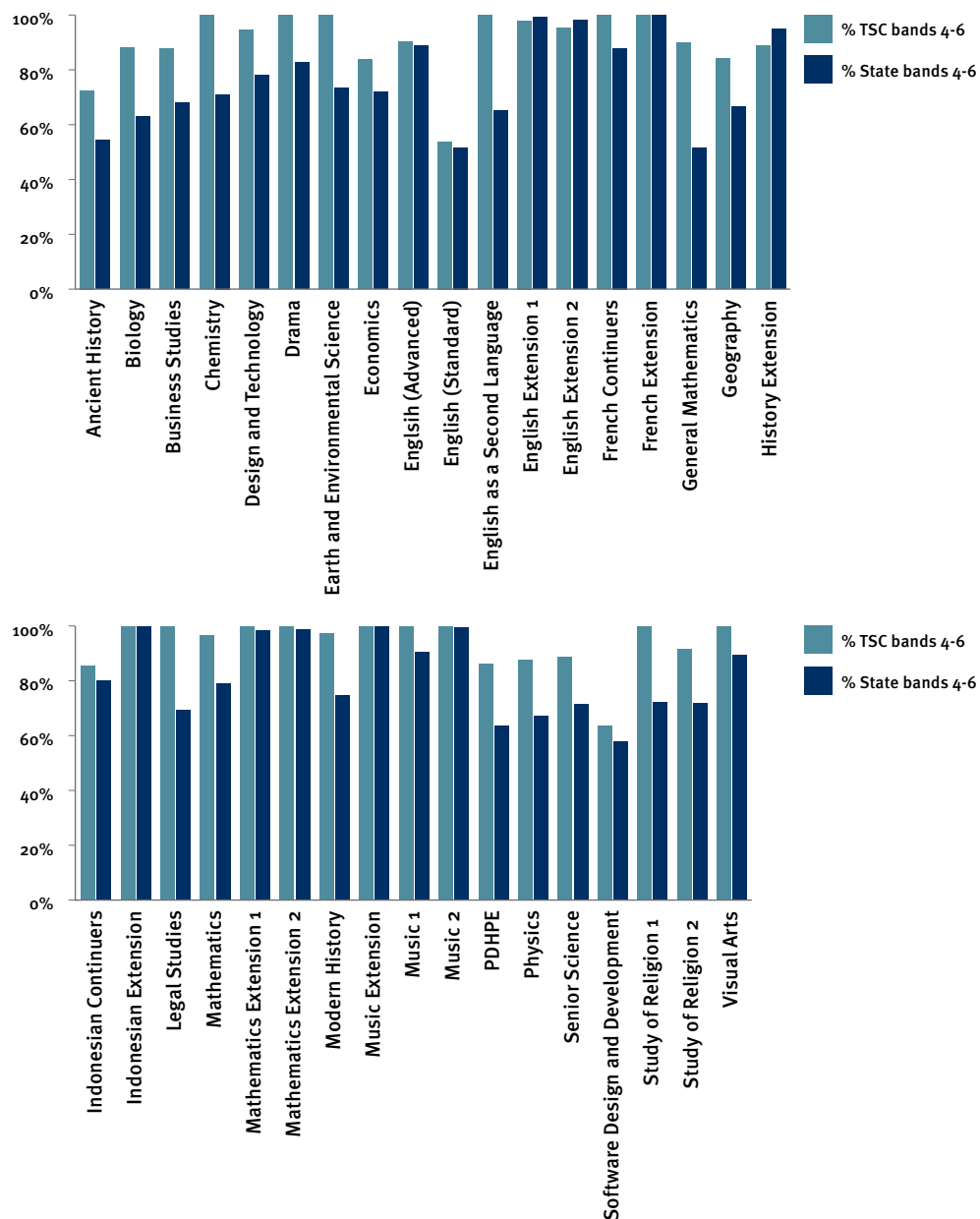
## Comparison between TSC and State Band 6 Performances



## Senior Secondary Outcomes

Demand for Vocational Education and Training Courses has remained low. 10.2% of students undertook Vocational Education and Training as part of their Year 12 studies with 100% of students achieving a Higher School Certificate.

## 2012 HSC Results

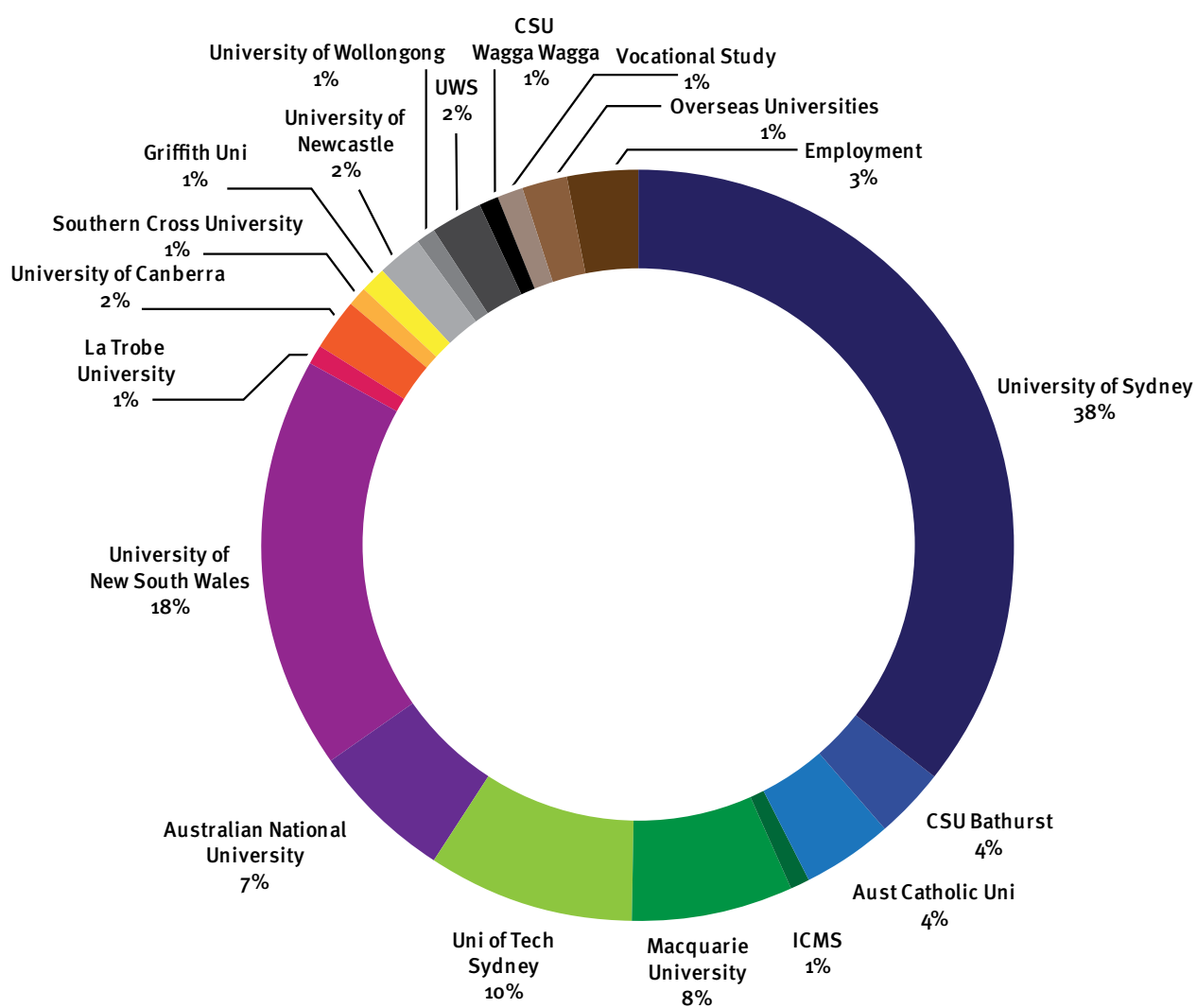


## Student Retention Rate

The student retention rate (for example, the percentage of students who completed Year 10 and went through to Year 12) in this cohort was 92.7 percent.



## Post School Destinations



# Staff and Professional Learning and Growth



## Overview of the T-12 Professional Learning Program

Term 1 2012 commenced with a two day induction session for 28 new or recently new staff. The Staff Development Days are held at the beginning of each term and involve all teaching staff. In Term 1, this was a facilitated meeting presented by Mr Phil Hadridge, IDENK UK, that was focused on team building and setting of annual goals and priorities. These sessions provided ideal opportunities for Faculty Deans to lead their teams, explain the operating principles that will guide their management of team goals and priorities, and listen to staff ideas and concerns.

The College was also fortunate that Mark Treadwell, one of the architects of the New Zealand National Curriculum, worked with Scots to begin to develop an approach that will allow the College to teach for results whilst still building the dispositions needed to face the challenges of the world our boys will face in the future, using IT as one of the major tools. Mark is also an internationally renowned expert in personalised learning, innovation, creativity and 21st Century learning – conceptual rather than a content dominated curriculum.

All staff attended a presentation in April providing them with an update regarding changes to Child Protection legislation and in June providing them with an update in Occupational Health and Safety legislation. Many staff were involved in specific Information and Communication Technology (ICT) workshops throughout the year.

## Overview of 2011 Professional Development Activities

Course Category	Number of Staff	Total Number of Staff Days
<b>General Pedagogy</b>		
Curriculum	5	8
Executive Conference	4	10
Learning Enrichment	6	10
ICT Conference	5	7
Teaching and Learning	7	10
<b>Pastoral Care</b>		
Behaviour Management	2	2
Pastoral Care Conferences	4	4
Psychologists' Conferences	2	3
<b>Subject Specific Inservices</b>		
Design and Technology	3	7
English	17	35
History	3	6
Mathematics	12	17
Music	1	1
PDHPE	5	5
Visual Arts	8	15
Music	3	8
Science	8	15
VET Training	1	4
Geography	4	6
Drama	1	1
Computing	2	2
Divinity	4	5
Clinic	3	5
Archives	1	1
Alumni	1	1
Gifted	2	2



Course Category	Number of Staff	Total Number of Staff Days
<b>Workshops</b>		
Administration	1	1
Drama	1	2
Indigenous Program	2	2
Library	2	2
Leadership	1	1
Occupational Health and Safety	1	2

## Teacher Standards

Teaching staff who have responsibility for delivering Board of Studies Curricula.

Teaching Standards	No. of teachers
Staff having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	185
Staff having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lacking formal teacher education qualifications.	5
Staff not having qualifications as described above, but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

### Workforce Composition

The College also employs qualified teachers who teach Transition (pre-school classes), teacher's assistants, counsellors, librarians, ICT integrators and Chaplains (34 additional staff fall into this category).

# Leadership and Governance



## Access to College Policy

Full text relating to Student Welfare, Discipline and Complaint and Grievance policies is located on the College's intranet (Pipeline) and can be accessed by staff, students and parents of the College. Revisions to any policy are developed in consultation with staff and final copies of revised documents are circulated to all staff. Summaries of policies that are directly relevant to students are published in the student year book. Copies of all College policies are provided to the College Council. Parents may request further information by contacting the relevant Head of Campus, that is the Head of Preparatory School, Head of Middle Years or Head of Senior Years.



## Student Welfare Policy

Boys are more likely to achieve optimal educational outcomes when their learning and wellbeing are closely linked. The Scots College has a strong Pastoral Care ethos and is committed to looking after the needs of boys and nurturing their growth and development within a safe and caring environment. Effective Pastoral Care promotes a positive, supportive whole College culture and is a pivotal element of a creative and stimulating learning environment, where each boy can feel connected and develop a sense of his own abilities, achievements and self-worth.

Pastoral Care and student welfare programs are whole College in nature. The health, wellbeing and safety of students is managed through a carefully planned T-12 Pastoral Care program. Whilst every staff member has a responsibility for the Pastoral Care of students, specialised Pastoral Care Teams in the Early Learning Centre, Preparatory School, Glengarry and Senior School campuses oversee a comprehensive and proactive Pastoral Care and welfare system. Pastoral Care leaders in each campus work with Housemasters, House Tutors, Counsellors, classroom teachers and Chaplains to implement a Pastoral Care system that fosters the growth of all students by incorporating the following key elements:

- A strong Pastoral Care ethos and pedagogy to ensure that each student is encouraged; his efforts and achievements acknowledged; and potential needs are identified and effectively addressed.
- An age and developmentally appropriate Pastoral Care program with formal and informal elements.
- A range of health promoting policies, practices and processes that enhance coping and resilience; develop identity and self-worth; and build socially responsible lifestyles.
- Daily contact between the House tutor/class teacher and students, enabling close monitoring and feedback on performance and progress; and setting up systems of guidance and support.
- Use of conflict resolution and restorative methods as the appropriate means of resolving conflict and respecting individual differences.
- Weekly Chapel services and Christian studies lessons that promote the Judeo-Christian values that underpin all aspects of College living and learning.
- The promotion of positive peer relations through peer support, leadership and mentoring systems.
- A comprehensive student leadership training and development program.
- Catering for individual gifts, abilities and needs of students through the Honours Program, Learning Enrichment, Indigenous Education and International Students Programs.

The Pastoral Care Program includes formal, as well as informal elements.

The programs involve activities, presentations and workshops covering areas such as life skills, mental health, emotional literacy, student motivation, anti-bullying, diversity in community, positive peer relationships, alcohol and drug education, driver education, managing stress and careers planning.

All staff appointed to the College participate in child protection screening and training and are issued with copies of Staff Codes and given the opportunity to discuss guidelines. All excursions and variations to routine require full risk assessments to be completed.

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## Policies

### Changes made in 2012

#### Pastoral Care Policy and Program

- Policy reviewed by campus Pastoral teams and College Leadership team.
- Full review of Pastoral Care Program and Curriculum.
- Pastoral Program for Year 10 rewritten in Term 4.
- Continued refining of merit and demerit system as implemented by new College database.
- Continued training of all T-12 staff on the Method of Shared Concern. This empirically tested first level anti-bullying intervention was reported as very successful by many staff in the months following the training and induction.
- Increased staffing of the Tutor Program. Year 7 day boy Houses now have two Tutors per tutor group, reducing the staff/student ratio to 1:12 and hence improving the pastoral care of students.
- Refinement of pastoral follow up in boarding with continued extra support structure put in place to assist Boarders in stressful examination periods.
- An annual review took place of the methods of monitoring and reviewing feedback of student progress and performance using AHL data (Attitude, Home Study, Learning Habits). Adjustments were made to the weighting of some data and the award of academic recognition.
- Review of *A Fine Scots Boy: The Positive Behaviour Plan* in the Prep School with minor policy adjustments to the awards system. This included an evaluation of the issuing of Lion Badges and the online monitoring of all rewards and sanctions given to the boys.
- An annual review and minor changes were made to the Prep School scheduling of House meetings, Buddies Program, Peer Support Program. Peer Support in the Preparatory School revolved around Sustainability initiatives including old boy, Ian Kiernan, speaking with and advising the boys and staff. Paper recycling and the 'nude lunch' day resulted from these initiatives.

#### Specialist Support Services (Counselling team)

- Counselling team structure was reviewed. Two staff went on maternity leave resulting in Ms Mia Airth and Mr Mathew Pfeiffer (OB) being appointed to the Counselling team with specific responsibilities to the Preparatory School and Glengarry.
- Child Protection flow charts were developed for the Preparatory School, Senior School and Glengarry.
- The counselling referral process was further refined for the Senior School and Glengarry, and the consent form for students under 15 years was implemented.
- Developed a referral process to the Waverley Action Youth Services (WAYS) who specialise in Drug and Alcohol Counselling.
- Two plaques were placed in the Counselling Centre (Philippians 4:8 and Isaiah 9:6) that reflects the work of the Counselling team.
- Senior Chaplain, Rev. Conrad Nixon, was invited to attend the first Counselling team meeting of each term to deliver a brief devotion and prayer that supports the work of the counselling team.
- Counselling team focused on supporting the development and Early Years Learning Centre and the Indigenous Education Program.
- Kanderstag Declaration was introduced to the College.
- Counselling team members joined the APS Identity Program and the Australian Guidance and Counselling Association.
- A member of the Counselling Team joined the Woollahra Council Youth Services Forum and the Scots Sustainability Committee.
- The Institute of Student Development and Leadership Research (ISDLR) Model was presented to the College Leadership team for consideration.

#### **Specialist Support Services (Chaplaincy Team)**

- Introduced a Theology elective for students in Year 10. This course, examined externally and completed over two years, leads to the award of a Preliminary Certificate in Theology.
- Links were established with schools and churches in Vanuatu, with a view to the College possibly conducting a Mission tour for a group of students and staff.
- The inaugural Christian Union Old Boys dinner was held, as a means of bringing together students from different eras for an evening of fellowship and informing Old Boys of recent developments and future plans for ministry at the College.
- Christian Leadership programs were further developed, through regular leadership seminars for students in Years 10 to 12.
- Friday morning staff prayer meetings were further enhanced through opportunities to reflect on passages of Scripture.
- Planning commenced for a Christian Union camp.

#### **Student Leadership Program**

- Leadership opportunities outlined in the Co-Curricular review were implemented to bring parity between activities.
- Overhaul of Year 11 Seniors Program. Students are now working within team structures.
- The Year 6 Leadership Camp and development of a Young Leaders Day for Prep House Captains was reviewed and refined. Once again, our Year 9 boys mentored the Year 6 boys at Narrabeen Sport and Recreation Centre as they completed the challenging activities.

#### **Peer Support Program**

- Participation of Year 11 students in peer support training was again expanded while the Senior student leadership team increased the number of activities available for Senior boys to meet and work alongside Preparatory School students.

#### **College Clinic and Health Care**

- Investigation into the viability of health professional partnerships with the view to reduce the loss of lesson time for medical visits.
- Continued review of protocols for management of diabetes, anaphylaxis, epilepsy and asthma took place.

#### **Values Education and Character Development**

- Student participation in Senior School Assemblies continued to be increased. Assemblies in Senior School and Prep School were structured around core values and traditions of the College with key themes reinforced through linkages to House meetings and year group meetings.
- Regular opportunities were provided for students from Middle Years and Senior Years to present the Devotion in weekly Senior school Assemblies.

#### **Notebook Computer Environment**

- Default web filter settings were reviewed and adjusted across the range of senior age groups.
- Investigation of SafeChat an internet agent that detects inappropriate student social media postings.

#### **Anti-Bullying Policy**

- The Method of Shared Concern was rolled out T-12 across the College as a first level anti-bullying intervention.
- Year 7 Parent session devoted to outlining the Method of Shared Concern.
- Review of grounds supervision policy continued with changes introduced to strengthen staff supervision.

#### **Child Protection Policy**

- Procedure for screening and induction of volunteer staff and external coaches was reviewed and revised.
- Child protection updates and reminders presented at T-12 staff meetings and within staff induction programs. College wide introduction of high visibility vest when on duty.

#### **Excursion Policy**

- Review of Interstate and Overseas Tour Policy and revision of guidelines and processes for proposals and approval of tours. Risk management procedures were reviewed and updated with new risk identification and treatment plans adopted and rolled out across all activities T-12.



“ Leadership opportunities and linkages across the College were also expanded. Peer support linkages between Year 9 and the ELC were increased. ”

## Student Management and Discipline

Key to the development of sound discipline and respectful relationships is the connectedness between young people and ‘significant adults’. This contact with significant adults is widely viewed as a key protective factor for the healthy development of adolescents, particularly male. Scots’ pastoral structures seek to increase the contact students make with adults via direct face to face time in tutorials, assemblies and key teacher follow up. All student management and discipline protocols are built around the core aim of building support structures behind the scenes that foster key relationships with adults.

The discipline and management of students at The Scots College is closely linked with student welfare. Management and discipline policies are guided by a strong Pastoral Care ethos and are closely linked to programs that build and enhance wellbeing, values and character. The College aims to provide meaningful opportunities and worthwhile challenges for every student’s growth and development.

Student management and discipline has at its core a ‘Code of Responsible Behaviour’ which outlines the rights and responsibilities of all members of the College community. The Code is framed within a pastoral system designed to support and nurture personal development and promote pro-social values, including personal responsibility, social responsibility, respect for self and respect for others. A positive behaviour system operates in the Senior School and Preparatory School to recognise, affirm and reward responsible behaviour. In the Senior School, a system of awards and merits are used to acknowledge good citizenship, service, attitude and conduct. The Preparatory School has developed *A Fine Scots Boy: The Positive Behaviour Plan* linking awards to positive attitude and core values as a way to build incentive and promote positive student behaviour.

The College has developed a set of easily understood rules, which are fair, clear and consistently applied. Parental involvement and support in the management of students is critical to the success of the interventions and strategies used. The disciplinary process works to promote the social, moral and character development of students. All disciplinary action incorporates procedures based on restorative justice and the principles of procedural fairness, including the ‘right to be heard’. The College does not permit corporal punishment.

The disciplinary process is overseen by the Head of Senior Years, Head of Middle Years and Head of the Preparatory School or their delegated representatives. A review process exists to ensure a procedurally fair and unbiased assessment. A system of consequences includes formal sanctions which operate on progressive levels and incorporate after school and Saturday sanctions.

The behaviour of all students on formal stages of discipline is formally reviewed every five weeks (minimum frequency of review) by the Dean of Students in the Senior School or the Head of Preparatory School for T-6 students. Within the stage system, the emphasis is on pastoral support with strategies implemented to monitor progress, provide specific guidance and direction, and to affirm positive change and improvement. The Head of Senior Years, Head of Middle Years, Head of the Preparatory School or the Principal of the College have the right to suspend a student. The Principal alone has the right to recommend to the College Council that a student be expelled from the College.

### Changes Made in 2012

A review of the formal stages of discipline led to the increased frequency with which boys were reviewed. The frequency was doubled from one review per term to two. This was an important improvement that fostered positive student development.

Leadership opportunities and linkages across the College were also expanded. Peer support linkages between Year 9 and the ELC were increased. Strong links between the Senior Years and upper Preparatory School were increased as well. Year 11 teams undertook workshops with the final aim to deliver a leadership camp to all boys in Year 6.

A key mechanism for monitoring and tracking student progress in the Senior School, the AHL data system (Academic Effort, Home Study, Learning Habits system). This data tracking was again refined through the development and implementation of benchmarking procedures using grade point averages and trend analysis. The system provides Housemasters and Tutors with a structured review and feedback process for each student.

The role of service and mentoring in the discipline process was again expanded. Responsible and important roles in College life were actively sought to enhance the restorative justice process at the College. Student mentors continued to be identified and selected to provide assistance, support and role modelling.

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## For Reporting Complaints and Resolving Grievances

The overarching policy, philosophy and strategy the College seeks to provide an appropriate response to complaints and grievances, one that promotes fairness and respect, protects privacy and leads to improvements and a beneficial outcome. The processes for dealing with matters of concern (related to services, behaviour, faculties, policies or procedures) identified by parents, staff and/or students include:

1. Raising the complaint or grievance
2. Assessing the complaint or grievance
3. Responding to the complaint or grievance
4. Developing an appropriate solution or agreement
5. Maintaining records/documentation

In relation to grievances and/or complaints from members of staff, the procedure guides staff to report concerns in the first instance to their line manager. If the matter is of a sensitive nature or involves the line manager, staff can approach the Director of Curriculum and Staffing. Accurate and accessible records (under guidelines of privacy and Freedom of Information legislation) will be maintained. The policy also makes it clear that any form of harassment will result in disciplinary action.

### **Access to Full Text**

The full text of the College policy and procedures for dealing with complaints or grievances are provided in the:

- Human Resources section of Pipeline
- College Council files

### **An appropriate outline of policy and procedures are also provided in the:**

- Parent handbook
- Staff handbook
- Student Year book

## Attendance Policies and Procedures: Senior School

Students are expected to arrive for all scheduled College classes/activities.

Rolls are taken each period. The Attendance office correlates any record of absence with the lists of students attending Music lessons or students who may have been at the Clinic.

Students who arrive late to the College are required to bring a note of explanation (if circumstances permit). Unexplained or regular lateness will result in disciplinary action.

Students who become ill during the day must report to the Attendance office with a note from their classroom teacher.

Leave for appointments or early departure are conferred at the Attendance office prior to the student being granted leave to sign out and depart the College.

### Requests for leave

Requests for leave of more than one day must be made through the Head of Campus in writing.

Requests for less than one day of leave can be made to the appropriate Housemaster. If the leave is approved, students will be expected to sign in (upon their return) or sign out (prior to their departure) at the Attendance office. Whilst leave will be approved for medical appointments, parents are encouraged to seek times outside of school hours, to minimise the disruption to the senior school academic and co-curricular programs.

Housemasters are informed if a student is absent from a specific class without permission. They will then investigate why, amend the records if appropriate and/or take disciplinary action.

### Unanticipated Absences

On the morning of an absence parents or guardians are required to notify the College Attendance office by phone or email before 9:00am. On their return, students need to bring a note (signed by a parent or guardian) that outlines the reasons for their absence (e.g. illness). The note is to be given to the Attendance office. When a student is absent on the day or days on which official assessment tasks are scheduled or due (Years 10 to 12), a medical certificate will be required to substantiate any absence due to illness.

### Attendance Policies and Procedures: Prep School

Students are expected to arrive for all College classes and activities. The school day begins with an Administration Class with the class teacher. Students who arrive late or are permitted to leave early must sign in or out at the office on the appropriate campus.

### Requests for leave

Requests for planned leave are made through the Campus Head at least ten days in advance and are only granted in exceptional circumstances.

### Unanticipated Absences

On the morning of an absence parents or guardians are required to notify the Prep office, preferably by email, [attendprep@tsc.nsw.edu.au](mailto:attendprep@tsc.nsw.edu.au) before 9:00am stating the boy's name, class and the reason for his absence. If a student is absent due to illness for three or more days, a doctor's certificate is required on the student's return to school.

Form	Students	Percentage Attendance
C2	7	98.2
C3	8	98.1
C5	8	97.0
T5	60	91.1
K	92	92.9
1	95	95.7
2	96	96.5
3	96	96.4
4	104	96.8
5	128	96.0
6	125	95.9
7	209	96.8
8	200	96.8
9	188	98.2
10	185	96.9
11	199	96.1
12	182	96.8



## College Determined Improvement Targets

In 2012, we emphasised a traditional academic culture of high expectations, respect, courtesy and care among the students of the College and a common culture of professional practice and effective communications by the staff of the College. In addition, we have begun to embed our Brave Hearts Bold Minds Educational Philosophy – a conscious attempt to strive to foster leadership, character and spirit, through experiences of excellence that will define the brave hearts and bold minds in every Scots boy.

Area From Strategic Plan	Priorities	Achievements in 2012
The Christian Foundation of the College	Improve the culture of respect within the College community towards self, others, sustainable futures and God	<ul style="list-style-type: none"> <li>Strengthened the College culture of prayer.</li> <li>Implemented the Living History Project.</li> <li>Strengthened the College's existing T-12 Christian Studies Program.</li> <li>Extended and further developed the College's Service Learning Program.</li> <li>Focused Chapel, Assembly, youth groups, the Christian Union, prayer, excursions, mission trips and service learning around foundational principles, values, teachings and expressions.</li> </ul>
The Learning Environment	<p>Develop a classroom culture of curiosity, inquiry, research and encouragement</p> <p>Share and encourage creativity in the classroom through faculty celebrations, initiatives and opportunities to present workshops at national and international conferences</p>	<ul style="list-style-type: none"> <li>Developed the distinctiveness of a Scots education, embedding collaborative inquiry based learning, creativity and teamwork into classroom practice.</li> <li>Shared and encouraged innovation in the classroom through faculty initiatives and celebrations.</li> <li>Implemented a T-12 writing program.</li> <li>Improved academic results.</li> <li>Initiated a program of action research into ICT learning at the College.</li> <li>Strengthened our focus on learning programs, planning, teaching and learning in the classroom and feedback to students.</li> <li>Created and implemented a moderation process around registration and accreditation expectations.</li> </ul>
Staff Professional Learning and Growth	<p>Build strong faculty and House teams through appraisal, reflection, goal setting and culture expectations</p> <p>Build a program of professional trust and growth</p>	<ul style="list-style-type: none"> <li>Refined professional learning priorities, aligned with teaching standards and the College's Strategic Plan.</li> <li>Refined the staff reflection and goal setting system across the College.</li> <li>Implemented the Staff Code – a professional commitment for Scots staff.</li> <li>Developed clear 'stage statements' regarding expectations at each stage of a Scots education.</li> </ul>

Financial Strength – Building for the Future	<p>Grow capacity of the financial team and refine systems that serve the educational program</p> <p>Develop a systematic process of review to identify waste and improve efficiencies</p>	<ul style="list-style-type: none"> <li>Established the College Foundation as an active entity in the College community.</li> <li>Established an excellent service culture and team in all administrative areas.</li> <li>Reviewed the financial systems and processes.</li> </ul>
Community Engagement and Partnerships	<p>Connect parents through communication, support groups, College events and vision</p> <p>Develop a clear program of parent and community connection activities</p>	<ul style="list-style-type: none"> <li>Implemented a clear program of parent, support group and community connection activities.</li> <li>Communicated a vision of community engagement in the College community.</li> <li>Strengthened the culture of the College through the International and Indigenous programs.</li> <li>Developed a clear national and international profile for the College.</li> <li>Developed opportunities to present workshops at national and international conferences.</li> <li>Developed clear processes in finance, catering and communications for parent support groups.</li> </ul>
Leadership and Strategic Governance	<p>Enhance confidence of College leaders through vision and culture clarification, and personal and team leadership development plans</p> <p>Focus Council on governance functions that build capacity to deliver the College's vision and mission</p>	<ul style="list-style-type: none"> <li>Implemented the College governance leadership program.</li> <li>Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.</li> <li>Implemented the College leadership goal setting and reflection system across the College.</li> <li>Embedded College planning processes and systems.</li> </ul>

## College Determined Improvement Targets in 2013

In 2013, we will continue to implement our Strategic Intent, focusing the development of Scots culture, Scots people and Scots structures.

Area from Strategic Plan	Implementation Goals for 2013
<b>The Christian Foundation of the College</b>	<ul style="list-style-type: none"> <li>• T-12 Peer Mentoring Framework</li> <li>• T-12 Service Learning Framework</li> <li>• T-12 Student Health and Wellbeing Framework</li> <li>• Christian Ministry among Old Boys</li> <li>• College Archives</li> <li>• Gap Students and Christian Program</li> <li>• Student Leadership Training</li> <li>• Staff Leadership Training</li> <li>• T-12 PC Framework</li> <li>• PC Resources</li> <li>• Pastoral Care Systems</li> <li>• Student PC Programs</li> </ul>
<b>The Learning Environment</b>	<ul style="list-style-type: none"> <li>• Annual review of accreditation and registration documentation and cycle for faculty review.</li> <li>• Accreditation and registration compliance processes as required by regulatory bodies.</li> <li>• Brave Hearts Bold Minds Educational Philosophy based on student identity, personalised learning, collaborative inquiry, contemporary literacies, stages of boys learning and ICT.</li> <li>• Annual external HSC data analysis and improvement plan.</li> <li>• Annual plan for faculty academic goals.</li> <li>• Tracking learning needs of identified students, including heavily committed students.</li> <li>• Academic expectations communications strategy.</li> <li>• Summer schools program.</li> <li>• Master Plan building and works projects.</li> <li>• Asset maintenance system and support services.</li> <li>• T-12 Sports Development and Review Strategy.</li> </ul>
<b>Staff Professional Learning and Growth</b>	<ul style="list-style-type: none"> <li>• Protocols, guidelines and systems for development of College staff and service culture.</li> <li>• University of Sydney/Scots Masters in Educational Leadership Program.</li> <li>• Revised and aligned staff position descriptions.</li> <li>• Staff and College goal-setting and reflection programs</li> <li>• Creativity and Innovation Framework.</li> <li>• Evidence-based Learning and Decision Making Framework.</li> <li>• Staff publications and presentations.</li> </ul>



<b>Financial Strength</b>	<ul style="list-style-type: none"> <li>• Business Office staff guidelines and protocols.</li> <li>• General Ledger, client payment and purchase order systems.</li> <li>• Financial forecasting and modeling program.</li> <li>• Community engagement, marketing and development strategies.</li> <li>• Administrative support structures and systems.</li> <li>• Strategic marketing plan, key messages, website plan, internal and external branding and communications, and College publications plan.</li> <li>• Annual specific fundraising projects.</li> <li>• Community Engagement.</li> <li>• Scholarships and bursaries strategies.</li> </ul>
<b>Community Engagement and Partnerships</b>	<ul style="list-style-type: none"> <li>• Alumni Strategy.</li> <li>• Boarding and dayboy families' strategies.</li> <li>• International schools networks protocols.</li> <li>• Parent support groups strategy.</li> <li>• Whole-College calendar and special events program.</li> <li>• Event management protocols and guidelines.</li> <li>• Alumni Coordination Strategy.</li> </ul>
<b>Leadership and Governance</b>	<ul style="list-style-type: none"> <li>• Strategic plan, operational plan and master plan.</li> <li>• College governance program.</li> <li>• Leadership Capability.</li> <li>• Risk Framework.</li> <li>• Review Framework.</li> </ul>

# The Christian Foundation of The College



## The Christian Foundation of the College - Initiatives promoting respect and responsibility

The Scots College seeks to be a Christian community marked by a deep sense of respect and responsibility towards others. We aim to build commitment to the notion that our education is not merely for ourselves, but ought to provide a strong foundation for making a positive difference in the lives of others and in communities beyond our own. We seek to foster within boys, a sense of justice and compassion, together with a spirit of generosity and service.


The College's Christian foundation undergirds our commitment to celebrating our diversity, nurturing our God-given talents, valuing the individual and being committed to the building up of others. The belief that human beings are created in the image of God provides a strong basis for respect for self and others, and creates an obligation to take responsibility for the care and support of others. Such a perspective will help shape our view of knowledge, pastoral care, peer support and community service. It will influence our understanding of leadership, of personal development and of our Co-curricular Programs.

The wide range of Community Service Programs of the College is intended to provide an environment in which boys and staff can be encouraged and challenged to look beyond their own circumstances to the needs of others, and can be enabled to build positive connections with communities both locally and internationally. Such programs assist participants in learning about and appreciating other cultures, developing leadership, empathy and a sense of responsibility, increasing one's capacity to see the qualities as well as the challenges

in the lives of others, establishing practical avenues through which to show care and compassion, giving expression to Christian faith in ways that are tangible and transformative, and building respect within and beyond the College community.

During this past year, the College has taken steps to build relationships with the Oktedi-Tabubil community in remote northwest Papua New Guinea. Students supported the ANZAC services for the community there, participated in a cultural exchange at the local schools, and met with the Chief Research Officer to explore research opportunities regarding the restoration of the Fly River System. In 2012, we also saw Scots staff visit the Seaside Paama School and the Tata Presbyterian School in Vanuatu in order to meet with their staff and students, learn about their communities, establish relationships with the church, school and village leaders, and discuss possible visits by our students in the future. The College has continued its association with schools and orphanages in Ghana, through visits by staff and Old Boys who have delivered sporting and other equipment. Our relationship with the Patukae community in the Solomon Islands has continued to grow, with groups of Scots students visiting in 2012 and assisting in the provision of computers.

Throughout 2012, the College has supported a range of vital community services. Through student walkathons, barbecues, mufti days, door knock appeals, donations of food and clothing, visits to hospitals, preparation and serving of meals, visits to institutions providing community care, and the provision of gifts, boys from the Early Learning Centre through to Year 12, together with



“ It is in learning to serve, and in responding to the call to bring positive change to the lives of others, that our education finds its true meaning and purpose. ”

their families and the wider College community, have been involved in helping those in need. Students have supported Operation Christmas Child, packing shoeboxes with gifts to be sent to children in desperate situations in various parts of Southeast Asia.

The College has continued to support the Salvation Army's Oasis project to raise awareness of and provide help for homeless youth. The Easter lunch at the Streetlevel complex, the 'Gift of Education' initiative and participation in the Red Shield Appeal are just some examples of this support.

During the year, the College community has strongly supported various projects overseen by the Presbyterian Church in NSW. These have included the Allowah Presbyterian Children's Hospital in Sydney, the winter clothing and Christmas hamper appeals of the Presbyterian Social Services committee and, through Australian Presbyterian World Mission, a number of primary schools in India and Bangladesh. In addition, money has been raised in support of TEAR Fund, a Christian organization involved in relief and development work in many parts of the world.

Closer to home, students have been involved in overseeing a variety of projects on the College campus such as recycling programs, the sustainable community garden and classes for senior citizens to develop computer skills. The increasing opportunities for Service Learning, the continued growth in the Indigenous Education Program and the wide range of possibilities for volunteer work have all contributed to the fostering of attitudes of respect and responsibility.

The House system continues to play a key role in the pastoral care of students and the building of positive networks within and beyond the College. Throughout 2012, tutor group programs have been further developed, Houses have engaged in various community projects and fundraising activities, some Houses have introduced 'House prayers' and others have introduced awards to recognise boys showing outstanding citizenship and care of others.

Leadership development and student mentoring has been further strengthened and is clearly seen in activities such as prefect training, Year 7 camp, Year 6 training days, peer support programs, Christian Union leadership seminars, performances and presentations within Assemblies, and student leadership within Chapel services.

The College's Christian foundation challenges us to see our talents and opportunities as gifts from a generous God. Therefore, these talents and opportunities are to be used in a generous manner, such that they become a means of not only equipping ourselves for life, but also of bringing blessing to others, as we seek to strengthen the communities with which we work and interact. Ultimately, it is in learning to serve, and in responding to the call to bring positive change to the lives of others, that our education finds its true meaning and purpose, and we begin to exemplify that notion of being truly worthy of our forefathers.

Reverend Conrad Nixon  
Chaplain



# Financial Strength – Building for the Future

## Admission Protocols

### The College intake years are as follows:

- Transition Cubs (3 year old program)
- Transition Lions (4 year old program)
- Kindergarten
- Year 3
- Year 5
- Year 7

The Enrolment Process for all prospective students commences with the receipt of the Application for Enrolment form, together with a copy of certified birth certificate, two latest school reports, where applicable, and the registration fee. Families who applied for in-take years are contacted 18 months prior to entry regarding the prospective enrolment of their son.

### Senior School:

All students seeking entry into the Senior School are required to undertake a pre-enrolment assessment. The assessment is not selective and is academic year and age related. Once the results are received, a copy is sent to parents inviting them and their son in for an interview with the appropriate Head of Campus. It is only after this process has occurred that an offer may be made.

### Preparatory School and Early Learning Centre:

All students seeking entry into the Early Learning Centre (ELC) and the Prep School are required to have an interview with the Director, Early Learning Centre (Transition to Year 1) and the appropriate Heads of Campus for Years 2 to 6. It is only after this process has taken place that an offer may be made.

### 2012 Scholarship Process:

The College offered Academic and Music Scholarships for Years 7 to 11 and Dramatic Arts Scholarships for Years 9 to 11.

Currently, academic candidates register online to sit the first round scholarship testing, usually conducted in early December. Upon receipt of the results, all candidates are forwarded a copy with an interpretation of the scholarship data. Selected candidates are invited to attend a second round of testing, usually conducted in late January. These candidates are then short-listed for an interview with the Head of Middle Years and Head of Senior Years. Scholarships may then be awarded based on performance in the examinations and interview.

Currently, candidates register online to sit the Music and Drama Scholarships. After receipt of the results, all parents are forwarded a copy with an interpretation of the scholarship data. All Music candidates are requested to send in a video or DVD performing three contrasting pieces. Drama candidates are invited to attend an audition. Music candidates must have achieved a minimum level of AMEB Grade 5 or equivalent, at a high standard. Ideally, Drama candidates will be able to play either the piano or an orchestral instrument to fifth grade level, sing and/or dance and have previous experience in dance or music theatre and demonstrate their dramatic arts ability and experience in theatre, musicals, film or television. Scholarships for both Music and Drama may then be awarded based on performance in the audition and a reasonable level of academic performance being achieved in the examination.



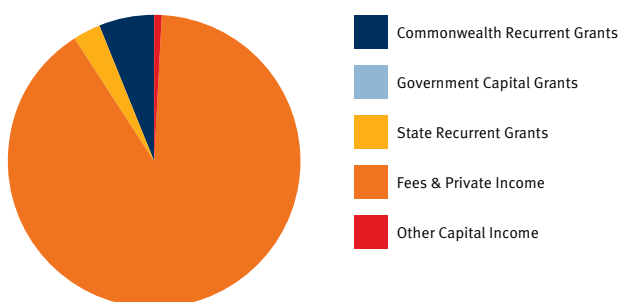
## 2012 Bursaries

The College offers general tuition and boarding bursaries which are means tested and open to all students from Years 7 to 11. All bursary applicants need to apply before 31 May submitting all financial and supporting documentation. Following the closing date of 31 May, all bursary applications are forwarded to the Director of Finance for assessment and, where applicable, the awarding of a bursary by the Director of Admissions.

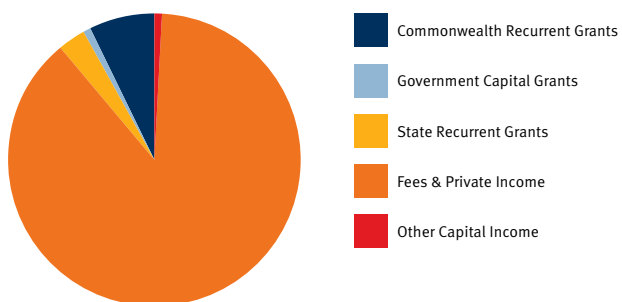
**Table of Enrolment Data as at Census Date 03/08/2012**

Year Group	As at Census Date 03/08/2012	Ffpos	Boarder	Indigenous
Transition Cubs 2 days	7			0
Transition Cubs 3 days	8			0
Transition Cubs 5 days	8			0
Transition Lions 5 days	59			0
Kindergarten	67			0
Year 1	77			0
Year 2	78			0
Year 3	87			0
Year 4	99	1		0
Year 5	124	0	1	0
Year 6	123	1	2	0
Year 7	205	3	28	4
Year 8	192	0	29	2
Year 9	185	6	39	3
Year 10	172	8	46	2
Year 11	198	13	50	0
Year 12	178	8	45	2
<b>Total</b>	<b>1867</b>	<b>40</b>	<b>240</b>	<b>13</b>

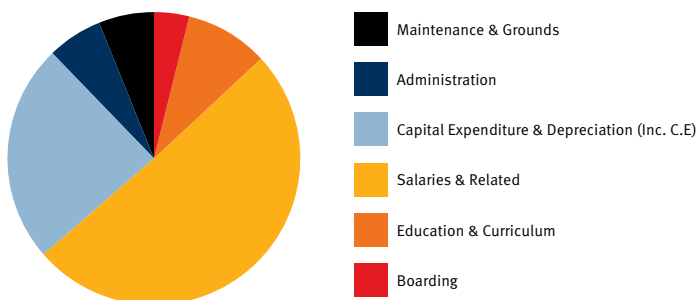
**Revenue 2012**



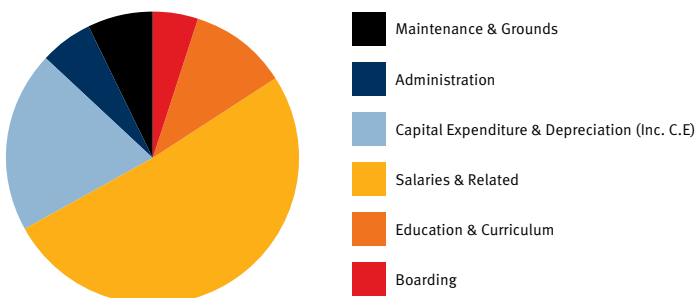
**Revenue 2011**



**Expenditure 2012**



**Expenditure 2011**





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