

2013
ANNUAL
REPORT



The Scots College
Sydney Australia



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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.



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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;
- 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 PM Lambert, who commenced as Principal on 1 January 2007. The College Council is strongly supportive of the Principal in its 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 moneys endowed to the College for this purpose.

Capital works are funded by fee income, donations and borrowings. During 2013, 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 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.

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 the balanced all round education of the student so that the student develops academically, physically, morally and spiritually during their 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. Here 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 Scots.

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

During 2013 the College opened the Early Years Centre within the premises of St Andrew's Rose Bay Presbyterian Church. This facility is now fully operational.

The College undertook preparation of an up-to-date Master Plan for the ongoing development of the College during 2013. 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 College Parents' Association. These support groups are active in the involvement of supporting students in sporting and other endeavours in the College. We encourage a close involvement by parents in the education of their sons at the College.

The College Council is spending significant time and effort at present improving governance arrangements



Mr Simon Fraser
Chairman



Dr Gillian Heard
Deputy Chairman



Mr Rod Simpson
Secretary



Dr Ian PM Lambert
Principal



Rev Ewen Brown



Rev Bruce Christian



Mr Jeof Falls



Mr Ben Graham



Mr Peter Kaldor



Mr Andrew Leithhead



Mr Bill McLaren



Rev Bruce Meller



Mr Philip Mitchell



Mr Greg Simitian



Rev Dr Martin Spadaro

and developing written policies to add more discipline and certainty to government processes. We hope to improve governance generally of the College through these initiatives.

The year 2013 has been a good year for the College. We look forward to the coming years with enthusiasm and optimism.

Simon Fraser
Chairman, College Council



A Message from the Principal

Established in 1893, The Scots College celebrated 120 years of boys' education in 2013. At The Scots College, we believe that an effective and successful educational experience for boys, first and foremost, focuses upon motivation, developing each boy's 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. We are a school community of high expectations. At the same time, we are devoted to helping students develop intellectual, physical, spiritual, artistic and personal interests.

The College is a learning community where academic rigour, personal integrity, humour and hard work are equally encouraged. 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. 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.

Through our Brave Hearts Bold Minds philosophy we recognise that it takes a universe to nurture a boy and to sustain a boy's inquisitive nature, both in outer form and inner spirit. 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. Young men need a deeper understanding of why they long for adventures and challenges. Our College is resourced in such a way that we can open up a universe of possibility for our boys.

2013 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.

It is important to acknowledge the significant work of our teaching, boarding and residential staff at Bellevue Hill, Rose Bay and Glengarry. Our substantial Outdoor Education and Boarding Program and facilities mean 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.

The Scots College is developing a strong profile across a broad range of distinctive programs. In 2013, we continue to be recognised nationally and internationally for our world-class Pipes and Drums; impressive Cadet unit, sporting innovation and strength including the National Champion Snowsports teams (Prep and Senior School), Glengarry Outdoor Education Program, Academic innovation and achievement, Pastoral Care, outstanding 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.



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With the introduction of a new property, Bannockburn, in the Shoalhaven area, we look forward to expanding our recreational, 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.

At The Scots College, we conserve and defend our existing, relevant and honourable traditions, both old and new, which include:

- Our faith, values and Presbyterian heritage.
- A culture of learning which is based on forward thinking, freedom of inquiry, the pursuit of true knowledge and the quest for excellence.
- A caring community that seeks to know, care for, challenge and enrich each boy as an individual especially through the House system.
- Our unique service to Australia, including our culture of leadership, our connections with our Boarding, Parent and Old Boy communities and our location within the Eastern Suburbs of Sydney.
- Our Scottish heritage including the Pipes and Drums and the Black Watch tartan.
- The living history, emblems and accoutrement of the College including our beautiful buildings and campuses, the crest, the motto, the Lion Rampant, the Blue and Gold, the School Song, Student War Cries and our membership of the Great Public Schools of New South Wales.
- The culture of our boys whose spirit, creativity, aspirations and compassion are nurtured through the challenges of a broad and rigorous academic curriculum, team sport, Glengarry, cadets, the arts, service learning and co-curricular commitment, and who are supported by our dedicated staff.

The following programs and initiatives characterise a Scots education:

- **The importance of a values-rich context:** our commitment to authentic, transformational servant leadership and alignment with the College's framework of Christian values that is embedded in all learning experiences;
- **Educating boys to become fine young men:** structuring learning which responds to the different developmental stages and needs of our boys:

- Early Learning/Years Centres – Transition (Preschool), Kindergarten and Year 1;
- Junior Preparatory School – Years 2 to 4;
- Senior Preparatory School and Middle Years – Years 5 to 9;
- Senior Years – Years 10 to 12;

- **Goal-setting as individuals and in teams:** developing plans which help us to achieve personal, team, and College goals;
- **Personalising learning:** philosophy and practice which support the discovery, nurturing and engagement of the unique talents, interests and abilities of our community members, both in mainstream learning experiences and also in specialised learning and teaching strategies used to support the differing needs of boys, such as our Honours Program, Learning Enrichment, Vocational and Enterprise Education, Research and Programs of Excellence;
- **Learning collaboratively through inquiry and relating to others:** an approach to learning which emphasises effective participation in teams and creating meaning through asking questions which help us to solve problems;
- **Moving beyond expertise and developing creativity:** enhancing the acquisition of resilience and creativity in problem-solving to generate superior solutions;
- **Learning through sport:** learning to be 'thinking sportsmen' through a program of sports development and participation in a wide range of sports with a focus on skills development, sports science, strength and conditioning, team preparation and performance;
- **Learning through co-curricular programs:** learning to express creativity and character through a program of co-curricular activities including Music, Debating and Public Speaking, Drama, Dance, Chess, Media, Community Service, Cadets, Pipes and Drums;
- **Learning through service:** learning to lead with The Scots College Model of Leadership through pastoral care, service learning and leadership development programs;
- **Glengarry and outdoor education:** personal and leadership development through a variety of outdoor education contexts, including six months at Glengarry in Year 9; and
- **Residential programs:** providing a supportive, challenging and rich environment for our boys to reside at the College.



... a desire to set
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In 2013, the boys' passion and commitment led them to lift the AAGPS Premiership trophies in Rifle Shooting, Cross Country running and Rugby. The Snowsports team (Prep and Senior School) maintained its dominance as State and National Champions. The Prep and Senior School sporting and co-curricular programs have increased their success rate across all age groups and College teams are consistently placed in the top rankings. Numerous boys have represented their state and country in a range of academic and sporting competitions. More importantly, Scots boys every day, exhibit a passion for their College, a desire to set challenging goals and to reach or exceed them, and a spirit that bonds them together in their shared quest for excellence.

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. This has provided a powerful platform for our future growth, improvement and alignment of focus.

Whilst The Scots College has had Indigenous students for many years, our current program has been in operation for eight years. In this time we have grown from four students to 20 in 2013. These students are from as close as La Perouse in Sydney and as far away as Nhulunbuy in North East Arnhem Land. We have two main aims. Firstly, we aim to have Indigenous boys as an everyday part of College life, to enrich the lives of all the students and the College community so that they understand and appreciate Indigenous culture, have Indigenous friends and break the cycle of inequality and cultural separation. The second aim is for their education to benefit their communities in some way, not just themselves. We believe that the success of our Indigenous Program is built on the strength of the relationships we have with the boys and their families and communities.

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.

The object of The Scots College stated in its Constitution is "to provide a high-quality education from a Christian worldview for boarding and day scholars in accordance with the standards of the Presbyterian Church of Australia". In keeping with this object and following the successful launch of the College's revised Master Plan in 2013, it has been particularly encouraging to witness the development of our physical learning environment alongside the implementation of our educational goals and priorities as outlined in our strategic intent – *Scots to the Fore – Brave Hearts Bold Minds 2009-14*. Our priorities in 2013 have been focused on recognition of our heritage, vision, mission and values and the challenges of a contemporary educational experience. These have included:

- A distinctive, challenging and exciting curriculum which prepares our boys to lead, learn and serve our nation and the world in the years to come.
- A compassionate and engaged Christian community where boys are known, cared for, challenged and enriched.
- Highly competent, committed staff with the capacity to deliver our strategic intent and who are fine role models for our boys.
- A beautiful College, immersed in its heritage.
- An aspirational day and boarding school with a culture of faith, leadership, mateship and excellence.
- A world-renowned centre for outdoor education and leadership at Glengarry.
- An international reputation as Australia's finest boys' school.

The year 2013 has been one of great challenge, blessing and achievement. I thank our broad community for its support and encouragement and trust that 2014 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





A Message from the Head Prefect

Being a Scots boy is not merely a label that declaims where you went to school, or where you did your HSC. It is a distinction that carries with it all the values and the culture of a College that has grown and expanded for 120 years.

Scots is a school whose fundamental values and beliefs have stayed unshifting over the years. A Scots education now endows you with the same ethics and principles as it did from its outset.

Within my time here at Scots it has reinforced the idea that the strength of our College is founded upon our history and our diversity. It is based on those thousands of boys that have walked the halls of Scots before you. The triumphs and failures on the sports field, in the classroom and on the stage. It is constructed on the friendships that span generations, those that cross continents and those that bridge cultures.

In this year more than ever, our 120th year, it is fitting to reflect on the history of the College and I have been incredibly proud to be a part of Scots for this past year.

There has been considerable success in all facets of the school – the GPS Premierships in Rugby, Shooting, Basketball and Cross Country, the Snowsports National Championship, the Intermediate and Senior Drama teams making the Theatresports Grand Final, the outstanding results of boys in the state and national standard tests or the Year 7 and Year 10 GPS Debating Premierships are just a few of the achievements this year.

In a time of success, it is important to celebrate that success. To congratulate those boys whose hard work has paid off and share in their joy. Scots is a competitor in some of the fiercest competitions in Australia and even the world, and success will not always come so freely.

I had a message in my final Assembly speech that I would like to reinforce now. In a time of achievement, you must build a culture conducive to achieving success, but not built on success.

Over my time at Scots, I have seen this incredible culture build and develop. As our year group has moved from Years 7 to 12, we have seen Scots advance as a school and a pride in the Roaring Lion grow, instilled by the Year 12s of each year.

It is not the achievements of any particular year that will stick with me as I move through life, but rather the culture of the College, and the passion of each boy as they supported their mates. One of my proudest moments as a Scots boy was at the Scots-Newington Rugby game at home. Although we narrowly lost that game, our crowd of 500 boys dwarfed the crowd on the other side of the pitch and our emotion could not be rivalled.

I was able to get up in front of the boys and ask the question, “Are you ready?” at anytime, anywhere, and know that every single one of them was going to answer “Yes”.

The challenge for the year groups coming through is continuing to build a confidence and camaraderie in each other. When we encounter obstacles as a College or go through a tough time, then that confidence will carry us through. Scots is coming into its own as one of the premier GPS schools, if not the stand out. You need to embrace that and use it to build a confidence, not an arrogance, in the blazer and tie that you all wear.

Boys, think about the men that have gone before you, for they represent the tangible history of the College. They represent what has come before, the people who have forged the successes and culture of Scots. But their time at Scots has come and gone.

Look at the boys beside you. Each one of you is responsible for taking Scots into the next stage of its journey. You will struggle together, win and lose together, and ultimately take away memories and friends that will stay with you for life.

I look forward to seeing what Scots has yet to achieve.

The time of the Lion has come again.

Scots to the fore!

Matthew Boustred
Head Prefect 2013

(Extract taken from Matthew's 2013 Speech Day address)



Matthew Boustred, Head Prefect 2013

“

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”



Parent and Student Satisfaction

The Scots College is committed to listening to the views and expectations from its key stakeholders and commissions annual independent surveys with parents and students on a wide range of related education topics.

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

During 2013, 498 parents and 566 students participated in surveys and provided views on such areas as teaching and learning, student welfare, religious education, boarding, co-curricular, sport, communications, reputation and community engagement.

While 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 its planning for the future.

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

Year 7 and 12 Parents	Year 7 and 12 Students
Caring staff who act in best interests of students	Student friendships
The well rounded, balanced, challenging education	The Sporting Program
Being part of a friendly and engaging community	The Glengarry experience
Friendships made by my son	Learning new things
The Glengarry experience	The academic work
My son's happiness and pride in Scots	School camps
Son's personal development at Scots	Boarding experience
Inspiring leaders and staff	The academic program
The College values	Academic achievement
The School's tradition	Care and support from the teachers

Source – Extracts from Parent Survey 2013.

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 tradition of the College has been embedded into all the students, preparing us for life.

”

2013 Year 6 and 12 Parent quotes in relation to what they valued about Scots

“You have some incredibly committed and fabulous teaching staff, and I feel very blessed to have had some wonderful teachers for my son”.

“I love the school community, I believe it is something Scots does really well. I love the Pipes and Drums, and the sense of Scottish tradition that goes with it – the sense of community service when the school starts off the Anzac Day march gives me real pride”.

“I am proud of the fact that I provided my sons with an opportunity to experience the best educational experiences available – particularly the Glengarry Program – which helped me transition my relationship with them from boys to men. I value some outstanding caring staff who have helped me personally get through many challenges. I am appreciative that without Scots my older son could have missed out on the degree of his choice. I also enjoyed the Summer Schools sharing learning experiences with a wide cross section of school students”.

“I value the support that has been given to my son as well as my husband and myself. Nothing has been too much trouble. We feel Scots has been a definite extension of our life, as our son is a boarder. We will truly miss the relationship we have formed with Scots. It has not only been a nurturing loving home to our son, but it has helped him develop into a wonderfully balanced young man. We are eternally grateful to the excellent teacher/master role models that he has been so fortunate to have in his life. Thank you”.

2013 Year 6 and 12 Student quotes in relation to what they valued about Scots

“I most value the culture of all-rounded achievement that is present at the College. The Glengarry experience as well as the tight knit culture of respect and excellence is one of the strongest aspects of Scots”.

“The passion of being a Scots boy is exceptionally large, and this has been a very valuable part of my time at Scots. That said, academics are of course of key importance, and the quality of teaching (particularly in the Science, Maths and Drama departments) has also been exceptionally valuable to me”.

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 the 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 these 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.

“

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”



Year 5 boys with their teacher Miss Donna Procter.



NAPLAN Results 2013

In May 2013, students in Years 3, 5, 7 and 9 completed The 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. The results of the tests provide important information to the College about what each student can do, and will be used to support teaching and learning programs. 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.

“

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Summary Statistics for The Scots College

NAPLAN 2013

	% TSC Students in the Top 3 Bands	% NSW Students in the Top 3 Bands
Year 3 Reading	94.2	71.2
Year 5 Reading	86.9	66.3
Year 7 Reading	81.5	56.7
Year 9 Reading	82	51.4
Year 3 Writing	96.5	77.3
Year 5 Writing	58.1	52.7
Year 7 Writing	61	42.8
Year 9 Writing	66.1	41.4
Year 3 Spelling	87.2	72.4
Year 5 Spelling	80.4	65.2
Year 7 Spelling	81.5	67.4
Year 9 Spelling	64.1	56.1
Year 3 Grammar and Punctuation	96.5	75.1
Year 5 Grammar and Punctuation	83.7	64.4
Year 7 Grammar and Punctuation	67.2	56.8
Year 9 Grammar and Punctuation	70.6	45.3
Year 3 Numeracy	93.1	67.5
Year 5 Numeracy	83.5	54.2
Year 7 Numeracy	85.6	55.7
Year 9 Numeracy	88.5	50.3
Year 3 Data, Measurement, Space and Geometry	88.4	64
Year 5 Data, Measurement, Space and Geometry	84.4	58.8
Year 7 Data, Measurement, Space and Geometry	84	54.3
Year 9 Data, Measurement, Space and Geometry	86.6	48.9
Year 3 Number, Patterns and Algebra	90.7	64.2
Year 5 Number, Patterns and Algebra	81.1	53.5
Year 7 Number, Patterns and Algebra	83.4	54.5
Year 9 Number, Patterns and Algebra	89.6	49.4

High School Certificate Results

In 2013, 187 students completed their Year 12 program studying a range of 40 courses. In 33 of these 40 courses, over 50 percent of Scots boys scored in the top two bands. In 16 of these courses, more than 80 percent of Scots boys scored in the top two bands, and in nine of these courses 100 percent of Scots boys scored in the top two bands. 186 qualified for university entrance. One student elected to take a Vocational Education pathway.

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)
Biology (26 students)	19.23 (6.63)	53.84 (32.93)	84.6 (67.78)
Business Studies (65 students)	7.69 (7.95)	52.3 (34.85)	84.6 (65.58)
Chemistry (36 students)	21.05 (12.08)	68.41 (41.63)	92.09 (73.41)
Design and Technology (22 students)	22.72 (8.27)	81.81 (37.02)	90.9 (78.13)
Drama (15 students)	60 (13.8)	100 (43.51)	100 (84.11)
French Extension (2 students)	100 (53.44)	100 (97.11)	100 (99.98)
General Mathematics (81 students)	16.04 (5.94)	55.54 (20.83)	75.29 (41.95)
Mathematics Extension 1 (60 students)	43.33 (32.75)	88.33 (83.54)	98.33 (97.8)
History Extension (10 students)	30 (22.13)	100 (73.93)	100 (98.52)
Latin Extension (2 students)	100 (64.15)	100 (97.16)	100 (100)
Modern History (49 students)	10.2 (10.77)	63.26 (47.17)	91.83 (76.56)
Music Extension (2 students)	100 (70.49)	100 (98.21)	100 (99.79)
Music 2 (4 students)	75 (36.31)	100 (85.31)	100 (99.41)
Physics (38 students)	18.42 (9.22)	65.78 (33.36)	89.46 (65.74)
Studies of Religion I (18 students)	16.66 (11.64)	88.88 (48.47)	94.43 (77.27)
Studies of Religion II (14 students)	21.42 (8.52)	78.56 (45.7)	92.84 (74.91)

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

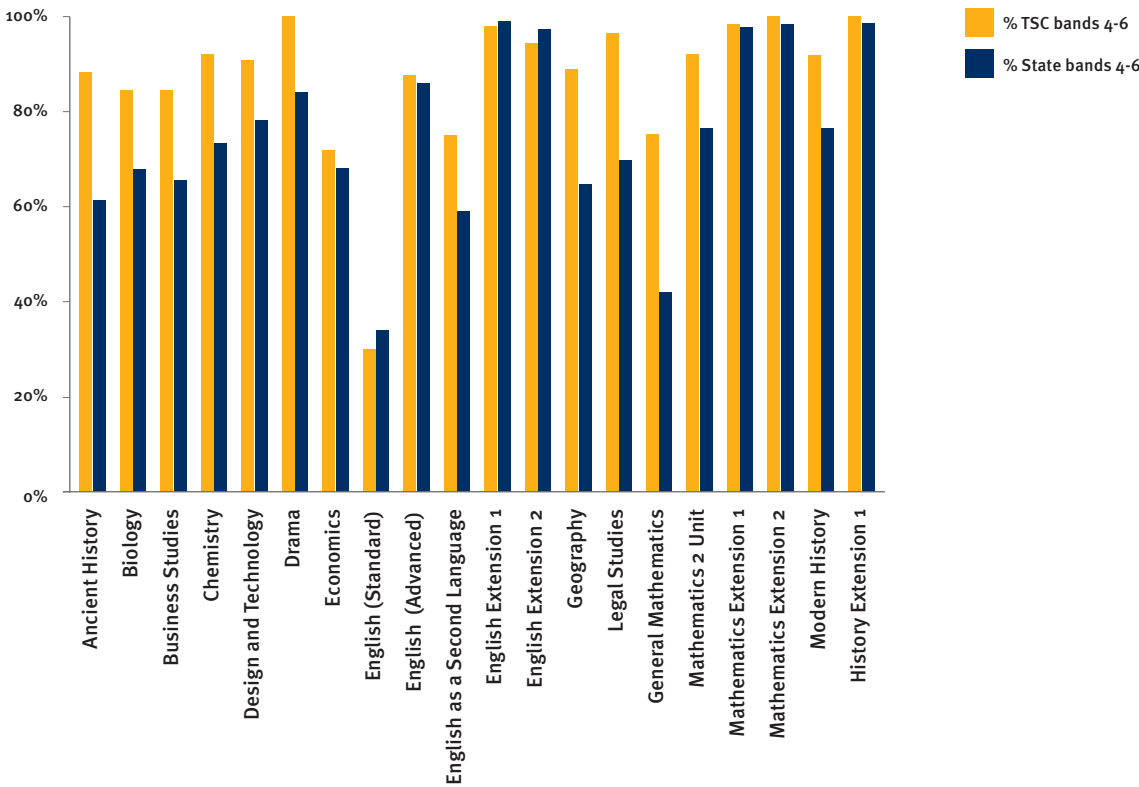
Seventy-one Scots boys appeared in the Distinguished Achievers listings (results over 90), many with their name appearing in multiple subject listings. Six boys achieved Band 6 results in 10 or more units. Four students finished in the top 10 students for their course in the State: First place in Heritage Indonesian, third in Music Extension, fifth in Indonesian Extension and seventh in Extension 2 English.

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 two boys were nominated for Design TECH, the annual exhibition of outstanding Major Design Projects. In Visual Arts, one boy was nominated for ARTEXPRESS, the annual exhibition of outstanding Major Projects, and Music received three nominations for ENCORE, the showcase of outstanding HSC Music Performances.

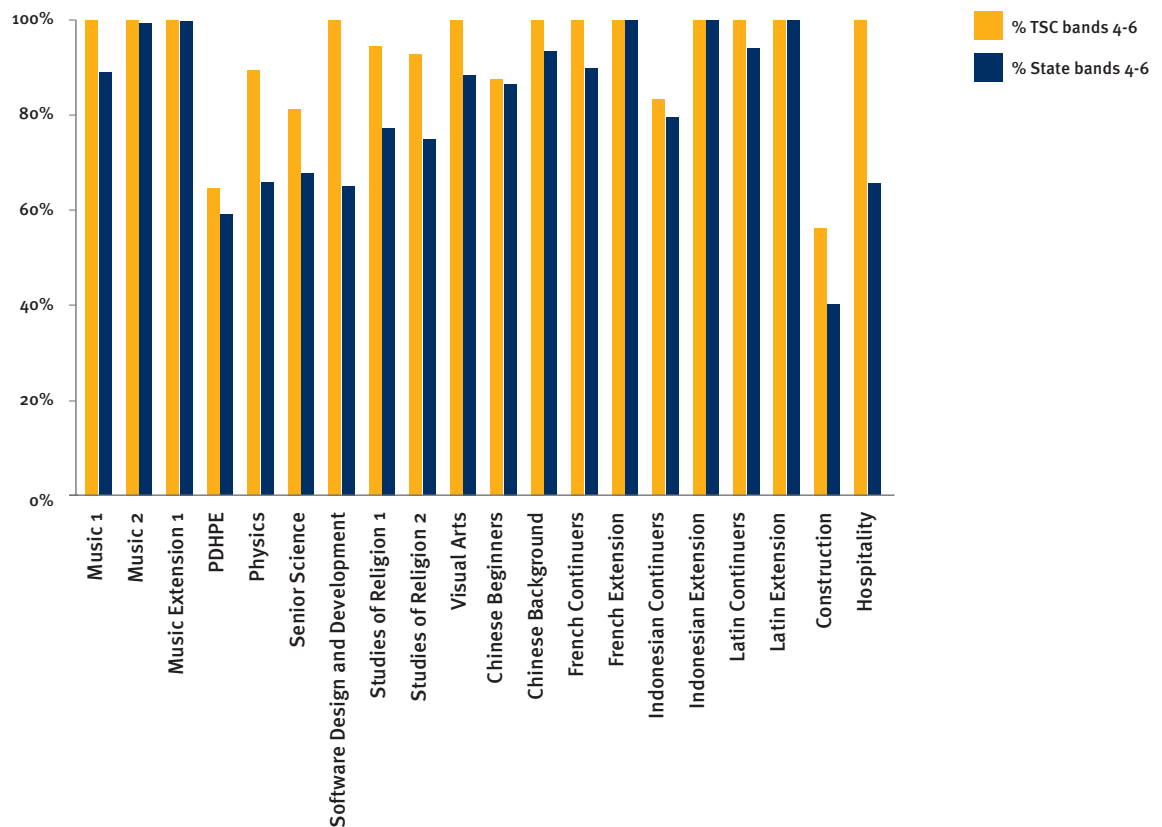
Senior Secondary Outcomes

Demand for Vocational Education and Training courses has remained low. Sixteen students completed Construction and three students completed Hospitality courses. This accounts for only 10.1% students.

2013 HSC Results



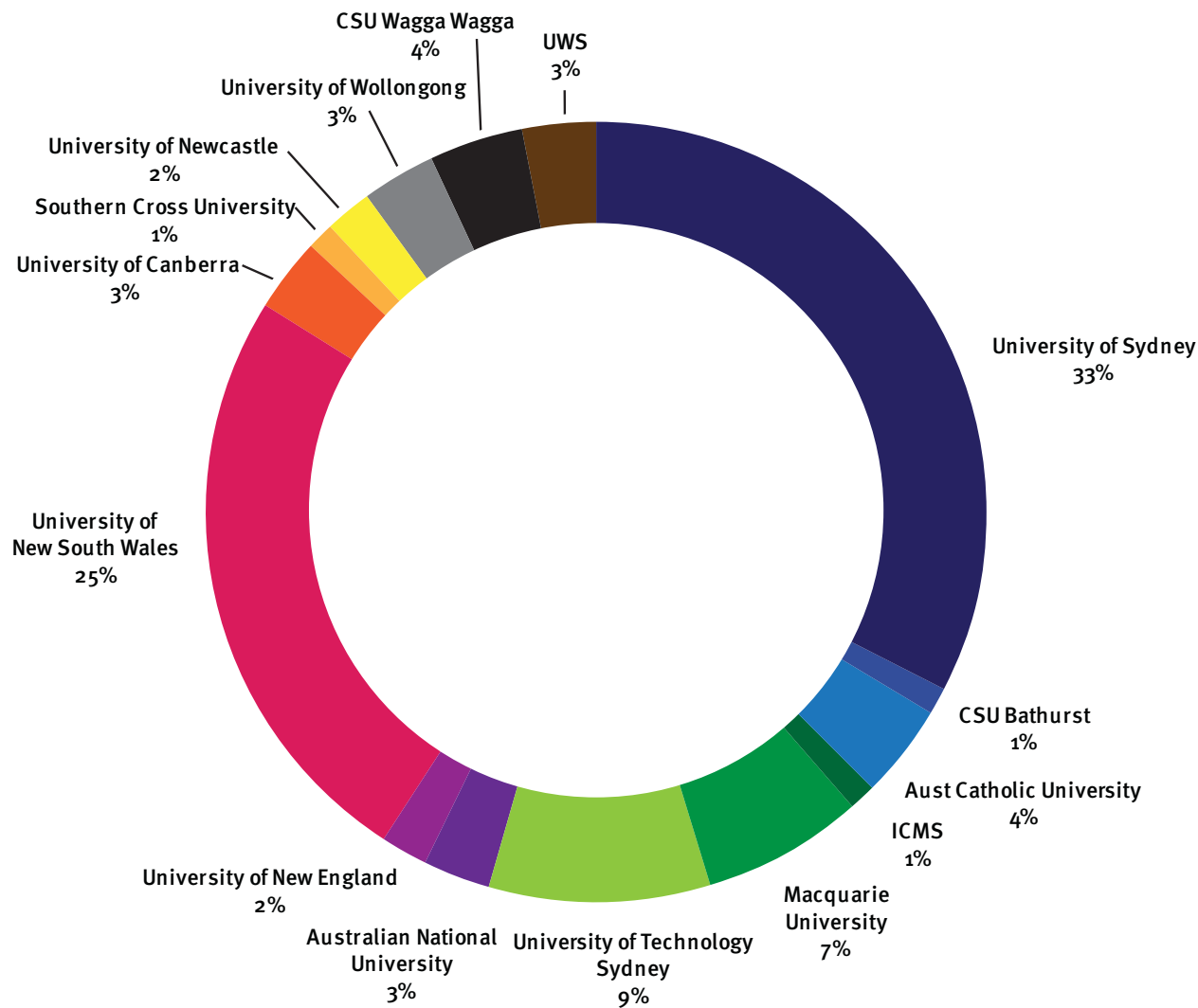
2013 HSC Results



Student Retention Rate

The Scots College continues to maintain a high retention rate (the percentage of students who completed Year 10 and went through to Year 12). In the 2013 cohort this was 93.9%.

Post School Destinations





Overview of the T-12 Professional Learning Program

Term 1 2013 commenced with a two day induction session for 22 new or recently new staff. The Staff Development Days are held at the beginning of each term and involve all teaching and non-teaching staff.

The Term 1 Professional Development Days focused on embedding The Scots College's educational philosophy across our campuses using 'The Quest' as a journey planning metaphor. Academically, we are seeking to nurture each boy's quest for excellence by:

- developing a culture of high expectations.
- nourishing the development of creative, confident, accomplished young men.
- providing opportunities for honest student engagement, challenge and active learning.
- ensuring learning experiences are personalised — shaped in response to a boy's stage of development rather than his age or year level.
- encouraging the development of a 'growth mindset', understanding the diverse and dynamic nature of intelligence.
- providing security, support, self-belief and a personal commitment to excellence and effort in the learning journey.

These sessions also provide ideal opportunities for Faculty Deans and campus leaders 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.

We were also fortunate that Mark Treadwell, one of the architects of the New Zealand National Curriculum and internationally renowned expert in personalised learning, innovation, creativity and 21st Century learning — conceptual rather than a content dominated curriculum — worked with us to further develop an approach that will allow us 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.

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 Workplace Health and Safety legislation. All staff were involved in discussions throughout the year regarding creating a Culture of Thinking and Staff Care.

Overview of 2013 Professional Development Activities

Course Category	Number of Staff	Total Number of Staff Days
General Pedagogy		
Curriculum	13	14
Executive Conference	6	12
Learning Enrichment	9	19
ICT Conference	11	20
Teaching and Learning	15	24
Pastoral Care		
Behaviour Management	5	7
Pastoral Care Conferences	3	5
Psychologists Conferences	3	15
Subject Specific Inservices		
Design and Technology	4	7
English	41	16
History	7	15
Mathematics	13	29
Music	3	2
PDHPE	6	5
Visual Arts	2	2
Music	2	4
Science	10	16
VET Training	2	4
Geography	3	4
Drama	2	3
Computing	2	2
Divinity	3	7
Clinic	4	9
Archives	2	4
Alumni	1	1
Gifted	2	2
Languages/LOTE	1	1
Economics/Business	6	12

Course Category	Number of Staff	Total Number of Staff Days
Workshops		
Administration	5	5
Indigenous Program	1	7
Leadership	14	14
Library	11	11

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.	183
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 (35 additional staff fall into this category).



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

The College fundamentally believes that a student's Pastoral Care is best achieved when the link between the academic progress and welfare of a student are closely aligned. In 2013 the Senior Leadership Team was reorganised with two new positions being created, the Student Academic and Welfare Coordinator and the Middle Years Student Coordinator to monitor this critical area in terms of developing a safe and caring environment. The Student Academic and Welfare Coordinator who leads the Housemasters is also the conduit between the academic and pastoral leaders. The Middle Years Student Coordinator has delegated authority for students in Years 7 to 9. At Glengarry a similar position now exists as the Glengarry Student Coordinator who has delegated authority for the students at Glengarry.

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 to 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.
- Develop and implement an 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 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.

Policies

Changes made in 2013

Pastoral Care Policy and Program

- Introduction of Student Academic and Welfare Coordinator.
- Introduction of a weekly Student Tracking Document in the Senior School for students at risk.
- Introduction of student academic and mentoring system in Year 12.
- Pastoral Care Program in the Senior School reviewed by Housemasters, subcommittee of three Housemasters and Student Academic and Welfare Coordinator rewrote programs.
- End of term review of Pastoral Care Program was implemented.
- Continued refining of merit and demerit system as implemented by new College database.
- Method of Shared Concern consistently used as first level anti-bullying intervention.
- Increased staffing of the Tutor Program. Year 7 and Year 8 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.
- Interim AHL data (Attitude, Home Study and Learning Habits) was introduced for the middle of each term. Information was for Housemaster use only.
- In the Preparatory School, the Annual Review of *A Fine Scots Boy: Positive Behaviour Plan* occurred through research-based Master's Program at Scots. Recommendations made continue to be considered and implemented.
- 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. Ms Paula Johnson resigned from the College at the end of Term 3, 2013. Ms Johnson was replaced by Ms Mia Airth as the Preparatory School Counsellor. Ms Briana Hennessy returned from maternity leave and works on a part-time basis in the Senior School.
- Members of the Counselling team attended workshops and conferences throughout the year to meet their CPD requirements with the APS and AHPRA. Dr Tom Cerni presented a paper *Information-processing and Leadership: An Introductory Review of the Cognitive Leadership Model* at the International Conference on Management, Leadership and Governance in Bangkok, Thailand on 7-8 February, 2013.
- The Counselling team reviewed the APS position paper *Psychology in Schools: Client Information Sharing* (Relating to the NSW Keep Them Safe Legislation).
- At the start of each term Reverend Conrad Nixon, Senior Chaplain, attended the Counselling team meetings to deliver a brief devotion and prayer that supports the work of the Counselling team.
- The Counselling team continued to lobby throughout the year for a Department photocopier. A new photocopier, Fuji Xerox (Apeos Port – IVC4430), was delivered at the start of 2014.
- The Counselling Service was extended to the Early Years Centre with the focus in developing early detection and intervention screening for developmental and mental health issues.
- The Counselling team contributed to the development of units of work for the Pastoral Care Program, including a presentation to Year 12s on mental health awareness and strategies to manage the demands of the HSC.
- Ms Briana Hennessy and Dr Tom Cerni were endorsed by the Australian Health Practitioners Regulation Agency as Educational and Developmental Psychologists.
- The Counselling team supported the Cyber-safety presentation to Years 2 to 6 students and their parents.
- Ms Mia Airth participated in the Woollahra Council Youth Services Forum at the Woollahra Council Chambers.
- The Counselling team invited Mr Jonny Samengo and Mr Jeremy Boland to make a presentation on the Indigenous Program.
- The Counselling team hosted the Eastside Counsellors Meeting. The guest speaker was Dr Michelle Pritchard from Mindright Clinical Psychology.

- Dr Tom Cerni participated in a performance review.
- Dr Tom Cerni continued discussions with the Principal about the Institute of Student Development and Leadership Research (ISDLR).

Specialist Support Services (Chaplaincy Team)

- Theology elective course was extended to Year 11 students. 2013 saw the first cohort of students successfully complete the Preliminary Certificate in Theology.
- A Christian Union Camp was held over a weekend in the Royal National Park.
- The Christian Union Newsletter was launched, with the purpose of informing and encouraging the College community, and particularly Old Boys, in relation to Christian ministries at the College.
- The inaugural Vanuatu Christian Mission trip was conducted.
- The Christian Union Mentor Program was established, with the purpose of facilitating mentor relationships between Old Boys, Senior School, and Preparatory School students. As part of this program, Middle Years students undertook regular visits to the Prep School to teach and encourage younger students.
- The Youth Worker Program was expanded, to provide further opportunities for young people to develop skills in school-based Christian ministry.
- Initial links were established with the University of Sydney Evangelical Union, through visits by senior Scots students to key events hosted by the EU.
- A Prayer Group meets every Monday, Tuesday, Thursday and Friday.

Student Leadership Program

- Implementation of a refined process for the selection of Student Prefects.
- Year 11 students were involved in organised events to support College activities as part of leadership identification program.
- Year 10 students were involved in the Year 6 Prep Leadership Camp.
- The Year 6 Leadership Camp and development of a Young Leaders Day for Prep House Captains was reviewed and further developed. 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

- More opportunities for Peer Support Leaders were explored which allowed an increase in participation.
- Buddy classes in the Preparatory School continued with a more targeted program.

College Clinic and Health Care

- Professional partnerships were developed with both local General Practitioner and Physiotherapy services. On-site clinics were established and student departures from Campus were reduced.
- 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 continues 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 continue for students from Middle Years and Senior Years to present the Devotion in weekly Senior School Assemblies.

Notebook Computer Environment

- Default web filter settings continue to be reviewed and adjusted across the range of senior age groups.
- Investigation of SafeChat, an internet agent, was activated with Housemasters receiving information.
- Susan McLean from Cyber Safety Solutions presented in Assembly to the Senior School and also to specific year groups and two parent sessions on Cyber safety.
- Emil Hodzic from Video Game Addiction Treatment Clinic presented in Assembly and specific year groups on computer gaming addiction.
- Notebook Program reviewed in the Preparatory School and as a result the Year 5 Program was redesigned with computers staying in the classroom at all times.

Anti-Bullying Policy

- The Method of Shared Concern continued across the College as a first level anti-bullying intervention.
- A new unit in Year 7 Pastoral Care on Bullying.

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 to 12 staff meetings and within staff induction programs.

Excursion Policy

- Excursion policy reviewed at Senior Leadership team with greater details required from staff specific to medical conditions.

Student Management and Discipline

In 2013 an adjustment was made to the line management of student management and discipline. The two tiered management of Assistant Head of Middle Years and Assistant Head of Senior Years was restructured under the position of Student Academic and Welfare Coordinator. The purpose of this change was to ensure that Housemasters, who are delegated student management and discipline, have one line of report across the Years 7 to 12. This change was also designed to ensure that a seamless approach to pastoral strategies could be actioned across all of the secondary years.

The key pastoral focus across student management and discipline continued to be maximising face to face time for students with key staff across a range of activities. This strategy continues to recognise that the 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. In 2013, greater emphasis was placed on the Tutor Program with a doubling of the staff to student ratio in Year 7, 8 and 9 tutorials.

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 at The Scots College 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 continued to be reviewed every five weeks (minimum frequency of review) by the Student Academic and Welfare Coordinator in the Senior School or the Head of Preparatory School for T to 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.

During 2013, leadership opportunities and linkages across the College continued to be scrutinised and expanded. Peer support linkages between Year 9 and the ELC were increased. Strong links between the Senior Years and Senior Preparatory School were increased as well. Year 11 teams also built on the work of previous years by undertaking leadership workshops with the final aim to deliver a leadership camp to all boys in Year 6 at the commencement of 2014.

In order to encourage a healthy and dignified transition from Year 11 to Year 12 and Year 12 to graduation, a series of guest speakers and outdoor excursions were engaged. These activities sought to address key concerns regarding drugs and alcohol, engagement and identity.

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.

Reporting Complaints and Resolving Grievances

The overarching policy, philosophy and strategy the College seeks to provide in responding to complaints and grievances is one that promotes fairness and respect, protects privacy and leads to improvements and beneficial outcomes. 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 to sign for a note to the College Clinic.

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 (illness etc). 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 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	6	97
C3	9	97
C5	8	97
T5	54	97
K	72	97
1	68	96
2	83	96
3	85	97
4	192	96
5	124	96
6	124	97
7	198	94
8	206	93
9	200	96
10	194	94
11	179	97
12	192	97

College Determined Improvement Targets

In 2013, 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 continued to embed our unique Brave Hearts Bold Minds educational philosophy, a conscious attempt to develop in boys a desire to learn, lead and serve through experiences of excellence that will define the brave hearts and bold minds in every Scots boy.

Area from Strategic Plan	Priorities	Achievements in 2013
The Christian Foundation of the College	Improve the culture of respect within the College, community towards self, others, sustainable futures, God.	<ul style="list-style-type: none"> Strengthened the College culture of prayer. Extended and further developed the College's Service Learning Program. Focused Chapel, Assembly, Youth Groups, the Christian Union, prayer, excursions, mission trips and service learning around foundational principles, values, teachings and expressions. Strengthened Christian Ministry among Old Boys. Reviewed and further developed the Gap Students and Christian Program. Strengthened the Student Pastoral Care Programs.
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"> Further developed the distinctiveness of a Scots education, embedding collaborative inquiry based learning, creativity and teamwork into classroom practice. Initiated a program of action research into classrooms at the College. Strengthened our focus on learning programs, planning, teaching and learning in the classroom and feedback to students. Annual review of accreditation and registration documentation and cycle for faculty review. Implementation of the Brave Hearts Bold Minds educational philosophy based on student identity, personalised learning, collaborative inquiry, contemporary literacies, stages of boys' learning, and ICT. Annual external HSC data analysis and improvement plan. Tracking learning needs of identified students, including heavily committed students. Master Plan building and works projects. Asset maintenance system and support services. T-12 Sports Development and Review Strategy.
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"> Refined professional learning priorities, aligned with teaching standards and the College's Strategic Plan. Refined the staff reflection and goal setting system across the College. Enhanced staff leadership training that included offering a Masters in Educational Leadership and Management in conjunction with the University of Sydney.

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"> • Continuance of an excellent service culture and team in all administrative areas. • Reviewed the financial systems and processes.
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"> • Implemented a clear program of parent, Support Group and community connection activities. • Communicated a vision of community engagement in the College community. • Strengthened the culture of the College through the International and Indigenous Programs. • Developed a clear national and international profile for the College. • Developed opportunities to present workshops at national and international conferences. • Developed clear processes in finance, catering and communications for Parent Support Groups.
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"> • Implemented the College governance leadership program. • Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste. • Implemented the College leadership goal setting and reflection system across the College. • Embedded College planning processes and systems.

College Determined Improvement Targets in 2014

In 2014, 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 2014
The Christian Foundation of the College	<ul style="list-style-type: none"> • T-12 Peer Mentoring Framework • T-12 Service Learning Framework • T-12 Student Health and Wellbeing Framework • College Archives • Student Leadership Training • Staff Leadership Training • Pastoral Care Systems
The Learning Environment	<ul style="list-style-type: none"> • Accreditation and registration compliance processes as required by regulatory bodies. • Development of a Culture of Thinking through involvement with Harvard University Project Zero. • Annual external HSC data analysis and improvement plan. • Annual plan for faculty academic goals. • Academic Tracking of all students in Years 10-12. • Academic expectations communications strategy. • Summer Schools Program. • Master Plan building and works projects.
Staff Professional Learning and Growth	<ul style="list-style-type: none"> • Protocols, guidelines and systems for development of College staff and service culture. • Staff and College goal setting and reflection programs. • Creativity and Innovation Framework. • Evidence-based Learning and Decision Making Framework. • Staff publications and presentations.

Financial Strength	<ul style="list-style-type: none"> • General Ledger, client payment and purchase order systems. • Financial forecasting and modeling program. • Community engagement, marketing and development strategies. • Administrative support structures and systems. • Annual specific fundraising projects. • Community Engagement. • Scholarships and bursaries strategies.
Community Engagement and Partnerships	<ul style="list-style-type: none"> • Alumni strategy. • Boarding and dayboy families strategies. • Parent Support Groups strategy. • Alumni coordination strategy.
Leadership and Governance	<ul style="list-style-type: none"> • Strategic plan, operational plan and Master Plan. • Leadership capability. • Risk Framework. • Review Framework.

The Christian Foundation of The College

Initiatives Promoting Respect and Responsibility

The Scots College seeks to be a Christian community in which there is a strong focus on building a sense of respect and responsibility toward others. We aim to nurture within students a desire to use their God-given abilities in ways that will make a positive difference to the lives of others, within their own community and beyond. We seek to develop within boys a spirit of generosity and service, and a commitment to building a more just and compassionate society. Our belief that human beings are created in the image of God provides a firm basis for respect for self and others, and creates an obligation to live with a sense of responsibility, care and support in all our relationships.

The wide range of community-focused, volunteer and Service Learning projects of the College assists in creating an environment in which boys, staff and families can be encouraged, and given opportunities, to look beyond their own circumstances to the needs of others, and enabled to develop positive connections with communities both locally and internationally. Such programs provide practical avenues in which to show care and compassion, give expression to Christian faith in ways that are tangible and transformative, and build respect within and beyond the College community.

During the past year, the College has continued to build relationships with a number of communities overseas. In 2013, a group of students visited the Oktedi-Tabubil community in northwest Papua New Guinea. They supported the Anzac services for the community there, and participated in cultural exchanges in the local schools. Plans were also made to establish a local Cadet

Unit and to provide kit for members of that Unit. Steps were taken to enable two children from the Oktedi-Tabubil community to become students at Scots.

Our relationship with the Patukae community in the Solomon Islands has continued to grow. A group of Scots students visited in 2013 and assisted with the integration of computers into the Patukae school programs and systems. In addition, Scots boys were involved in the delivery of classroom lessons based around Australian society and culture.

2013 saw the inaugural Scots Christian Mission trip to Vanuatu. A team of boys visited the Paton Memorial Church in Port Vila, as well as two Presbyterian Church schools – the Seaside Paama school in Vila and the Tata school on the Island of Espiritu Santo. Scots boys taught lessons on Easter, painted a church building in Port Vila, helped with the construction of a Science classroom at Tata and engaged in various activities to learn more of the culture and history of the communities they visited and to strengthen relationships between Scots and these communities.

The College has continued to support a number of 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.





We aim to nurture
within students a desire
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abilities ...



As part of the College's Community Service Programs, several students visited and worked with some of the people at Sunnyfield, an organisation that supports those with intellectual disabilities. Scots students were able to learn about some of Sunnyfield's Transition-to-Work programs and other vital community initiatives.

The College has continued to support the Salvation Army's Oasis project to raise awareness of and provide help for homeless youth. Several students visited the Salvation Army's Streetlevel complex on a weekly basis to assist in the preparation of meals. The proceeds of a College-wide 'Easter Egg drive' were delivered to Streetlevel in conjunction with the 'Easter Feast Luncheon', for which Scots boys prepared and served meals. Many students also participated in the Salvation Army Red Shield Doorknock Appeal.

The College community took part in collecting a large number of toys, which were delivered by students to patients at the Royal Children's Hospital in Randwick. Scots boys spent time visiting and chatting with the children, as well as passing on these gifts, along with the good wishes of the Scots community.

On the College campus itself, students have continued to oversee a range of recycling programs, the sustainable community garden, and classes for senior citizens to develop computer skills.

The House system has continued to play a key role in the Pastoral Care of students and the building of positive connections within and beyond the College. During 2013, Tutor group programs have been further developed, particularly in the areas of Peer relations (Year 7), Leadership (Year 11) and Anxiety and Mental Health (Year 12). Houses have engaged in a variety of community projects and fundraising activities.

The Indigenous Education Program of the College continues to grow and enjoy strong support across the College community. Throughout 2013, sponsorship and mentor programs were further enhanced. Planning began for a Scots Aboriginal Housing Project that will utilise the unique relationship built between Indigenous and non-indigenous Scots boys to design and build Aboriginal housing for remote Aboriginal communities in the Northern Territory.

Through these exciting programs, the College seeks to assist students in learning about and appreciating diverse cultures, developing leadership, empathy and a sense of responsibility, increasing capacity to see the qualities as well as the challenges in the lives of others, and giving expression to our Christian foundation. This foundation challenges us to see our talents and opportunities as gifts from a generous God, to be used in such a way as to bring benefit and blessing to those communities with which we work and interact. Our education is not merely about our own learning. It must equip us to lead and serve others, shape our character such that we positively impact our community, and help develop within us the skills and the courage to challenge injustice and apathy, and to be beacons of compassion and conviction.

Reverend Conrad Nixon
Chaplain



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, three latest school reports where applicable and the Registration Fee. Families who applied for intake 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 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 (T to Year 1) and the appropriate Heads of Campus for Years 2 to 6. It is only after this process has taken place that offers may be made.

2014 Scholarship Process

The College offers Academic and Music Scholarships for Years 7 to 11. Currently, Academic candidates register online to sit the ACER Co-operative testing. Upon receipt of the results, all candidates are forwarded a copy with an interpretation of the scholarship data. Selected candidates are short-listed and invited for interview with the Head of Senior Years and Head of Middle Years. Scholarships may then be awarded based on performance in the examinations and interview.

Currently, candidates register online to sit the Music Scholarship. All Music candidates are invited to attend an audition prior to sitting the ACER testing. After receipt of the results, all parents are forwarded a copy with an interpretation of the scholarship data. Selected candidates are short-listed and invited for interview with the Head of Senior Years and Head of Middle Years. Music candidates must have achieved a minimum level of AMEB Grade 5 or equivalent, at a high standard. Scholarships for Music may then be awarded based on performance in the audition and a reasonable level of academic performance being achieved in the examination.

2014 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 have made application before 15 February submitting all financial and supporting documentation. Following the closing date, all bursary applications are forwarded to the Director of Finance for assessment and, where applicable, the awarding of a bursary.

Table of Enrolment Data as at Census Date 2 August 2013

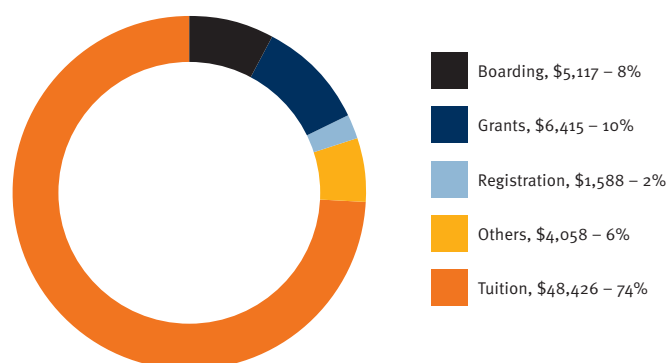
Year Group	As at Census Date 03/08/2013	Ffpos	Boarder	Indigenous
Rose Bay Cubs 3 Days	2	0	0	0
Rose Bay Cubs 5 Days	2	0	0	0
Transition Cubs 2 Days	6	0	0	0
Transition Cubs 3 Days	9	0	0	0
Transition Cubs 5 Days	8	0	0	0
Transition Lions 5 Days	54	1	0	0
Kindergarten	72	1	0	0
Year 1	68	0	0	0
Year 2	83	0	0	0
Year 3	85	0	0	0
Year 4	92	0	0	0
Year 5	124	1	0	0
Year 6	124	0	4	0
Year 7	198	1	24	3
Year 8	206	3	33	4
Year 9	200	1	38	4
Year 10	194	8	52	4
Year 11	179	13	58	3
Year 12	192	9	50	1
Total	1898	38	259	19

TSC Financial Results

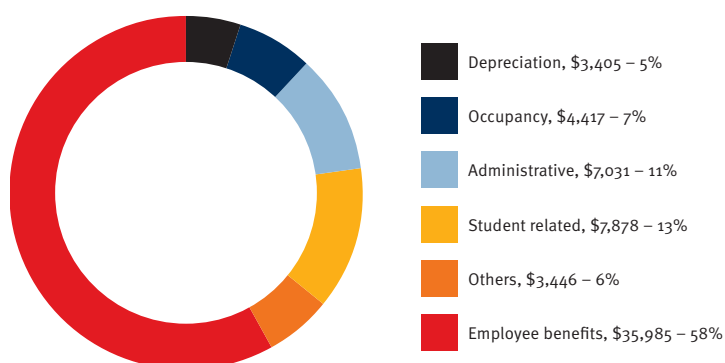
The 2013 financial results for The Scots College were pleasing with an income of \$65.6m leading to a net operating surplus of \$2.9m. The increased income from the larger student population and tuition fee increases was further bolstered by strong enrolment interest and submission of applications and associated application and registration fee revenue. Employment related costs, which make up a significant proportion of the cost base, were well managed against budget and contributed to the favourable net operating result. Other net operating costs were also managed within budget, except Occupancy and Maintenance where we saw a combination of factors contributing to the overrun including gas and electricity price increases, cleaning cost increase and catch-up maintenance works on many of our buildings which are mostly old.

During the year there were a number of capital projects which were completed including the renovation of Aspinall House, the purchase of another unit in Aston Gardens building, various smaller refurbishment projects in boarding houses, classrooms, staff facilities as well as the Rose Bay Early Years Learning Centre. The Business Studies Centre site had preparatory work undertaken, with completion of the project expected in 2015.

Total Income 2013



Total Expenses 2013





The Scots College

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