

2015 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.



Scots accepts and encourages boys of many backgrounds and walks of life to live with brave hearts and bold minds in the world.





A Message from the Chairman of the College Management Committee

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 19th 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,

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 moneys endowed to the College for this purpose.

Capital works are funded by fee income, donations and borrowings. During 2015, 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 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 2013 the College opened an early child care centre within the premises of St Andrews Rose Bay Presbyterian Church. This facility became fully operational by the start of 2015.

The College undertook preparation of an up to date master plan for the ongoing development of the College. This master plan takes into account the development of a new Business Studies Centre. This project was substantially commenced during 2015. The master plan 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, including reviewing the creation of underground car parking areas.

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 in the College. We encourage a close involvement by parents in the education of their sons at the College.

2015 has been a good year for the College. We look forward to the coming years with enthusiasm and optimism.

Simon Fraser
Chairman
College Management Committee



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We encourage a close involvement by parents in the education of their sons at the College.

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A Message from the Principal

Founded in 1893, The Scots College, Sydney, is a contemporary non-selective Australian day and boarding school that has been informed by Scottish egalitarian educational ideals and Presbyterian traditions, beliefs and values. Strong and positive values are important to our College. We aim to build a culture of respect in our community towards God, others, self and our environment by aligning our policies and practices with Christian principles.

The Scots College continues to develop a strong local, national and international profile across a broad range of distinctive educational programs. We continue to be recognised nationally and internationally for our outstanding Pipes and Drums Band; large and disciplined Cadet unit; outstanding Performing Arts; very strong Debating and Public Speaking; broad and high quality Sporting strength; Glengarry Outdoor Education Program; Bannockburn agricultural and adventure based programs, and academic innovation and achievement; Pastoral Care; Service Learning; Community Service and Christian values and experience. The Indigenous Program also continues to grow with a record number of 20 Indigenous students currently enrolled at the College. The support from current parents, Old Boys and the wider community has been inspiring. Whatever their age or level of ability, The Scots College inspires boys to develop their God-given gifts and talents, use them in the service of God and others, and to reach for excellence in everything they do.

Our multi-campus model engages our boys from Sydney, regional New South Wales and many different nations around the world, in a balanced educational experience, which assists in holistic personal development and growth. We exist to inspire boys to learn, lead and serve as they strive for excellence together. A quest for excellence in learning,

both in and out of the classroom, remains at the heart of our educational mission and practice. Learning is largely about creating a context for motivation. Motivation is about vision, direction, work ethic and creating the right conditions for maximising human potential. That potential is framed in the Christian promise and hope of human flourishing under the guiding hand of God and the loving support of our Scots' community.

Through our Brave Hearts Bold Minds educational philosophy, we recognise that it takes a universe to sustain a boy's inquisitive nature. Creativity, initiative, intelligence, determination, entrepreneurship, individual and team effort uncover new ways of living, sharing and new resources for human experience. During the year, these unique points of focus aligned to provide us with an aligned philosophical approach and a common ethos.

Our broad educational program seeks to help boys develop genuine intellectual, physical, spiritual, artistic and personal interests and aspirations. We value a well-rounded educational experience because we believe well-rounded young men will flourish in the rich tapestry called life. At Scots, we recognise that the changing contexts and challenges of education, work and life in the 21st century call for new approaches to learning. Therefore, we are committed to the ongoing need to consider new approaches to teaching and learning and, as a consequence, new thinking about school and curriculum design, location and organisation.

Strong emphasis on leadership preparation, constructive and compassionate service, and personal fulfillment combine to challenge and inspire our boys to reach new levels of inquiry, understanding and achievement. At the



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same time, we recognise that each boy brings his own gifts, abilities and hopes that serve to inform and enrich our collective educational experience.

The Scots College offers programs from pre-Kindergarten to Year 12 and is a member of the Great Public Schools (GPS). The Scots College offers unique programs over eight campuses – five metropolitan campuses in the Eastern Suburbs of Sydney, two outdoor and active learning campuses in the Shoalhaven and a Snowsports academy in the Perisher Valley, NSW. Approximately 2,000 students were enrolled across the campuses of our school in 2015. Our Strategic and Capital Works Plan is focused on delivering improvements in the five key outcome areas listed in our mission, vision and values.

Constant improvements to teaching and learning practices have seen The Scots College recognised as a leading independent, boys' school in Australia and has ensured that demand for places remains strong. We are committed to developing a culture of high expectations that nourishes the development of creative, confident, accomplished young men. As a boys' school, we acknowledge the importance of student engagement, of challenge and active learning opportunities. Learning experiences are increasingly personalised – shaped in response to our boys' stages of development rather than their age or year level.

What makes The Scots College different? We believe our unique culture and values shape and define our daily learning interactions and relationships. We emphasise a formative practice approach to improve teaching and learning, and an emphasis on weekly professional development. To support our approach, we have developed some outstanding facilities that support innovative teaching practice, and learning programs designed to encourage scholarship and a love of learning. The strength of our K-12 sequential, quality, learning program from Kindergarten to university level ensures we provide a strong focus on preparing each child as well as we can for their respective futures. The ongoing development of the curriculum leadership teams has served to strengthen academic culture, teaching and learning. Our campus leadership teams manage a program of comprehensive staff appraisal and professional development, and establish a cyclical review and evaluation framework across the College.

The following goals and priorities have been identified and vigorously pursued this year:

1. Implement academic strategies for HSC improvement and NAPLAN improvement;
2. Develop strategic partnerships nationally and internationally to support and promote the Arts and its formative impact in College life;
3. Develop a research based sport, health and well-being program with clear and unified practices and priorities to improve performance, culture and participation in Sport;
4. Communicate and embed the strategic priorities and philosophy of the College – Brave Hearts Bold Minds;
5. Implement staff professional development, curriculum review, alignment and focus on classroom teaching and learning that reflects the College's philosophy;
6. Link ICT software and activity centre database systems;
7. A comprehensive review of curriculum programs and policies in accordance with the latest research in teaching and learning;
8. A focus on student safety with education and training for staff in relation to our risk management framework and policy and compliance guidelines.

The College's strategic plan and sectional operational plans have provided a number of key areas for ongoing and immediate focus and attention.

At The Scots College, we are proud to be acknowledged as an educational community with a strong and unique tradition. Firmly defined by a daily Christian educational experience that draws forward from the past and points to the future. Our Christian, Scottish, and Australian cultural heritage combine in the 21st century to provide a distinctive tradition, value set, and future vision for fine young men of integrity and principle. More importantly, it provides a scholarly and philosophical foundation that has shaped and will continue to shape our thinking into the future.

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We are committed to developing a culture of high expectations that nourishes the development of creative, confident, accomplished young men.

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The governing body of The Scots College reports to the Trustees of the Property Trust of the Presbyterian Church of New South Wales, with responsibility for the overall management of the School vested in the Principal, Dr Ian PM Lambert. The Principal leads the School Executive, which takes responsibility for the operations of the school, with responsibility for the day-to-day operations of each campus vested in the Heads of Campus. Our detailed campus operational plans have served to guide the achievement of our goals around the Key Result Areas identified in Scots to the Fore: Brave Hearts, Bold Minds Our Strategic Intent 2010-2015 – The Christian Foundation, The Learning Environment, Staff Professional Learning and Growth, Financial Strength, Community Engagement and Partnerships, and Leadership and Governance.

The Principal oversees a school management structure that includes committees with whole-school responsibilities. In this report you will find information relating to our students' learning outcomes and key aspects of the operation of the school. The community is informed of our achievements, performance, news and reports via established communication channels, including the school's intranet, Pipeline, and digital noticeboard, Caulfield Connect, campus-based weekly newsletters, the school periodical,

The Lion & Lang Syne, and the school yearbooks – *The Teeny Weeny Scot*, *The Wee Scot*, and *The Scotsman*. You can find out more about The Scots College's innovative approaches to teaching and learning by visiting our website, or by contacting us.

I acknowledge and thank our families and community for their support and encouragement during the year and trust that 2016 will continue to strengthen and affirm our deep commitment to The Scots College's vision for the education of fine young men with brave hearts and bold minds.

Scots to the fore!

Dr Ian PM Lambert
Principal



To view the 2015 Excellence publication, please click on the icon.





A Message from the Head Prefect

2015 Speech Day Address

As I come to the end of my Scots journey, which began 14 years ago as a nervous 4 year old Transition student, I reflect on where I've been, where the College has been and where the future will take us both.

We've been incredibly fortunate in many ways that we have been in the midst of a golden age in the long history of the College. Success at the College has become more than something we talk about but it has been bred into the culture of each and every one of us. There is an understanding that if we put the effort into something, success will follow.

This year, we have seen success across many fields of endeavor. At the beginning of the year, as a College, we set ourselves a number of challenges. One of our primary goals was to raise the bar of our aspirations. I talked about success being a puzzle that needed to be built. Success isn't a destination. It is a journey. Whilst we look forward to the future, we also need to look back at the road we've travelled.

One of the things I am the most proud about this year is something that is difficult to put in writing. It is the feeling amongst the students, from the youngest to the oldest, that one feels when walking around the College. From young to old, Scots boys are accepted, welcomed, respected and supported. There is a feeling that if you are a Scots boy, you are part of a special family.

Every one of us has been given an opportunity to attend this wonderful school and I would like to thank our parents, Dr Lambert and his staff, the Old Boys and the students who make our time at Scots something we will never forget.

I feel that we, the class of 2015, have left the College in a better place during the time we have been here. Even though change is a certainty, I trust that those following in our footsteps will leave their mark, just as those before us have done. The duty now is for each and every young man to define what success means to him and to strive for it in all the opportunities he will be offered in this school. I look forward to seeing what Scots can achieve.

Scots to the fore!

Nicholas Zylstra



Nicholas Zylstra, Head Prefect 2015



Parent Staff and Student Satisfaction

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

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

In 2015, parents and students in key years and all staff (teaching and non-teaching) participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, sport, communications, reputation and facilities.

A selection of the top level findings is detailed below, ranked in order of the importance the Year 12 parents placed on reasons for choosing a school:

Expectations	Year 12 Parents	Year 12 Students	Staff
Met or exceeded in relation to quality of teaching	82%	92%	91%
Met or exceeded in relation to a balanced, challenging education	89%	93%	93%
Met or exceeded in relation to the focus on student welfare	91%	93%	94%
Met or exceeded in relation to the College's values	91%	92%	95%
Met or exceeded in relation to academic standards	76%	85%	87%

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... the College strives to create the right opportunities and culture that ensures all staff perform at their best ...

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Teacher Satisfaction

Our strategic intent places a high emphasis on the professional development of the staff and the College strives to create the right opportunities and culture that ensures all staff perform at their best and thrive in their working environment. Gaining insight and understanding of what matters to staff is key to meeting these objectives. In a recent survey, staff indicated the key focus areas that will help improve staff satisfaction that includes Staff Welfare, Professional Development, Academic Programs, Staff Facilities, Communications and Leadership Support.

In light of this staff feedback, the ongoing College culture program, launched in 2015, will continue to target these areas above and we will continue to do so throughout our five year long program. To date, staff have been involved in workshops, team planning days and cross campus activities which have proven to be a huge success.

Currently, the College is preparing its annual data for submission to the Workplace Gender Equity Agency. This annual report is compulsory for workplaces of 100 or more employees.

The College continues to work on the implementation of the new College Payroll and Human Resources Management system, which we expect to be implemented in 2016. This new and exciting system will bring about efficiencies in our College processes that will enhance College reporting.





NAPLAN Results

Preparatory School NAPLAN

NAPLAN (National Assessment Program Literacy and Numeracy) results for 2015 were very encouraging with 67 percent of our Year 3 students placed in the top two bands for Literacy, including Writing, compared to the national average of 50 percent. In Mathematics, 54 percent of the Year 3 boys were placed in the top two bands compared to the state average of 38 percent. In Year 5, 54 percent of our boys were placed in the top two bands for Literacy compared to the national average of 34 percent. In Mathematics, 62 percent of the boys were placed in the top two bands compared to the 31 percent state average.

Overall, the results were well above the national average. Importantly, the boys demonstrated steady overall growth from Year 3 to Year 5 and continued development in Spelling, Grammar and Punctuation highlighted the literacy initiatives in the Preparatory School.

Senior School NAPLAN

Strong results were achieved in all years, with students consistently outperforming the New South Wales averages in all testing areas across all years. The table below outlines the ongoing strength of the College's performance in all areas of the NAPLAN test. Where many schools see a particular dip in the performance of their students (particularly their boys) in Year 9, the College sees a particularly strong increase in Year 9 compared to Year 7, reversing this trend. It is very likely that the Glengarry experience has some influence in engaging boys in their schooling life at a time where many of their peers are experiencing decreases in levels of engagement with learning.

NAPLAN 2015 Summary Statistics for The Scots College

	% Scots Students in the Top 3 Bands	% NSW Students in the Top 3 Bands
Year 3 Reading	67	50
Year 5 Reading	65	38
Year 7 Reading	56	32
Year 9 Reading	44	25
Year 3 Writing	68	54
Year 5 Writing	34	21
Year 7 Writing	28	19
Year 9 Writing	27	15
Year 3 Spelling	63	47
Year 5 Spelling	54	40
Year 7 Spelling	50	40
Year 9 Spelling	40	28
Year 3 Grammar and Punctuation	70	52
Year 5 Grammar and Punctuation	65	39
Year 7 Grammar and Punctuation	51	34
Year 9 Grammar and Punctuation	23	19
Year 3 Numeracy	54	38
Year 5 Numeracy	62	31
Year 7 Numeracy	57	29
Year 9 Numeracy	69	29

Higher School Certificate Results

In 2015, 170 students completed their Year 12 program studying a range of 37 courses. Another 11 boys completed their studies in a Diploma of Tertiary Preparation. Across all courses, 65 percent of boy's results were awarded in the top two bands (Band 5 and 6, E3 and E4). Scots had 238 Distinguished Achievers (Band 6) results, 14 more than the previous year.

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

Scots Performance relative to the State (Candidature)	% Scots in Band 6 or equivalent for 1 unit courses (% State Band 6)	% Scots in Bands 5 and 6 or equivalent for 1 unit courses (% State Bands 5 and 6)	% Scots in Bands 4-6 or equivalent for 1 unit courses (% State Bands 4-6)
Ancient History	12.5 (7.97)	54.16 (32.87)	83.32 (61.13)
Modern History	23.8 (11.58)	71.41 (44.05)	88.07 (72.58)
Biology	2.7 (5.81)	37.83 (28.13)	81.07 (59.94)
Business Studies	21.66 (8.48)	63.32 (36.32)	100 (66.68)
Chemistry	37.5 (10.76)	70.83 (41.2)	91.66 (73.56)
Design and Technology	0 (11.62)	80 (36.2)	100 (78.89)
Drama	31.81 (14.39)	81.81 (42.45)	90.9 (82.24)
Earth and Environmental Science	0 (7.69)	75 (42.77)	87.5 (72.19)
Economics	28 (11.41)	76 (46.06)	96 (74.9)
Engineering Studies	15.38 (9.49)	46.14 (37.04)	84.6 (71.41)
English Advanced	19.17 (15.41)	58.89 (57.86)	92.45 (91.16)
English ESL	0 (3.96)	40 (26.25)	90 (61.17)
English Extension 1	41.37 (34.59)	89.64 (94.25)	100 (99.76)
English Extension 2	60 (26.18)	100 (82.52)	100 (99.68)
Indonesian Continuers	33.33 (28.57)	66.66 (55.55)	100 (77.77)
Latin Continuers	66.66 (52.06)	100 (82.47)	100 (94.84)
Legal Studies	10 (10.75)	70 (40.6)	100 (68.72)
General Mathematics	12.06 (5.65)	53.43 (25.88)	82.74 (50.53)
Mathematics (2 unit)	31.09 (19.69)	73.94 (52.46)	96.62 (80.92)
Mathematics Extension 1	36.36 (34.38)	89.34 (84.3)	100 (98.24)
Mathematics Extension 2	52.38 (36.05)	90.47 (86.25)	100 (98.45)
Music 1 (2 unit)	0 (16.81)	100 (62.2)	100 (88.97)

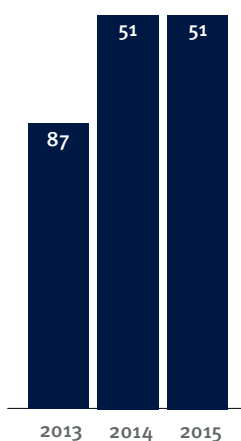
Music 2 (2 Unit)	100 (36.59)	100 (88.03)	100 (99.7)
PDHPE	22.58 (8.74)	64.51 (29.82)	90.31 (62.57)
Physics	19.67 (8.43)	36.06 (28.91)	77.04 (66.41)
Senior Science	33.33 (7.61)	100 (28.52)	100 (61.08)
Software Development and Design	21.42 (8.46)	64.27 (30.72)	100 (67.45)
Studies of Religion (1 unit)	27.27 (12.66)	86.36 (51)	100 (77.98)
Studies of Religion (2 unit)	18.18 (6.35)	68.18 (40.28)	100 (71.04)
Visual Arts	15.78 (12.72)	78.93 (53.57)	94.71 (87.94)

Twelve boys achieved an ATAR above 99, a 50 percent increase on the 2014 results. Fourteen boys were recognised on the Premier's HSC All-round Achievers award list, achieving Band 6 results in ten or more units. There were two top ten results in the State: 10th in English Extension 2 and 5th in Indonesian Continuers.

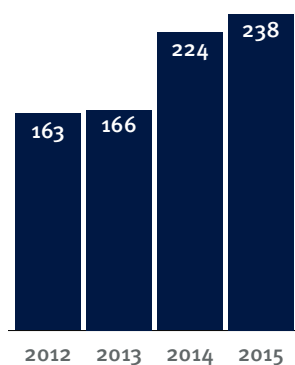
In Drama, seven students were nominated for inclusion in OnSTAGE, the annual showcase of outstanding HSC Drama performances and projects. In Visual Arts, two boys were nominated for ARTEXPRESS, the annual exhibition of outstanding Major Projects, and Music received one nomination for ENCORE, the showcase of outstanding HSC Music performances.

Year on Year Comparison

The Sydney Morning Herald HSC ranking



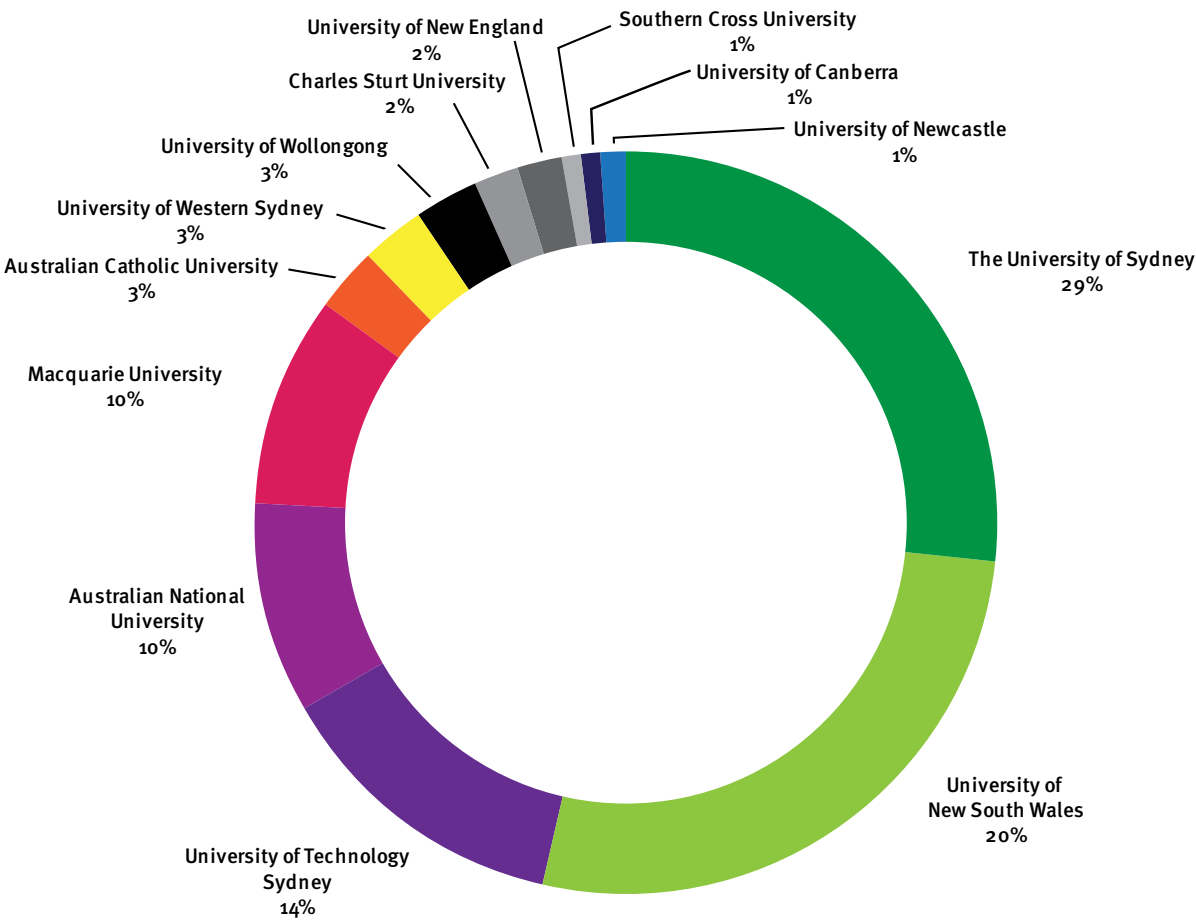
Band 6 results



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 2015 cohort this was approximately 94 percent.

Post School Destinations



Overview of the Professional Learning Program

2015 has seen a continued emphasis upon staff professional learning and growth with targeted Transition to Year 12, Senior School and Preparatory School programs and initiatives.

Term 1 2014 commenced with a two day induction session for new or recently new staff.

Staff Development Days at the beginning of each term provide an opportune time for Transition to Year 12 initiatives including teaching and non-teaching staff.

In Term 1, the College employed the expertise of Human Synergetics who facilitated an 'Into the Blue' culture development day for staff. This included several workshops and an 'Amazing Race' aimed at facilitating positive culture development amongst the staff of the College. Mr Peter Hartnett, People and Culture Development Officer from Sanitarium presented on the development of positive culture in the workplace.

Dr Ron Ritchart, continued his work amongst the Preparatory School staff facilitating sessions and seminars for staff and parents looking at the development of a Thinking Culture in schools.

Term 2 saw the return of Human Synergetics who worked specifically with Senior School staff taking them through the 'Blue Bus' in-service program.

Professor Loretta Giorcelli continued her work with the Preparatory School leading sessions for staff and parents looking at catering for the needs of all students in the Kindergarten to Year 6 classrooms.

In Term 3 the Preparatory School staff worked with Human Synergetics as they were taken through the 'Blue Bus' in-service program.

All staff attended presentations focusing on Child Protection, Anti-Bullying initiatives and the legislative requirements thereof.

In August, as part of The Scots College Distinguished Visiting Fellowship, there was a rolling group of sessions with staff, students, and in Public Lecture and conference format, with Professor David Bebbington. Professor Bebbington, of the University of Stirling, is a leading historian of religion and politics. He explored the Christian influences on secondary and higher education in the British world.

It is our hope that these and other initiatives assist the College in reaching its goals to deepen the culture of respect within the College community towards God, others, self and our environment; attract, retain and develop highly competent staff; reinforce our academic culture of high expectations; and develop and implement a consistent educational philosophy and culture.

Teacher Standards

Teaching Staff who have Responsibility for Delivering Board of Studies Curricula

Teaching Standards	Number 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.	215
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.	9
Staff not having qualifications as described above, but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	1

Workforce Composition

The College also employs qualified teachers who teach Transition (preschool classes), teacher's assistants, counsellors, librarians, ICT integrators and Chaplains (33 additional staff fall into this category).



Access to College Policy

All relevant policies can be accessed by staff, students and parents from the College intranet (Pipeline). Additional support is provided during staff meetings, induction and training, and through initiatives direct to parents and students. For instance, cyberbullying seminars were presented to parents and students in 2015 and anti-bullying guidance is provided in the student handbook.

Policies are reviewed in consultation with 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.

A Fine Scots Boy! The Positive Behavioural Plan is an ongoing approach applied from Transition to Year 12. A comprehensive review of the Senior School Anti-Bullying policy was started and continues to progress in 2016.

The Scots College Complaints and Grievance Policy was reviewed and an interim update released in June 2015. A full update was released in November 2015.

The Scots College Privacy Policy and collection notices are available on Pipeline and on the College website. A collection notice is also provided to parents during the admissions process. A revision of The Scots College Privacy Policy was published in November 2015.

The current child protection policy, complaints and grievances policy, student welfare, discipline and anti-bullying policies can also be obtained by contacting the office of the Principal.

Student Welfare, Management and Discipline, and Policy Initiatives

Senior School

Pastoral Care

In 2015 the Senior School restructured the Senior Leadership Team to create two new roles, Head of Students (7-12) and Head of Curriculum (7-12). Thus replacing the former model of Head of Middle Years, Head of Senior Years and Director of Curriculum (T-12). The Head of Students (Year 7-12) role is to oversee the pastoral care of students in the Senior School from the time they enter the Senior School, whilst they are at Glengarry, through to the completion of their Higher School Certificate.

The key pastoral leaders in the Senior School are:

- Head of Students (7–12) – Mr Andrew Potter
- Student Academic and Welfare Coordinator – Mr Peter Young
- Coordinator of Operations and Student Management (T–12) – Mr Phil Cooney
- Head of Counselling Services – Mr Tom Cerni
- Head of Learning Enrichment – Ms Monique Fewkes
- Director of Glengarry – Mr Mike Pitman
- Middle Years Student Coordinator – Mr Roger Sattler
- Housemasters

Tutor Program

All students in the Senior School are allocated to a House with a Tutor who is a member of the teaching staff. The Tutor, in conjunction with the Housemaster, are responsible for monitoring the progress both pastorally and academically of the student. There are five tutor periods each week from 8:25am to 8:55am, three are directly with the Tutor following the Pastoral Care Program, whilst the other two are a weekly Chapel service and the Principal's Assembly.

Parents are directed to initially contact their son's Tutor or Housemaster if they have any pastoral issues. The vast majority of these issues are effectively managed at this level.

Parents with academic issues are initially encouraged to contact their son's teacher directly or Head of the Department, but asked to keep the Tutor informed.

The relationship between parents and Tutor/Housemasters is the cornerstone of our pastoral care.

Pastoral Initiatives in 2015

Student Welfare Committee

Consisting of the key Pastoral Care leaders, the Student Welfare Committee meets every week to discuss students at risk and future pastoral strategies. A two week Student Tracking Document, created by Housemasters, is the basis of the weekly agenda.

Mental Health First Aid

The rising number of young adolescents with mental health issues has been noted for a while as a major concern. Whilst we have a world class Counselling Team led by Dr Tom Cerni, we arranged for Student Academic and Welfare Coordinator Mr Peter Young to attend a six day Mental Health First Trainer course. The course now allows the College to run Mental Health First Aid training for staff and parents. This will enable staff to be better qualified to support the Counselling Team.

Resourceful Adolescent Program Facilitators Training

The Resourceful Adolescent Program (RAP) was developed to build resilience and promote positive mental health in teenagers. The program specifically aims to prevent teenage depression and related difficulties. RAP aims to increase the psychological resilience or resourcefulness of young people and draws on research of successful treatments for adolescent depression and the known psychosocial risk and protective factors at the individual, family and school level.

In November we hosted the RAP Facilitators Training with teachers from a number of schools involved. A number of our Housemaster team attended and we will introduce the RAP through tutor periods during 2016.

Guest Speakers in 2015

- Brett Murray

The College is committed to developing a holistic approach to eliminating bullying. In support of this, we invited prominent anti-bullying ambassador and author of *Make Bullying History*, Brett Murray, to host a presentation and workshop with parents on the important topic of bullying. Separate sessions were held for students and staff.

- David Kobler

Raising teenagers in today's society presents many challenges and parents at times feel helpless in their efforts to support and guide their children. The College hosted David Kobler for an evening with parents to discuss the many varied issues associated with parenting today's teenagers. Sessions for students and staff were also conducted.

- Kerryn Redpath

Illicit drug and alcohol use in our society is causing families pain and devastation. It is clear that no school or community is immune, making it all the more important to ensure we are working together to equip our boys with the knowledge and risk assessment skills to address these issues.

The College hosted Kerry Redpath, author of *Out of the Darkness*, to an evening with parents of Years 11 and 12 students to discuss this uncomfortable, but important topic. Kerry shared her personal story, as well as discussing a number of other key items. We also ran separate sessions for students and staff.

We are currently working with the Scots Women's Association to construct a rolling two year program of guest speakers to cover all the critical areas for students, parents and staff.

Anti-Bullying Policy

Bullying occurs when an individual or group of people, use an imbalance of power to repeatedly and intentionally cause hurt or various forms of harm to another person or group of people.

Behaviour Considered to be Bullying

1. Direct physical bullying – This may include repeated physical assaults, non-verbal intimidation, or damaging property.
2. Direct verbal bullying – This may include repeated name-calling, discriminatory remarks or verbal abuse.
3. Indirect bullying – This includes bullying that occurs behind a person's back intending to damage reputation. It may also include acts of exclusion aimed to socially isolate another or others. For bystanders, joining in, laughing, encouraging or supporting any act of bullying behaviour may also be classified as bullying and treated as such.
4. Cyberbullying – This is the use of technologies to harass or cause hurt to another person and may include stalking, harassment, exclusion, impersonating another or dissemination of humiliating or threatening messages or images.

Behaviour not Considered to be Bullying

Disagreements, mutual age-related conflict and single episodes of antisocial behaviour are not considered to be bullying and will be responded to on a case-by-case basis. The College takes these actions seriously and seeks to deal with them swiftly and effectively, but not in the context of bullying as defined in this policy document.

Reporting Bullying

Students who are subjected to or witness incidents of bullying are encouraged to report the information to an adult. This might be their parent or a member of Scots staff.

Confidential reports can be made through online reporting through Pipeline. Reports made in this way are directed to the campus leaders as they are best placed to be able to initiate an appropriate response.

Preventing Bullying

The College employs age appropriate strategies to educate the Scots community about the impact of bullying, the role of bystanders and appropriate use of technology.

These strategies include:

- A Fine Scots Boy program (Prep School)
- expert presentations
- Chapel services and assemblies
- Tutor Program
- Peer Support Program
- data collection through surveys
- Personal Development, Health and Physical Education curriculum
- parenting seminars.

The intention of these programs is to create a school environment in which all students can feel safe.

The College community will be kept abreast of issues relating to bullying matters in articles in *The Flying Scotsman* and *The Clansman*.

Responses to Bullying

It is the responsibility of the adult to whom the report has been made to ensure that a response is initiated.

The person coordinating the response will be the Head of Campus (Preparatory School), Housemaster (Senior School) or Dorm Master (Glengarry).

The response of the College will be specific to each campus, but under the same framework.

Investigation – The reported behaviour will be thoroughly investigated in an impartial, timely and confidential manner.

Assessment – An assessment will be made as to whether the matter is bullying as defined in the Anti-Bullying Policy.

Responses – The response will be determined by the details and severity of the incident but may include:

- informal approaches such as shared concern
- restorative justice methods to mediation
- counselling
- punishment through the College's discipline procedures
- referral to the relevant authorities if the incident is of a sexual or physical nature.

If the initial report is assessed to be high risk – where there is immediate risk to the student's psychological, emotional or physical health – the matter will be dealt with more immediacy.

Any response to bullying incidents will be documented and the resolution will be monitored to ensure the ongoing wellbeing of both parties involved.

An anti-bullying policy for students outlines separate student expectations and responsibilities. The full text is available in the Student Handbook and on the College internal portal, accessible by staff, students and parents. No changes were made in 2015.

Preparatory School Student Welfare

Policies – Changes made in 2015

Personalised Learning Plan

Throughout the 2015 school year, the staff have incorporated our Personalised Learning Plan (PLP). Based upon the Response to Intervention three tier model, the PLP has provided the scaffold in catering for the needs of all our students. This includes the areas of identification, assessment, intervention, staffing, communication and monitoring. Again the Preparatory School has benefited greatly through the assistance and guidance of Professor Loretta Giorcelli OAM in implementing our Personalised Learning Plan.

A Fine Scots Boy! The Positive Behavioural Plan Review

In 2015 much energy was directed towards a thorough review of our *A Fine Scots Boy! The Positive Behavioural Plan*. The Plan remains central to the pastoral character development of the boys. Framed within a House Pastoral Care system, the Plan is designed to support and nurture individual student development towards the exercise of compassion, courage, faith and integrity. The 2015 review included staff visiting schools in Adelaide, Melbourne, Canberra and Brisbane; the development of a Fine Scots Boy Review Team; surveys and feedback from boys; and parent meetings. In 2016, our reviewed and revised *A Fine Scots Boy! The Positive Behavioural Plan* will be launched with much anticipation, as it remains central to the pastoral character development of the boys of the Preparatory School.

Child Protection Policy

2015 has seen a review of our Child Protection Policy. This has meant a rewriting of some sections of the Child Protection Policy following recommendations from the Association of Independent Schools and the Conduct Protocol Unit of the Presbyterian Church of Australia. The reviewed Child Protection Policy will be confirmed in 2016.

Preparatory School Student Management and Discipline

Specialist Support Services

Bible Study and Crusaders groups continued to flourish in 2015. The Year 1 Crusaders group enjoyed craft activities and games while learning about God's love for them. Pit Stop (Junior Preparatory) and Crusaders (Senior Preparatory) have enjoyed a steady group of boys each week while several attended the Crusader Union Leadership training days.

Student Leadership Program

In 2015 the College's leadership program expanded to include Year 4 House Captains, along with Year 6 House Captains, attending the annual Halogen Foundation National Young Leaders Day at the Sydney Entertainment Centre. Year 6 attended their annual Leadership Camp at Sydney Academy of Sport and Recreation in Narrabeen.

Peer Support

The Peer Reading Program expanded to include the Early Learning Centre, Junior Preparatory and Senior Preparatory in 2015. This has proved to be a valuable social and reading experience for all boys involved. Buddy classes continued with a special focus on the revised 'fine Scots boys' attitudes and values.

Values Education and Character Development

Weekly Chapel services are central to the values and character development of boys in the Preparatory School. Family services at Easter and Christmas were well attended and St Andrew's Scots Presbyterian Church, Rose Bay, was full for our Preparatory School Family Chapel Service.

During 2015 the families of the School generously supported Allowah Presbyterian Children's Hospital, Tearfund, Operation Christmas Child, Kokoda Walk, and SEWAH schools in the Himalayan Mountains in India. The College again raised an incredible amount of \$28,000 for the establishment and maintenance of schools in the Himalaya Mountains in India.

Notebook Computer Environment

In 2015 CommBoxes replaced interactive whiteboards in all classrooms. CommBoxes are equipped with Apple TV, enhancing teaching and learning programs with quick projection of teacher/student work and presentations for viewing by larger audiences. Scots became the first Preparatory School in New South Wales to use the Makers Empire 3D printing software, which the boys used enthusiastically.

Excursions and Incursions

The College continued to implement its Excursion/Incursion Policy.



Reporting Complaints and Resolving Grievances

The approach that The Scots College seeks to provide for responding to complaints is one that promotes fairness and respect, protects privacy and leads to improvements and beneficial outcomes. The processes for dealing with matters related to services, behaviour, policies or procedures identified by parents, staff or students include:

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

Daily contact with carers and students is primarily managed through the school management system, Pipeline. A link to the general feedback system is prominently available in Pipeline. General feedback can be submitted which is delivered to specific staff, according to category, with a response normally provided within 48 hours.

The Scots College also conducts exit surveys for students in Years 6, 7, 9, Glengarry and Year 12. Exit surveys are an additional method used to proactively solicit structured feedback.

Additionally, personal feedback from students and parents is encouraged through housemasters, tutors, class teachers and other key staff such as Heads of campus.

In relation to 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 Staff Services, Principal or Heads of campus. Accurate and accessible records (under guidelines of privacy and freedom of information legislation) are maintained. The policy also makes it clear that any form of harassment will result in disciplinary action. 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 the full text of the College policy and procedures for dealing with complaints or grievances are provided in the:

- Staff Services section of Pipeline
- College Council files

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

- Parent Handbook
- Staff Handbook

The complaints policy was updated on 15 June 2015 to provide an additional route for submitting complaints.

Risk Framework Improvements 2015

A review of The Scots College Risk Management Framework was conducted in 2015, as well as a general assessment of risk management practice throughout all campuses, using additional support from external independent risk management resources.

A new Risk Management Framework was drawn up incorporating inputs from all consultants and the previous Risk Management Framework document. Key risk management practitioners throughout the College were interviewed as part of the Risk Management Assessment, and findings of that assessment contributed to the final Risk Management Framework document.

Provisional approval of the Risk Management Framework draft document was granted by The Scots College Risk Management Committee in Term 1 2015.

Attendance Policies and Procedures

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 Students (7-12) 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, for example, 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.

Preparatory School

In the Preparatory School, class teachers take roll call between 8:25am and 9:00am. These returns (paper copy or electronic) are collated by either the Early Learning Centre, Junior Prep or Senior Prep office. If a parent or guardian has not phoned the office informing the School of the student absence giving reasons, an Administration Assistant phones the parent or guardian to ascertain why the student is absent. The Administration Assistants enter the absences onto the College database, noting any excursion or other variations to routine. During the morning a list of absences is emailed to all staff. For all absences parents or guardians are requested to notify the School by 9:00am. Students who have unexplained absences are brought to the attention of the Head of Preparatory School, Assistant Heads or the Director of the ELC who contact parents.

Leave from any School obligation (including school days, sport, co-curricular activities and the beginning and conclusion of a term) must be requested in advance. Application for leave for more than one day, should be made to the Head of the Preparatory School, in writing, at least ten days ahead of the requested leave. Requests for leave for part of the day may be directed to the class teacher.

Form	Students	Percentage Attendance
Transition Cubs — 5 Days	11	89%
Transition Lions — 5 Days	45	91%
Kindergarten	79	96%
1	63	95%
2	78	97%
3	103	97%
4	103	97%
5	123	96%
6	123	95%
7	199	97%
8	203	96%
9	199	97%
10	200	97%
11	212	96%
12	188	97%
Total	1,749	92%

College Determined Improvement Targets

In 2015, the College maintained a traditional academic culture of high expectations, respect, courtesy and care among students, and a common culture of professional practice and effective communications by the staff of the College. The Brave Hearts Bold Minds education philosophy, was further developed with the boys' demonstrating a desire to learn, lead and serve in the community.

Area from Strategic Plan	Priorities	Achievements in 2015
The Christian Foundation of the College	<p>Strengthen Christian Studies programs to further integrate faith, character and intellect.</p> <p>Establish closer relationships with Presbyterian Church, particularly Christ College and Presbyterian Youth.</p> <p>Establish Christian Union leadership groups within the Preparatory School.</p>	<ul style="list-style-type: none"> Strengthened the College's culture of prayer. Extended and further developed the College's Service Learning Program. Focused Chapel, assemblies, youth groups, the Christian Union, prayer, excursions, mission trips and strengthen communications with other colleges. Reviewed and further developed the gap students and Christian program.
The Learning Environment	<p>Development of a 'Culture of Thinking' in Kindergarten to Year 6 through involvement with Harvard University Project Zero.</p> <p>Annual external HSC data analysis and improvement plan.</p> <p>Annual plan for faculty and individual teaching academic goal-setting.</p>	<ul style="list-style-type: none"> The Early Learning and Early Years Centre worked closely with Macquarie University in refining and developing Scots early childhood programs. Programs had a focus upon catering for every boy, upskilling our teaching staff and developing our experiential learning foundation. Scots Personalised Enhancement for Learning policy has allowed teachers to confidently identify students across all spectrums of learning and to plan appropriate programs that cater for the needs of all students. Classrooms CommBoxes were equipped with Apple TV, enhancing teaching and learning programs with quick projection of teacher/student work and presentations for viewing by larger audiences. Each department Head met with Dean and Head of Curriculum to set goals for 2016 in line with identified HSC analysis. Implementation of Learning Management System placing Senior School curriculum into Schoolbox. Refined Formative and Summative Assessment. Further development of Richardson and Allwell data and development of a Grade Point Average. Implementation of the new Science Curriculum. Development of a unified framework for approaching staff coaching, professional development, appraisal and compliance through goal setting, professional discourse, reflection and action. Further developed a classroom culture of curiosity, inquiry, research and encouragement. Shared and encouraged creativity in the classroom through faculty celebrations, initiatives and opportunities to present workshops at national and international conferences. Development of a program to ensure that the College attracts, retains and develops all staff to ensure best practice in teaching and the ongoing professional training is of the highest quality.

Area from Strategic Plan	Priorities	Achievements in 2015
Staff Professional Learning and Growth	Protocols, guidelines and systems for development of College staff and service culture.	<ul style="list-style-type: none"> Refined professional learning priorities, aligned with teaching standards and the College's strategic plan, Board of Studies Teaching and Educational Standards and National School Improvement program.
Financial Strength – Building for the Future	<p>General ledger, client payment and purchase order systems.</p> <p>Community engagement, including review of guidelines for fundraising and events for support groups and parent activities.</p>	<ul style="list-style-type: none"> Synergetic finance system installed and configured. Finance trained staff. ICT Department raised \$11K in fundraising for the Solomon Islands Community Service project by selling eWaste. Review of Support Groups guidelines and use of College facilities completed.
Community Engagement and Partnerships	Connect parents through communication, support groups, College events and vision.	<ul style="list-style-type: none"> Communicated a vision of engagement in the College community. Strengthened the culture of the College through the international and Indigenous programs.
Leadership and 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"> Continued implementation of the College governance leadership program. Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste. Continued implementation of the College governance leadership program. Developed a clear national and international profile for the College. Embedded College planning processes and systems.
ICT	<p>Google Apps for Education introduction.</p> <p>Upgrade to iCloud storage technology.</p> <p>Review of the College laptop program and Association of Independent Schools (AIS) NSW ICT review.</p>	<ul style="list-style-type: none"> Completion of rollout of Google Apps for Education rollout to all College staff and students. Includes single College instance of Gmail, GDrive (Google Docs), Calendar and GForms (all available for free). Appointment of an eLearning Manager and eLearning integrator. Bellevue Hill campus internet upgraded from 100MBps to 1000MBps plus a redundant microwave wireless link to the internet installed (100MBps). Glengarry internet upgraded from 8MBps to 20MBps (microwave link). External ICT review by AISNSW. Findings submitted to the College Leadership team for discussion and implementation in 2016.

College Determined Improvement Targets for 2016

In 2016, we will continue to implement our Strategic Intent, focusing the development of Scots culture, people and structures.

Area from Strategic Plan	Implementation Goals for 2016
Quality Learning	<ul style="list-style-type: none"> • Learning philosophy and culture: implement Brave Hearts Bold Minds, our whole-College approach to Christian education and character development. • Curriculum: provide distinctive and challenging programs for boys at different stages of learning. • Technology in learning: provide flexible, asynchronous learning enhanced by astute knowledge and information management. • Resources and infrastructure: create imaginative learning environments that are resource-rich and responsive to personalised learning needs of our boys.
Quality Teachers and Staff	<ul style="list-style-type: none"> • Recruitment: identify and employ high-calibre staff who are aligned to our culture and mission. • Development: provide a professional learning community that improves staff qualifications and performance. • Research: establish a coordinated cluster of centres for research and excellence in evidence-based teaching and learning. • Leadership: equip our teams with the capabilities and disposition required to lead in a variety of contexts in education and beyond.
Quality Partnerships	<ul style="list-style-type: none"> • Local, national and international engagement: strengthen our academic profile and experience by collaborating with a group of leading Australian and international organisations. • Pathways to accreditation: create opportunities for boys to access higher education through a variety of channels. • International education: deepen the experience and perspectives of our boys in a global context. • Indigenous education and cultural diversity: strengthen the heritage and living history of our boys by connecting them more closely to Indigenous and other cultures.

The Christian Foundation of the College

Initiatives Promoting Respect and Responsibility

The Scots College seeks to be a Christian community marked by attitudes of respect and generosity toward others. We aim to help young men to recognise their God-given talents, to develop these to the full and to endeavour to use their abilities and opportunities to make a positive difference in the lives of others.

Our Christian education programs seek to deepen our understanding of our place in God's world, our sense of justice and empathy, and our understanding of community and responsibility. During the course of the year, a number of initiatives were directed towards these ends.

Strengthening Christian Studies Programs to Further Integrate Faith, Character and Intellect

During 2015, students were provided with opportunities to hear a number of Christian speakers.

In August, the College hosted, over a two week period, Professor David Bebbington from the University of Stirling. During his visit, he explored the theme of 'Truth and Tradition in a Fractured World: Educating the whole person, past and present'. He delivered the annual Clark Lectures, in which he surveyed the history of Christianity and higher education in Europe since the 12th century, exploring the origins of Presbyterian and other educational ventures in Australia and considering their relation to contemporary public concerns.

Also in August, the College welcomed one of the world's most inspirational surfers, Derek Rabelo, a 23 year old Brazilian who was born blind. Derek addressed the Senior School Assembly and spoke of his journey of faith and the importance of trusting Christ as we face life's challenges.

In November, we were delighted to have a team visit from the Irene Glesson Foundation, a Christian organisation working in Uganda. The Foundation runs medical centres, provides educational and training programs, and assists in developing infrastructure to insure access to clean water and hospital facilities. The young men who visited Scots had all been converted to Christ through the ministries of the Foundation.

Establishing Closer Relationships with the Presbyterian Church, particularly Christ College and Presbyterian Youth

Throughout the year, we continued to partner with and support a number of organisations and activities within the Presbyterian Church of Australia. We continued our support of the Allowah Presbyterian Children's Hospital, the Presbyterian Social Services annual Christmas Hamper Appeal, and the Australian Presbyterian World Mission, through whom we provided funds for the work of Reverend Bali Shepherd and the SEWAH schools in the Himalayas.

In March, we had the privilege of hosting a mission team from Christ College. Members of the team spent a week teaching Christian Studies classes, speaking in Chapel services and Assemblies, and visiting Christian lunchtime groups across the Senior School and Preparatory School campuses.

We also took steps to strengthen our relationship with Presbyterian Youth (PY). A number of students attended one of the PY winter camps, held on the June long weekend. We also had, as a regular guest speaker in Chapel, Luke Murray, Youth and Camping Director from PY.

In September 2015 we had another successful Christian mission trip to Vanuatu, where we continue to strengthen



Our Christian education programs seek to deepen our understanding of our place in God's world, our sense of justice and empathy, and our understanding of community and responsibility.



our relationships with the Presbyterian Church of Vanuatu, specifically through our partnerships with two of the Church's schools – Seaside Paama Community School in Port Vila and Tata Presbyterian School on the island of Espiritu Santo – and two particular congregations – Paton Memorial Church (PMC) in Port Vila and the Presbyterian Church on Tangoa Island. The students from Scots assisted with the construction of a new Sunday School building at PMC and a new Science classroom (funded largely through money raised by the Scots boys) at Tata. They also taught Bible lessons at both Seaside Paama and Tata, and enjoyed living at the Tata Presbyterian School for several days, sharing in the lives and daily routines of the students there.

Establishing Christian Union Leadership Groups within the Preparatory School

Lunchtime Crusaders groups continued meeting weekly throughout the year. In addition, two new leadership groups were established: one for boys from Year 4 and the other for boys from Year 5. A number of boys from Years 5 and 6 joined with students from St Catherine's School and Claremont College for a Crusaders FIT (Followers in Training) afternoon.

Peer Mentoring Program within the Christian Union

The mentoring program was further strengthened during the year, with Year 11 Christian Union leaders meeting regularly with a number of Year 7 and 8 students to discuss aspects of Christian leadership at Scots and to share insights gained from their own experiences at the College and in their local church or youth group.

Refine Chapel Program to Strengthen Opportunities for College Families to Engage in Worship

During the year we held a number of Chapel services to which we specifically invited particular groups of families from within the College community. In Term 1 we held a service to welcome new students and members of staff and their families. In Term 2, many Year 5 and 6 boys, together with their families, were in attendance at the Ginahgulla Family Service. The Term 3 Family Service, which coincided with the Back to Scots weekend, was attended by a number of Old Boys, together with families from the Junior Prep campus. Term 4 featured our Christmas Carol service. The Early Learning Centre and Early Years Centre Christmas and Easter Chapel services brought many parents, grandparents and other family members to the College. Our family Chapel services provide a wonderful opportunity for the celebration of our community and the important values that undergird it.

The College's Christian foundation challenges us to see our education as not merely for ourselves, but for the purpose of making a positive contribution to the lives of others. Our talents and opportunities, which are gifts from a generous God, are to be used in a generous manner. In learning to serve, our education finds its best expression, and we best exemplify the notion of living in a manner worthy of our forefathers.

Reverend Conrad Nixon
Senior Chaplain



Admission Protocols

Intake Years

The College intake years are as follows:

- Early Years Centre – Rose Bay Cubs (3 year old program)
- Early Years Centre – Rose Bay Transition Lions (4 year old program)
- 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 Preparatory School and Senior School

All students seeking entry into Years 5 to 11 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 Preparatory School from Transition through to Year 4 are required to have an interview with the Director Early Learning Centre (Transition to Year 1) and the appropriate Head of Campus for Years 2 to 4. It is only after this process has taken place that offers may be made.

Early Years Centre – Rose Bay

All students seeking entry into the Early Years Centre (EYC) Rose Bay are required to have an interview with the Coordinator of the Early Years Centre. It is only after this process has taken place that offers may be made.

Scholarship Process

The College offers Academic and Music Scholarships for Years 7 to 11.

Currently, Academic candidates register online to sit the Australian Council for Educational Research (ACER) cooperative testing. ACER send a copy of the scholarship results to the applicants and the College. Selected candidates are short-listed and invited for interview with the appropriate members of the Executive and Senior Leadership teams. 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 and interview with the Director of Music prior to sitting the ACER testing. Selected candidates are short-listed and invited for further interview with appropriate members of the Executive and Senior Leadership teams. Music candidates must have achieved a minimum level of Australian Music Examinations Board (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.

To view a full copy of The Scots College Enrolment Policy, please visit tsc.nsw.edu.au/policies

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 an application before 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 7 August 2015

Year Group	As at Census Date 7 August 2015	FFPOS*	Boarder	Indigenous
Rose Bay Cubs 2 Days FTE*	5.6	0	0	0
Rose Bay Cubs 3 Days FTE	4.8	0	0	0
Rose Bay Cubs 5 Days FTE	2	0	0	0
Rose Bay Lions 2 Days FTE	1.2	0	0	0
Rose Bay Lions 3 Days FTE	6	0	0	0
Rose Bay Lions 5 Days FTE	5	0	0	0
Transition Cubs 2 Days FTE	2.4	0	0	0
Transition Cubs 3 Days FTE	7.2	0	0	0
Transition Cubs 5 Days	7	0	0	0
Transition Lions 5 Days	62	0	0	0
Kindergarten	63	1	0	0
Year 1	63	1	0	0
Year 2	77	2	0	0
Year 3	85	0	0	0
Year 4	100	0	0	0
Year 5	126	1	0	0
Year 6	123	0	0	0
Year 7	198	2	28	3
Year 8	202	2	20	4
Year 9	193	5	35	4
Year 10	194	6	42	4
Year 11	206	6	62	3
Year 12	178	10	55	2
Total	1911.2	34	242	20

* Full Time Equivalent

+ Full Fee Paying Overseas Student

The Scots College Audited Financial Results

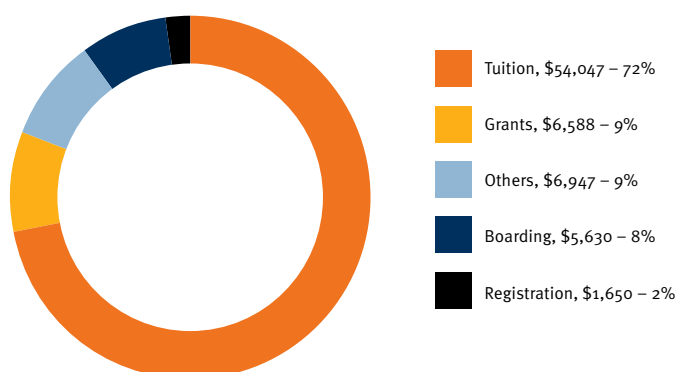
The 2015 financial results for The Scots College were confirmed with a total income of \$75 million resulting in a net operating surplus of \$4.7 million which exceeded budget for the year, and is a very good result. Included in the total income are donations of \$3 million which were received and applied to fund the construction of the new Business Studies Centre, about to be completed.

The total net income for the year amounted to \$7.7 million which increased the total assets of the College to \$115 million at book value. The Business Studies Centre has been funded from own resources without borrowings. Enrolment interest was strong with registration fee revenue increasing, while operating expenditure remained within budget.

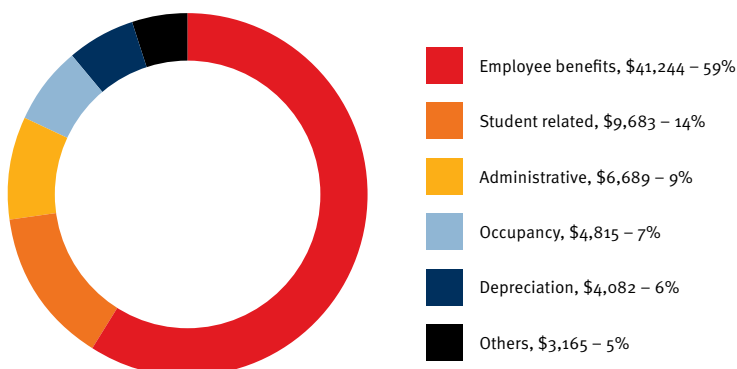
Employment related costs, which contribute to a significant portion of total College expenditure, were well managed following the addition of several new programs, including the provision for long service leave. As a result of the above, this year fee increases have been contained well below the education consumer price index (CPI) at 2.5 percent.

During the year there were a number of small capital projects completed, including the renovation of boarding houses, and various others projects, such as classrooms refurbishments and security upgrades, were also undertaken. The Business Studies Centre building was completed, with the fit-out of the building and the opening expected in the second term of 2016.

Total Income 2015



Total Expenses 2015







The Scots College

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