

2016 ANNUAL
REPORT



The Scots College
Sydney Australia



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School Context

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

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

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

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

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



The College provides a learning environment where boys strive for excellence together.





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* 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.

In February 2016, the Property Trust assumed direct management of the College and appointed a Management Committee to govern the College. The College Constitution was suspended by the General Assembly of the Church in April 2016. A return to Council governance is expected in July 2017.

The current Principal of the College is Dr Ian PM Lambert, who commenced as Principal on 1 January 2007. The College Management Committee 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 2016, the College has continued with development of facilities at the College. To achieve excellence, which is the strategic vision of the College, the College Management Committee 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.

Late in 2016 the College Management Committee arranged with the Property Trust to acquire by tender land and buildings offered for sale by the Department of Health at Dolls Point. The building, known as Primrose House, will be converted into a preparatory school to be known as The Scots College Brighton Preparatory School.

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 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 teaching 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 experiential learning 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.

In 2013, the College opened an early child care centre within the premises of St Andrews Scots Presbyterian Church Rose Bay. This facility is now fully operational. The possibility of establishing other child care facilities elsewhere is being explored.

The College recently undertook preparation of an updated master plan for the ongoing development of the College, given completion of the Lang Walker Business Centre. This project was substantially constructed during 2016. The master plan also envisages development within the College grounds on a staged basis of a range of new sporting facilities and an extension and refurbishment of the library building. 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.



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... it continues to place importance on the balanced all-round education of the student so that the student develops academically, physically, morally and spiritually ...

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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.

2016 has been a good year for the College. We look forward to the coming years with enthusiasm and optimism.

Mr Simon Fraser
Chairman
College Management Committee



A Message from the Principal

At a time in this country when universal education was not available, our Presbyterian forefathers, inspired by a Scottish reformational vision to provide comprehensive education to all children and higher education for nation-building purposes, set about establishing preparatory and secondary schools, and university and theological colleges. Our story is one of starts and restarts, humble beginnings, significant discourse and debate, financial, geographical and theological challenge, brilliant insight and vision, tremendous achievements and sustained aspiration and conviction.

The Scots College physically came into being in Brighton-Le-Sands in 1893, 120 years ago. John Dunmore Lang first cast his vision for Presbyterian education in the colony of New South Wales in the 1830s – 60 years earlier – and inspired our founders with that vision and conviction. That vision imagined a distinctively Australian educational institution that would serve ‘the common weal’, a traditional expression that is not common today. If something is done for the common weal, it is done in the interests and for the benefit of the majority or the general public. Rt Reverend James Smith White, Moderator, at the inauguration of The Scots College in 1893 challenged his audience with an educational vision that encapsulated the melding of the Scottish intellectual, theological and vocational traditions to support a distinctively Australian model of higher education designed to contribute to the common wealth and greater purposes of God and humankind in this emerging nation. Today, 12 decades later, we celebrate and reflect upon our journey and look to the future.

In 2016, The Scots College stands proudly as a world leading school. The location, size and scale, diversity of programs, levels of achievement, culture, values, strategic partnerships, alumni and community strength, diversity

and innovation is not comprehensively evident in many of the historically recognised boys’ schools around the world. There are, of course, some remarkable schools, and some unique and wonderful histories and programs. Nevertheless, by comparison, The Scots College is truly a remarkable school and a leading force in educational reform and innovation on the world stage.

The Scots College is committed to planning for the future and to aligning our practices to our strategic intent. The College’s *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*, is a natural development from our *2009 Strategic Plan, Brave Hearts, Bold Minds: Scots to the Fore*. It brings into relief the conviction of our founders that a truly Scots-Australian education should have as its means and aspiration ‘higher education for the common weal’. This remains our aim and conviction, a century and a quarter later. Our *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*, is based on our unique Brave Hearts Bold Minds education philosophy and ethos and is grounded on the foundations laid by five ‘living framework’ documents that give direction to our beliefs about and practices in:

- our school, faith and values
- teaching and learning
- experiential education
- opportunity, safety and security
- stewardship of resources and relationships.

Scots is a wonderful school, presenting its students with a marvellous range of opportunities for individualised and team-based development. The intent of the College’s



It is our hope that our young men will continue to influence others in their chosen fields of endeavour.



strategy is that, by 2025, The Scots College will be recognised globally as an expert community of knowledge, practice and formation in five areas of focus:

- Educating for the character and care of 'fine Scots boys'.
- Engaging with our society and the world.
- Enabling design thinking and creativity.
- Encouraging physical, mental and spiritual wholeness.
- Promoting entrepreneurship and social leadership.

We will achieve this by strengthening existing and new partnerships in education and industry, leading-edge educational design and development, our global learning initiatives, and further improvements in staff renewal and performance. These aspirations are supported by the standards and indicators specified in the College's Strategic Plan.

Ralph Waldo Emerson wrote the mantra of the future maker: "Do not follow where the path may lead. Go where there is no path and leave a trail." *Our Strategic Plan 2016-2025* is designed to create a unique educational model that will support boys in preparation for a changing global community, diverse learning opportunities and credentials, and longer, more flexible work and life options.

Staying true to our core purpose and capabilities as we develop and grow is of paramount importance. Which is why three primary attributes will continue to drive our every decision and action. First, we will remain committed to our aspirational expectations of excellence in our Academic, Sporting and Co-Curricular pursuits. Second, we will exercise relevant, timely, and courageous innovation. And third, we will ceaselessly honour our core traditions, values and convictions. I firmly believe that the ability to adhere to these attributes is what defines the most enduring organisations of our time, and as we reflect upon them together in the context of the highlights from The Scots College this past year, I think you will agree that they are key to our ongoing success and distinctiveness.

Honourable traditions, educational innovation and local, national and international connection will always be the heart of The Scots College, yet our ability to reinvigorate our educational model and experience around our heritage, faith and values remains an unmatched competitive advantage.

With the support of an extremely dedicated and inspirational teaching, administrative and leadership team, we have achieved some outstanding overall results and developed a culture of excellence and respect. Our boys are universally proud of their College and are committed to a style of leadership that is strongly framed by our Christian values and aspirations to serve. While the ship is well into its journey, the journey is far from over. Not unlike a master chess player who can think two or three moves ahead and anticipate the tactics and capability of others, modern educational leaders are required to personify these same timeless principles and consciously and deliberately structure learning experiences and environments that imagine the future and not just copy the past.

We are proud of the achievements of our boys and young men in 2016, especially those of our graduating Year 12 class. They exemplified in so many ways our aspirations as a community whose culture of high expectations seeks to inspire our boys to become creative, confident, compassionate and accomplished learners and leaders.

Our achievements in Great Public Schools (GPS) sport have been exceptional with premierships in rugby, water polo and basketball, and runner-up rankings in cricket, cross country, rifle shooting and athletics. Our sailors have been representing Australia in international championships and won the NSW championships in 2016, our rowers achieved a number of podium finishes and GPS, NSW and Australian selections. Our Pipes and Drums placed fifth in the World Pipe Band Championships, first in NSW and second in Australia, and our Snowsports team continued its incredible decade-long dominance of Sydney, NSW and Australian Interscholarships Championships by winning again this year.

Emerging sports such as Volleyball and Table Tennis continue to develop and are played with passion and at an extremely high standard. Our Cadet Unit and Pipes and Drums are highly respected and are called upon for important official state and public functions. Music and Drama is flourishing at the College and our students have achieved outstanding academic results, been selected for HSC showcases and have represented the College with distinction at numerous events during 2016. I am pleased to record that our robotics team won the NSW and Australian RoboCup Junior Championships. We are

extremely proud of our community and service learning initiatives, and many students and staff have been involved in fundraising, educational and support programs for disadvantaged members of our local, national and international human family.

Our College continues to recognise that legitimate sources of influence in a young person's life are derived from authentic Christian values, consistent leadership expectations, and a broad range of programs designed to nurture character, integrity and service to others.

Our student population reached 1,990 from Transition to Year 12 in 2016 and is at capacity with high enrolment demand. With such high demand for enrolment, a place at Scots becomes an increasingly valuable commodity. While utilising the benefits that size offers to increase the standards and range of our programs, we are determined to never lose sight of the importance of focusing on the development of each individual boy – academically, socially, physically and spiritually. Boarding at the Senior School continues to strengthen with 260 boys (Years 6 to 12), and our Indigenous Education Program now has 20 students (Years 7 to 12). We enjoy a rich and diverse boarding community with a majority of boys from regional NSW, and a number of others from overseas and metropolitan Sydney.

Our College's Christian mission challenges us daily to be responsive to student's needs and unique contributions, and to be proactive in the development and nurture of a culture and philosophy of care. Through the diversity of our programs, we aim to encourage and unfold, to the fullest extent possible, each student's particular and unique gifts and abilities in the hope that their lives will be ones of constructive service to their immediate neighbour, the world and God. It is our hope that our young men will continue to influence others in their chosen fields of endeavour.

Central to our efforts to build an intellectual community is our dedicated faculty and staff team. Our staff teams have focused their professional development on the clarification and integration of key philosophical distinctives into all areas of learning across the Transition to Year 12 spectrum. This has provided a powerful platform for our future growth, improvement and alignment of focus. In recent years, we have supported the ongoing professional learning of our staff team, and I am pleased to record that we have an unprecedented number of teachers with postgraduate qualifications, including 14 PhDs and 50 Masters degrees. The quality of scholarship embedded in the learning culture is at an all time high and is being modelled and encouraged by a staff team committed to their own professional learning and growth.

It is important to single out the significant work of our boarding and residential staff at Bellevue Hill and Glengarry. Our significant Outdoor Education and Boarding Programs and facilities means we are a residential community where life and learning continues seven days a week. We acknowledge and thank our boarding and residential teams for their care, concern and nurture of our boys who live away from home.

More than ever, today's families have an interest in and access to what schools such as ours stand for – our values. We are committed to leading through the lens of humanity, not just when it is convenient or easy, but because leadership through teamwork and a spirit of service demand it. This alone makes our boys, partners and community incredibly proud.

At The Scots College, our aspiration is nothing less than to be among the most innovative, inspiring and enduring schools of our time. I am confident we are on that path, and I thank you for joining us on this journey this year.

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.

On behalf of the College community, I acknowledge and thank the College Management Committee, under the fine leadership of Mr Simon Fraser, for their vision, wisdom and dedication to the College. I congratulate Head Prefect Will Lawrance and his leadership team for their demonstration of great commitment, spirit, humility and respect. I also acknowledge and thank the teaching staff, campus and College leaders, Old Boys, parents and friends who have extended and enriched our journey in 2016.

Scots to the fore!

Dr Ian PM Lambert
Principal



To view the 2016 Excellence publication, please click on the icon.





A Message from the Head Prefect

2016 Speech Day Address

Today marks my last official day as a student of Scots. My first day as a student of Scots was back in 2009. Having come from a much smaller school, the idea of having multiple campuses was a shock to me. As I walked down Victoria Road with my dad, I was very confused as to where I was meant to go. Clearly this confusion was quite evident on my face, as a man looked at me and asked me what I was searching for. After I replied the Year 5 classrooms, he proceeded to walk me across the road and point me in the right direction before branching off to his own destination. I was informed afterwards by my dad that that man had in fact been the Principal, Dr Ian PM Lambert.

Little did I know that my small journey across the road and up to my classroom on my very first day at Scots, would be a microcosm of the entire Scots journey that myself and my classmates would go on to complete.

Throughout our time at Scots, we have had hours of effort from teachers, incredible resources, amazing opportunities and six months in the bush all combined to walk us across the road that is growing up.

For my fellow members of the Class of 2016 and I, we stand here today on the other side of that road, with a strong set of values behind us and all of the tools we need to go out into the world and find our particular 'classroom', to find our niche in life where we will hopefully be happy and successful.

We have been incredibly lucky to have come through Scots in such a prosperous period for the College. During my time here, it's been perfectly accurate to reflect at the end of every year and mark it down as a successful one. I could so easily stand here today and recount our premierships across sports, in Debating, success academically and in Co-Curricular areas and amazing individual feats of boys.

However, the successes we have had this year and in recent times are symptoms of an ever-strengthening and thriving culture at the College. A culture underpinned by strong values and an emphasis on looking after one another.

This culture was evident to me from very early on in my time at the College, but a particular memory stands out from my Speech Day in Year 8. Just before the ceremony was about to begin, I had a nosebleed. I rushed to the bathroom to try and get it under control but very quickly ended up in the corner of the bathroom with a mountain of paper towels, which was quite embarrassing with lots of other boys wandering in and out of the bathroom. I became especially embarrassed when David Horwitz, who was the Head Prefect that year, came in. However, despite being about to go on stage, he took a moment to come over to me, and ask me if I was alright and if I needed anything. He didn't know me, and he didn't have to do so, but he took the time offer a helping hand.

This showed me the strength of the camaraderie between the boys of Scots. It showed me that Scots boys are there

for one another, and that a fellow Scots boy is your mate, whether you sit next to him in class every day or see him once a year in the corridor.

It's this strength of camaraderie that makes Scots so special and that also makes Scots a place that you never really leave. For the Class of 2016 who leave today, we do so knowing that wherever our lives may take us, we have mates for life from our time at Scots.

This is one of the facets of a Scots education that can't be measured by an ATAR, but will serve us greatly as we move off into the world. In the same way, the values instilled in us by the College will stick with us forever, as will the drive for success that is so evident in the achievements of the College in the past few years.

So, on behalf of the Class of 2016, I'd like to give a final thank you to everyone who has been a part of our journey at Scots. To all of our teachers and coaches, and especially to our parents, thank you. We couldn't be here without you.

And to all of the Scots boys who continue on into 2017, my challenge is a simple one; make the most of your own journey. This College provides you with everything you could ask for to improve yourself, whether it be expert coaching, extra tutoring or even international tours. It's all there, but it's up to you to reach out and take it. It's up to you to buy in to the culture of the school that is already so strong and that I have no doubt will grow to new heights in the next year under the leadership of Nelson Bours and his Prefect team in conjunction with Dr Lambert.

Everything is in place to assist you, but only you can ensure that you are the best possible version of yourself when you one day stand here on the other side of the road.

Thank you, and Scots to the fore!

Will Lawrance
Head Prefect 2016



... so knowing that
wherever our lives may
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Parent 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 2016, 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:

- 74 percent of parents' expectations were met or exceeded in relation to the quality of teaching.
- 83 percent of parents' expectations were met or exceeded in relation to a balanced challenging education.
- 84 percent of parents' expectations were met or exceeded in relation to the focus on student welfare.
- 90 percent of parents' expectations were met or exceeded in relation to the College's values.
- 94 percent of parents' expectations were met or exceeded in relation to the Glengarry Program.

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Gaining insight and understanding of what matters to staff is key ...

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Teacher Satisfaction

The Strategic Intent of The Scots College 2016-2025 places a high emphasis on the professional development of staff. 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 includes 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 program. To date, staff have been involved in workshops, team planning days and cross campus activities, which have proven to be a huge success. We also held an all-staff professional development day at Glengarry. The day was focused on teamwork, experiential education and collaboration.

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.





NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Each year, all students in Years 3, 5, 7 and 9 are assessed in May using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. During the past few years, Scots staff have focused on Literacy and Numeracy, which has translated into an overall improvement in these domains. The College is now moving to focus on writing. Nationally, boys' schools consistently perform at a lower level to girls' school in Reading and Writing. We are already seeing an improvement in our boys' performance in these domains. This has been made evident in our HSC results in Humanities courses, and other measures that track student progress, such as Allwell testing and our internal assessments. The 2016 NAPLAN results are recorded in the table on the following page.

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The College is now moving to focus on writing.

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NAPLAN 2016 Summary Statistics for The Scots College

	% Scots Students in the Top 3 Bands	% NSW Students in the Top 3 Bands	Relative Performance Scots/NSW
Year 3 Grammar and Punctuation	84.2	71.9	1.2
Year 5 Grammar and Punctuation	87.9	64.2	1.4
Year 7 Grammar and Punctuation	71.2	57.2	1.2
Year 9 Grammar and Punctuation	65.8	41.9	1.6
Year 3 Numeracy	88.1	61	1.4
Year 5 Numeracy	88.7	57.1	1.6
Year 7 Numeracy	85.7	60.7	1.4
Year 9 Numeracy	82.3	52.8	1.6
Year 3 Reading	89.1	70.8	1.3
Year 5 Reading	92	62.3	1.5
Year 7 Reading	76.3	53.1	1.4
Year 9 Reading	77.1	51	1.5
Year 3 Spelling	91.1	76.1	1.2
Year 5 Spelling	80.6	63.6	1.3
Year 7 Spelling	68.7	62.2	1.1
Year 9 Spelling	67.4	55	1.2
Year 3 Writing	94.1	80.8	1.2
Year 5 Writing	76.2	50	1.5
Year 7 Writing	65.6	41.2	1.6
Year 9 Writing	48.6	35	1.4

There are six domains where the relative performance of The Scots College above the state is 1.5 or higher. In 2016, there were two domains that reached this very high benchmark. The College is not content to rest on these very strong results but is implementing further improvement initiatives to continue to build on the developing and improving academic culture of the College.

Record of School Achievement

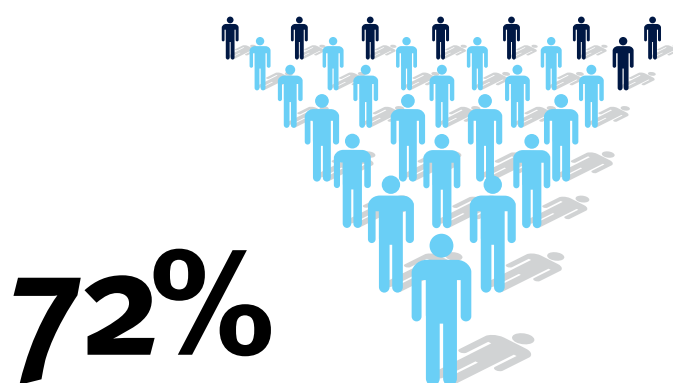
The Record of School Achievement is a cumulative credential. It is for Years 10, 11 and 12 students leaving school prior to the Higher School Certificate. The College did not have any students that required the award of a Record of School Achievement.

Higher School Certificate Results

The College's continued focus on academic achievement at all levels has seen a third year in a row of improved HSC and ATAR results.

This year, 210 students completed their HSC. In addition, 15 Year 10 students and 12 Year 11 students were accelerated in Mathematics and completed their HSC Mathematics examinations with strong results.

Seventy-two percent of all results were awarded in the top two bands (Bands 5 and 6, E3 and E4). This means that nearly three quarters of all results were in the top 20 percent of NSW. This represents a significant increase in the long-term academic performance of the College. For most subjects, these results were well above state averages.



Across all courses, 72% of boys' results were awarded in the top two Bands (Bands 5 and 6, E3 and E4).

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	2.85 (8.21)	62.85 (30.68)	94.27 (57.94)
Biology	17.14 (8.72)	68.56 (35.11)	91.41 (64.7)
Business Studies	7.31 (8.81)	67.06 (34.33)	90.23 (63.4)
Chemistry	8.88 (9.65)	57.76 (40.94)	84.42 (73.21)
Chinese Background Speakers	0 (14.11)	100 (65.72)	100 (95.42)
Design and Technology	5 (12.5)	35 (40.8)	80 (76.5)
Drama	44.44 (14.35)	83.33 (42.72)	100 (83.32)
Earth and Environmental Science	0 (6.53)	54.55 (34.73)	100 (68.96)
Economics	10.34 (13.91)	63.79 (45.4)	89.65 (74.17)
Engineering Studies	0 (10.92)	66.67 (38.29)	100 (71.84)

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)
English (Advanced)	16.28 (15.41)	69.19 (62)	97.1 (90.5)
English (ESL)	10 (4.68)	50 (27.28)	80 (59.34)
English (Extension 1)	39.53 (35.39)	100 (95.15)	100 (99.81)
English (Extension 2)	10 (18.16)	100 (79.56)	100 (99.45)
English (Standard)	0 (0.86)	11.54 (13.48)	50 (49.51)
French (Continuers)	71.43 (29.78)	100 (65.34)	100 (89.22)
French (Extension)	100 (39.04)	100 (88.77)	100 (100)
Geography	0 (8.43)	10.53 (41.3)	57.9 (70.88)
History (Extension)	25 (21.59)	100 (81.4)	100 (99.23)
Indonesian (Continuers)	0 (20)	33.33 (47.5)	91.66 (85)
Indonesian (Extension)	0 (6.67)	100 (80)	100 (100)
Latin (Continuers)	20 (48.78)	80 (80.49)	100 (95.12)
Latin (Extension)	50 (70.18)	100 (98.25)	100 (100)
Legal Studies	6.25 (12.22)	68.75 (42.8)	96.88 (71.37)
Mathematics	26.44 (23.2)	77.01 (52.68)	91.95 (76.64)
Mathematics (Extension 1)	38.96 (33.12)	92.21 (79.59)	100 (97.25)
Mathematics (Extension 2)	21.43 (32.05)	100 (85.48)	100 (98.03)
Mathematics (General 2)	7.5 (5.37)	50 (25.9)	86.25 (52.09)
Modern History	27.78 (9.4)	81.48 (41.14)	96.29 (73.18)
Music (Extension)	16.67 (51.88)	83.34 (93.6)	100 (99.56)
Music 1 (2 unit)	28.57 (18.49)	100 (63.03)	100 (89.16)
Music 2 (2 unit)	42.86 (34.45)	100 (89.54)	100 (99.86)
Personal Development, Health and Physical Education	17.95 (11.23)	53.85 (34.79)	74.36 (62.81)
Physics	12.24 (8.38)	57.14 (30.13)	87.75 (66.01)
Software Design and Development	33.33 (10.91)	75 (33.66)	91.67 (68.35)
Studies of Religion 1 (1 unit)	29.41 (13.53)	88.23 (50.1)	100 (76.11)
Studies of Religion 2 (2 unit)	16.67 (9.25)	63.34 (48.2)	90 (71.24)
Visual Arts	28.95 (14.15)	86.84 (54.61)	94.73 (87.7)

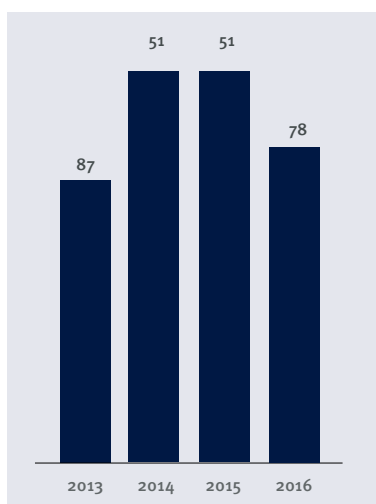
Ten boys achieved an ATAR above 99. Seven boys were recognised on the Premier's HSC All-round Achievers award list, achieving Band 6 results in ten or more units. There were four top ten results in the state: tenth in Modern History, fifth in English (Advanced), second in French Extension and first in Software Development and Design.

In Drama, eight boys were nominated for inclusion in OnSTAGE, the annual showcase of outstanding HSC Drama performances and projects. In Visual Arts, six boys were nominated for ARTEXPRESS, the annual exhibition of outstanding Major Projects. In Music, we received one nomination for ENCORE, the showcase of outstanding HSC Music performances. In Design and Technology, two boys were nominated for inclusion in Shape, the annual exhibition of outstanding Major Projects in HSC Design and Technology, Industrial Technology and Textiles and Design students.

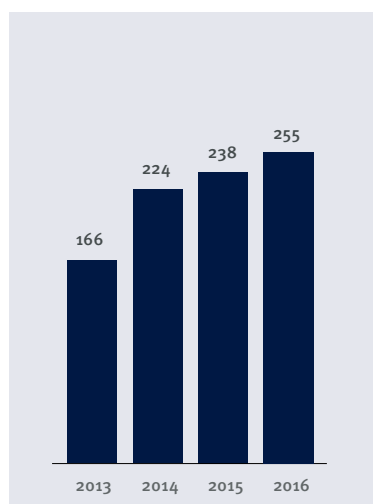
Year on Year Comparison

Two-hundred-and-fifty-five Distinguished Achievers (Band 6) were achieved by the cohort across all subjects. This is the highest number in the history of the College. Most notably, the combined result of Bands 5 and 6 results took a significant jump in 2016 as illustrated in the graph below. This has equated to the College's third year in a row of median ATAR improvement with more boys accessing higher ATARs.

The Sydney Morning Herald
HSC ranking



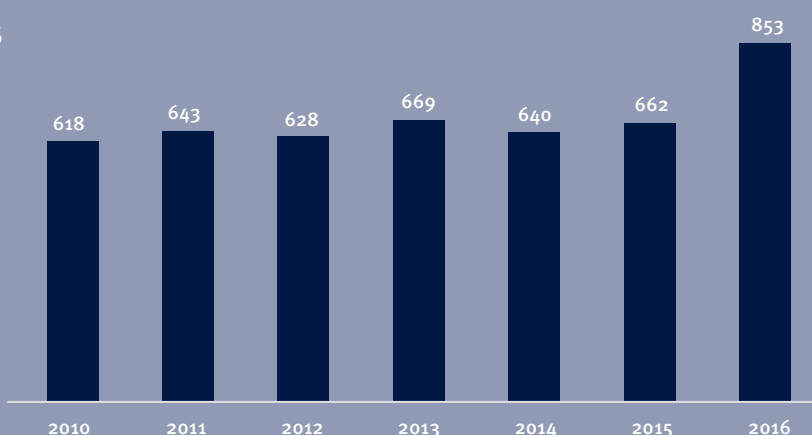
Band 6 results



*Includes BOSTES reported Mathematics Extension 2 nominal Band 6 results

HSC Trend Results

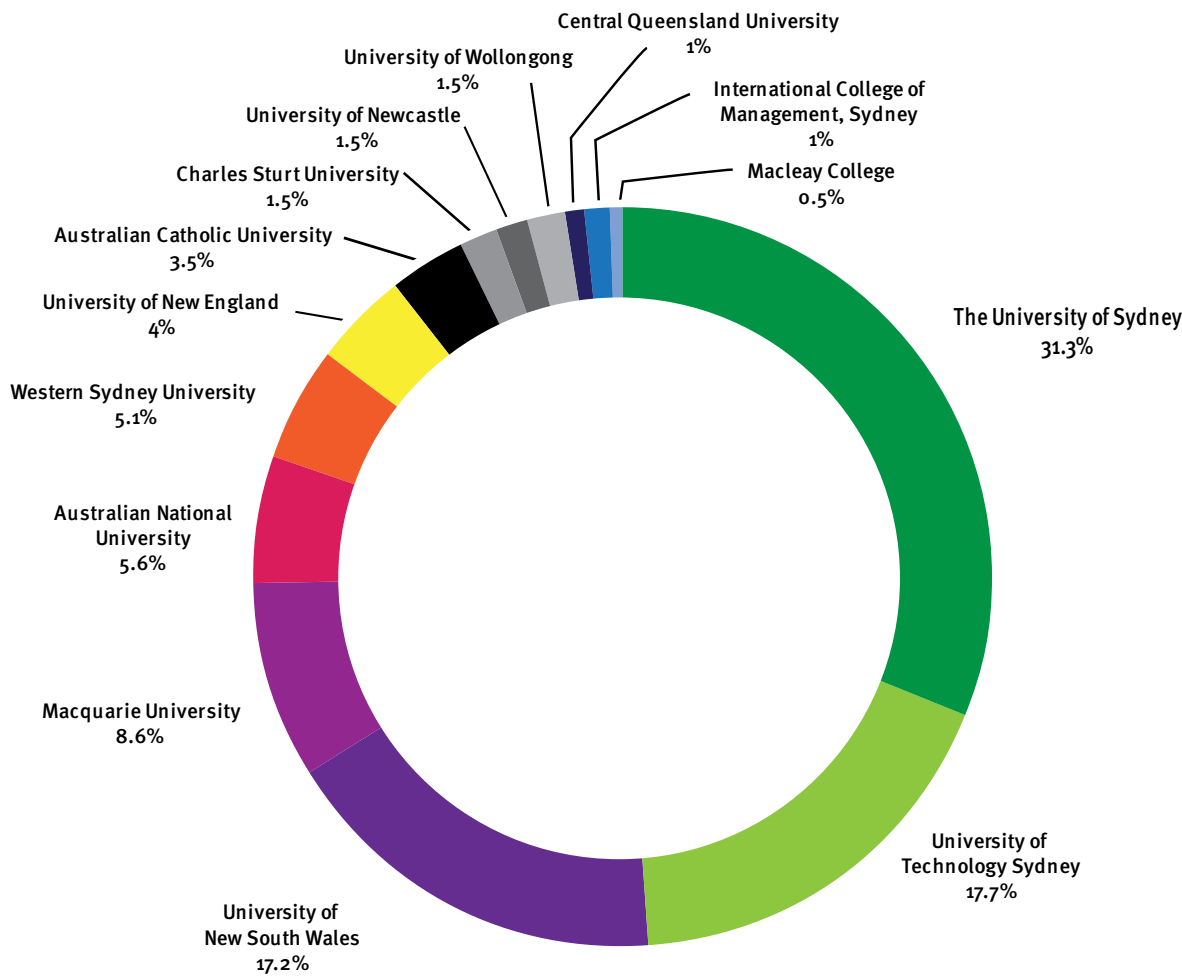
Bands 5 and 6 Total



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 2016 cohort this was approximately 97 percent.

Post School Destinations





Overview of the Professional Learning Program

2016 has seen a continued emphasis on staff professional learning and growth with targeted Transition to Year 12, Senior School and Preparatory School programs and initiatives. Term 1 2016 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.

2016 marks a change in the approach to supporting professional learning and growth of teachers with the piloting of Teaching Learning Communities (TLCs). These small groups (8 to 12 teachers) meet twice a term, for two hours, to work through a focused exploration of an element of the College's *Teaching and Learning Plan* to understand and embed the identified pedagogy into the teaching practice of all teachers. This regular professional discourse is supported by peer observations, collaborative planning and mutual accountability. This new approach was investigated, piloted and leaders trained in preparation for a 2017 College wide rollout.

The Senior School spent the first professional learning day at the start of Term 1 exploring this proposed approach to professional learning (TLCs) and a staff appraisal system, Appretio, to support this framework. The Preparatory School looked at the launch of the newly revised *A Fine Scots Boy! The Positive Behavioural Plan*. The second day was spent by the whole College at the Glengarry campus with a focus on exploring experiential education through workshop and presentations. In addition, this day was a revisit of our Into the Blue College Culture Program.

Term 2 saw the Senior School focus on the launching of the College's learning management system – Schoolbox. In the Preparatory School, the staff worked on initiatives in building a 'thinking culture'. A mini conference was also run by the College's Research team and Glengarry staff with select Senior School and Preparatory School teachers building upon the experiential education work from Term 1.

The Friday of the June long weekend was utilised in the College as a departmental professional learning day, which allowed departments the opportunity to pursue approved departmental learning goals.

In Term 3 the Senior School had a pedagogical focus on unpacking Formative Assessment as one of the main tenets of the College's *Teaching and Learning Plan*, which is to become a two year focus in the Senior School starting in 2017 as the initial TLC professional learning cycle. Carol Taylor, Educational Advisor to the NSW Minister of Education and past Director General of the NSW Board of Studies, Teaching and Educational Standards (BOSTES), was the keynote speaker and worked with Senior School teachers in workshop to further unpack Assessment for Learning and the NSW Curriculum. The Preparatory School explored the Personalised Enhancement for Learning Plan and worked on the proposed launch of Schoolbox in 2017.

Term 4 saw the Association of Independent Schools of NSW (AIS) assist the College to launch the College's new Child Protection Policy. Presentations facilitated by the AIS and College staff focused on providing clarity for all staff to understand our legislative responsibilities and the College's policy to ensure our duty of care is appropriately and fully understood and implemented by staff.

This work is continuing to ensure that the policy and its implementation are embedded into the College's culture.

All staff attended other 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, through the Clark Lectures with Professor Ian Hutchinson. The College enjoyed a highly stimulating exploration of science and the sources of truth by a master scholar.

Following the successful implementation of the new Science Curriculum in the Preparatory School, the College received an AIS grant of \$10,000 for the development of our STEAM (Science, Technology, Engineering, Arts and Mathematics) Program in 2016. This included the upskilling of year level facilitators and the development of lunchtime and after school interest groups.

The Early Learning Centre and Early Years Centre have again worked closely with Institute of Early Childhood at Macquarie University, focusing upon developing our early childhood pedagogy and catering for each boy's needs.

Other initiatives in the Preparatory School have included the launch of our new *Home Learning – Review, Preparation and Passions* policy, in-servicing for the new Geography syllabus in 2017 and launch of the reviewed *A Fine Scots Boy! The Positive Behavioural Plan*.

It is our hope that these and other initiatives will 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.	221
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.	0

Workforce Composition

The College also employs qualified teachers who teach Transition (preschool classes), teacher's assistants, counsellors, librarians, ICT integrators and chaplains (41 additional staff fall into this category).



Access and Changes to College Policy

Common policies can be accessed by students, parents, staff and the College Management Committee from the College intranet, as appropriate to those audiences. Additional support to communicate policies and guidelines is also provided in other ways, such as through staff meetings, inductions and training. College staff communicate policies to parents as and when appropriate. Policy content that is directly relevant to students is also published in the student year books and diaries.

The full text of the current policies on privacy, enrolment, student welfare (student duty of care), student anti-bullying, student discipline, complaints and grievances, and child protection can be obtained from the College website or by contacting the office of the Principal. The full text of the enrolment policy is also available in this report.

A comprehensive policy review program was initiated in 2016, involving the progressive review of important policy and guideline content in consultation with staff.

A number of updates were made to The Scots College Enrolment Policy in November 2016. The Scots College Privacy Policy was most recently updated on Thursday 5 November 2015.

The Student Duty of Care Policy was updated on Thursday 9 June 2016 and a name change was published on Friday 1 July 2016. The Preparatory School also reviewed A Fine Scots Boy! Program as part of its student welfare support, and the new *A Fine Scots Boy! The Positive Behavioural Plan* was launched in 2016.

The Scots College Anti-Bullying Policy was previously called the Bullying Prevention and Intervention Policy. A thorough review through 2015 and 2016 meant that major changes to the Anti-Bullying Policy were published on Tuesday 14 June and Tuesday 11 October 2016.

A corresponding review of The Scots College Student Discipline Policy was published on Tuesday 14 June 2016 and applied across all campuses from Transition to Year 12.

2016 saw the launch of the newly revised Child Protection Policy. This included the implementation of recommendations from the Association of Independent Schools (AIS) and the Protocol Unit of the Presbyterian Church of Australia in the State of New South Wales. Presentations were facilitated by the AIS and College staff on the professional development day in Term 4.

Student Management and Discipline Policy Initiatives

Anti-Bullying Policy

It is the intention of The Scots College to create a school environment in which all students can feel safe. The College employs age-appropriate strategies to educate the school community about the impact of bullying, 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
- team mentoring and dormitory reflection times
- data collection through surveys
- Personal Development, Health and Physical Education curriculum
- parenting seminars.

Responses to bullying are 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.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation, and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. The Student Discipline Policy sets the framework through which The Scots College manages student discipline.

The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider College community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

It is the policy of The Scots College that corporal punishment is strictly prohibited and the College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents.

Students also have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The Scots College is committed to ensuring procedural fairness when disciplining a student.

Student Welfare and Pastoral Care Policy Initiatives

Student duty of care not only underpins, but to a large extent drives, many of The Scots College's policies and practices. The College takes all reasonable measures to protect students from risks of harm.

The Scots College is committed to providing a place for the education, safety and wellbeing of children, young people and others, where they feel safe and are provided with services for support. In addition to the safety, protection and wellbeing of students, the College is also concerned with procedural fairness, privacy and compliance with relevant legislation and community expectations.

Senior School Student Welfare

Pastoral Care

In 2016, the Pastoral Care model did not change and was consistent with model implemented in 2015.

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 – Dr 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

The Tutor Program was reviewed, and research into pastoral care will form the framework for a new program focusing on character and care.

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 or Head of the Department, but asked to keep the Tutor informed. The relationship between boys, parents and Tutor/Housemasters is the cornerstone of our pastoral care.

Student Welfare Committee

Consisting of the Head of Students, Student Academic and Welfare Coordinator, Head of Learning Enrichment and a member of the Counselling team, 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. In 2016, we adopted a three tier system that allowed for better resourcing of the pastoral needs of the students. This was a model successfully used in our Preparatory School.

Mental Health First Aid

The rising number of young adolescents with mental health issues has been noted for a while as a major concern. To combat this, The Scots College has a world-class Counselling team led by Dr Tom Cerni, as well as our Pastoral Care model involving housemasters and tutors. Additionally, Student Academic and Welfare Coordinator, and Mental Health First Aid instructor, Mr Peter Young, ran two staff courses and one parent course on the issue of mental health in adolescents.

Resourceful Adolescent Program

We introduced the Resourceful Adolescent Program (RAP) into our Year 7 tutor 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.

Guest Speakers in 2016

• Baroness Cox
Founder and CEO of the Humanitarian Aid Relief Trust (HART), Baroness Cox is an advocate for humanitarian causes, particularly those relating to disability. At the College, she spoke about her work in third world countries.

• 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.

• Andrew O'Keefe
Andrew O'Keefe is a TV star and former ambassador for White Ribbon Australia. It was important for the boys to hear his message on domestic violence and the need for all men to make a commitment to not accept this in our society.

The response from the boys to each of these guest speakers was overwhelming with the many students wanting to find out more and how they could be involved. It is obvious that the students at The Scots College are here to learn and grow into fine young men.

Preparatory School Student Welfare

A Fine Scots Boy! The Positive Behavioural Plan Review

In 2016, our reviewed *A Fine Scots Boy! The Positive Behavioural Plan* was launched with much anticipation, as it remains central to the pastoral character development of the boys of the Preparatory School. The Plan has a number of components including a fine Scots boy responsibilities, attitudes and values posters, house point system, framework for behaviour management, anti-bullying policy, training and promotion of positive behaviour and how we monitor behaviour.

Central to the Program are the fine Scots boy posters depicting the responsibilities, attitudes and values expected of our boys. Imbedded in the College's much beloved symbol of the Rampant Lion are the heart of the lion depicting faith, the feet of the lion depicting integrity, the mind of the lion depicting courage, and the front legs and paws of the lion depicting compassion.

With an emphasis upon training up the boys, the class, year and house meetings have emphasised service oriented initiatives along with Years 5 and 6 leadership camp, buddy classes and our service charities program.

It is our hope that *A Fine Scots Boy! The Positive Behavioural Plan* provides the foundations upon which the boys will make a positive difference in the College, their families and ultimately the wider world as they learn, lead and serve.

Camps and Voluntary Groups

Bible Study and Crusader Groups have grown considerably in 2016, proving very popular with the boys. Several boys also attended Crusader leadership days and camps.

In 2016, our inaugural Preparatory School Father Son Camp was held at the picturesque Collaroy Centre. The camp proved a wonderful success as boys and dads enjoyed studies on the Prodigal Son, Chapel service and fun activities, including archery, challenge courses, beach games and oval initiatives.

Student Leadership Program

In 2016, Year 4 House Captains, along with Year 6 House Captains, attended the annual Halogen Leadership Day at the Sydney Entertainment Centre. Year 6 attended their annual Leadership Camp at the Sydney Academy of Sport and Recreation in Narrabeen.

The revised *A Fine Scots Boy! The Positive Behavioural Plan* saw an emphasis upon service learning with thistle badges being awarded for different levels of service performed by the boys at home, the College and in the local community.

Peer Support

The Peer Reading Program has proved a most valuable social and reading experience for all boys involved. Buddy classes provided the catalyst for imbedding *A Fine Scots Boy! The Positive Behavioural Plan* attitudes and values.

Values Education and Character Development

Our weekly Chapel services for the Early Learning Centre, Junior Preparatory School and Senior Preparatory School remain a highlight of the week. Family services at Easter and Christmas, and our Family Chapel Service at St Andrew's Scots Presbyterian Church, Rose Bay, were well attended by Preparatory School families, friends and local parishioners.

2016 has been a year where boys have been encouraged to develop and practice a service centred mindset. This emphasis has resulted in boys taking greater ownership of fundraising through mufti days, sausage sizzles, badge selling, stalls and other activities. This has helped fund Allowah Presbyterian Children's Hospital, Network Kokoda, Operation Christmas Child and SEWAH schools in the Himalayan Mountains in India. In Term 3, our annual SEWAH Walkathon raised an incredible \$40,000 for the establishment and maintenance of schools and medical care for SEWAH schools in India.



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.

These procedures will afford any person who may be negatively affected, the right to be heard and the right to an impartial decision. Individuals raising a complaint or grievance will be protected from potential victimisation. All serious matters will be investigated thoroughly, adopting the principles of procedural fairness and maintaining appropriate confidentiality.

Concerns from parents, carers or families, staff or students, are primarily managed through daily contact. Personal feedback from students and parents is encouraged through Housemasters, tutors, class teachers and other key staff such as Heads of Campus.

The policy identifies points of contact recommended for listed areas of concern. A link to the general feedback system is also available on the intranet. General feedback is delivered to specific staff, with a response normally within 48 hours. The College can also be contacted by the public and community through the general enquiries number available on the website.

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

The Scots College Complaints and Grievance Policy was only subject to minor updates on Tuesday 7 June and Tuesday 16 August in 2016. These updates changed some roles and role titles.

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.

Attendance Policies and Procedures – 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 Preparatory or Senior Preparatory office. If a parent or guardian has not phoned the office informing the College 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 College 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 Early Learning Centre, who then contacts parents.

Leave from any College obligation (including school days, Sport, Co-Curricular 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.

Year	Students	Percentage Attendance
Transition Cubs — 5 Days	11	90%
Transition Lions — 5 Days	48	92%
Kindergarten	77	96%
1	62	97%
2	80	97%
3	99	98%
4	100	97%
5	126	97%
6	129	96%
7	198	97%
8	204	97%
9	208	96%
10	199	97%
11	201	97%
12	214	97%
Total	1,956	96%

College Determined Improvement Targets

In 2016, the College developed *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*. The Scots College is committed to planning for the future and to aligning our practices to our strategic intent. The intent of the College's strategy is that, by 2025, The Scots College will be recognised globally as an expert community of knowledge, practice and formation in our leadership and care for boys. We will achieve this by strengthening existing partnerships in education and industry, through leading-edge educational design and development, through our global learning initiatives, and through further improvements in staff renewal and performance.

Area from Strategic Plan	Priorities	Achievements in 2016
Our Faith and Values	Educate our students, staff and community in the Christian heritage, beliefs, faith and worldview that underpin the College's vocation in serving God, our society and the world.	<ul style="list-style-type: none"> Refined the College's service learning framework. Focused Chapel, assemblies, youth groups, Christian Union, prayer, excursions and mission trips.
Teaching and Learning	Provide rigorous, high-quality teaching and learning characterised by an outward orientation, a focus on the achievement of excellence relevant to the diverse needs of our boys, and a balance of individualisation and innovation.	<ul style="list-style-type: none"> Development of Teaching Learning Communities focused on formative and summative assessment. Development and refinement of the Teaching and Learning Plan. Implementation and refinement of the learning management system, Schoolbox.
Experiential Education	<p>Develop our capacity as a leading academic school to promote contemporary and innovative approaches to teaching and learning through our cyclical, continuous and progressive model of experiential learning and personal formation.</p> <p>Opportunity, Safety and Security Strengthen our culture of organisational care, character and learning, especially our service orientation, by refining our approaches to optimising opportunity, safety and security in relation to key areas of strategic performance.</p>	<ul style="list-style-type: none"> Develop an experiential education framework. Embed experiential education framework principles into students' activities and experiences such as the Glengarry Outdoor Education Program. Communicated a vision of engagement and education to the College community. Strengthened the culture of the College through international tours and the Indigenous Education Program.
Stewardship of Relationships and Resources	Build the College's capacity to balance the needs of living history, community growth and efficiency in the stewardship of our resources and relationships to create and maintain an outstanding and inspiring place of learning.	<ul style="list-style-type: none"> Implementation and refinement of the Synergetic finance system. Commencement of a Stewardship Committee to investigate best practice in areas such as waste management and green technologies.



Initiatives Promoting Respect and Responsibility

The Scots College strives to be a Christian community that promotes human flourishing. We seek to celebrate and nurture the gifts God has given, and develop within young men a desire to use these in such a way as to be a source of blessing to others. We work to develop within our students, attitudes of respect, compassion and moral courage, such that they might become leaders with integrity who positively impact the wider community.

Our Christian education programs are designed to deepen our knowledge of God, society and the world, and to develop our sense of connectedness to others and our responsibility to work with and to care for others. 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 2016, students were provided with opportunities to hear a number of Christian speakers. In March, David Kobler presented a series of seminars for students, parents and staff on topics relating to sexuality and relationships. He addressed issues such as sexual decision-making, negative body image, pornography, understanding boundaries within the context of an online society, and the importance of developing relationships built on respect.

In August, the College hosted nuclear physicist Professor Ian Hutchinson from the Massachusetts Institute of Technology. He spoke in Assemblies and Chapel services, met with groups of students and staff, and delivered the address at our annual Clark Lecture. Surveying history, philosophy and

contemporary science, he pointed to the religiously inspired origins of science and the practice of modern scientists like him as reasons to view as a myth the ‘clash’ between science and faith.

The College hosted a forum at which Professor Hutchinson joined with Professor Iain Provan (Marshall Sheppard Professor of Biblical Studies at Regent College, Vancouver). Together they answered a number of questions on nuclear fusion research, the origins of the universe, and the relationship between science, relativism and truth.

Establishing Closer Relationships with the Presbyterian Church

Throughout the year, we continued to strengthen our relationship with, and support for, the Presbyterian Church and its organisations and activities.

Through our Friday Night Live Program, students visited local youth groups, enjoyed social outings and undertook service activities, including preparing sandwiches for the Jericho Road Park Patrol ministry. This ministry of the Presbyterian Church helps many homeless people within the Sydney community.

A number of students attended the Junior PY (Presbyterian Youth) Winter Camp, held in June. In conjunction with Presbyterian Ladies College, we held a leadership camp in August. Several Years 9 to 12 students from each school spent a weekend at Telford Conference Centre at Port Hacking, exploring attributes of Christian leaders and considering ways they might more effectively lead within their school context.

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 April 2016, we had another successful Christian Mission trip to Vanuatu, where we visited two Presbyterian schools: Seaside Paama Community School in Port Vila and the Tata Presbyterian School on the island of Espiritu Santo. Students from Scots assisted with painting and other maintenance work at both schools. The Scots boys spent several days living at Tata, teaching in classrooms, learning about local culture and engaging with church and village communities. The Scots community has continued to fund building works at Tata, provide financial support to assist students complete their schooling there, and raise money to purchase sporting equipment, classroom resources and other materials.

Leadership Programs within the Christian Union

Bible study groups continued meeting weekly throughout the year. Once each term, the Christian Union ran leadership seminars for Christian Union leaders across Years 9 to 12. These afternoons provided opportunities to consider the attributes of a leader, models of leadership and being effective leaders at Scots. Students from Years 9 to 12 were given opportunities to lead at the weekly Christian Union 'Fuel' meeting, and at the annual Senior School Christian Union Camp held in April at Galston Gorge Conference and Recreation Centre. In August, 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.

Strengthening Opportunities for College Families to Engage in Christian Fellowship

During the year, we hosted a number of family services, to which we welcomed staff, present and former students, and families from both the Senior and Preparatory School campuses. Our Christmas Carol service – featuring choirs from both the Preparatory and Senior Schools – again saw the Chapel overflowing. The Early Learning Centre and Early Years Centre Christmas and Easter Chapel services again brought many parents, grandparents and other family members to the College.

In 2016, we held a Christmas in July dinner that brought together families for an evening of music and songs from a range of choirs, soloists and ensembles from the Preparatory and Senior School. Our guest speaker was Dr Ben Jonker – a Scots parent and a neurosurgeon – who spoke about family traditions at Christmas, and the importance of not neglecting to celebrate Christ.

In August, a camp was held at Collaroy for fathers and sons from the Preparatory School. Some 50 or so were in attendance. Sons and dads enjoyed spending this time together, and meeting with others. The program included outdoor games and activities, as well as opportunities to think about the ingredients for healthy relationships.

The College's Christian foundation challenges us to think about the notion of vocation: that God has given people gifts to be used not merely for ourselves, but for positive transformation and the blessing of others. In seeking to be worthy of our forefathers, we strive together for excellence in our achievements, and both respect and generosity in our relationships. In so doing, we recognise that our learning is not merely for ourselves, but for the good of humankind and the glory of God.



... our learning is not merely for ourselves, but for the good of humankind and the glory of God.





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 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 refer to page 35 of this document.

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 5 August 2016

Year Group	As at Census Date 5 August 2016	FFPOS ⁺	Boarder	Indigenous
Rose Bay Cubs 2 Days FTE*	2.8	0	0	0
Rose Bay Cubs 3 Days FTE	5.4	0	0	0
Rose Bay Cubs 5 Days FTE	1	0	0	0
Rose Bay Lions 2 Days FTE	1.2	0	0	0
Rose Bay Lions 3 Days FTE	4.8	0	0	0
Rose Bay Lions 5 Days FTE	6	0	0	0
Transition Cubs 2 Days FTE	3.6	0	0	0
Transition Cubs 3 Days FTE	5.4	0	0	0
Transition Cubs 5 Days	11	0	0	0
Transition Lions 5 Days	46	0	0	0
Kindergarten	77	1	0	0
Year 1	62	0	0	0
Year 2	77	1	0	0
Year 3	97	2	0	0
Year 4	99	1	0	0
Year 5	126	0	0	0
Year 6	129	1	1	0
Year 7	197	2	29	3
Year 8	201	3	30	5
Year 9	204	2	27	3
Year 10	193	4	37	3
Year 11	195	5	41	4
Year 12	206	8	65	1
FTE Total	1950.2	30	230	19
FTE Including FFPOS Total	1980.2			

* Full Time Equivalent

+ Full Fee Paying Overseas Student

The Scots College Audited Financial Results

In 2016, The Scots College achieved total revenue of \$78 million with a net operating surplus of \$2.8 million. Revenue increased 4 percent attributable to tuition fee increases of 2.5 percent, an increase in per capita government grant revenue and a small increase in the total student population.

Employment related costs, making up a significant proportion of the College's cost base, included salaries which increased by 2.3 percent in with line with salary rate increases contained in the *Independent Schools NSW (Teachers) Multi-Enterprise Agreement 2015-2017*.

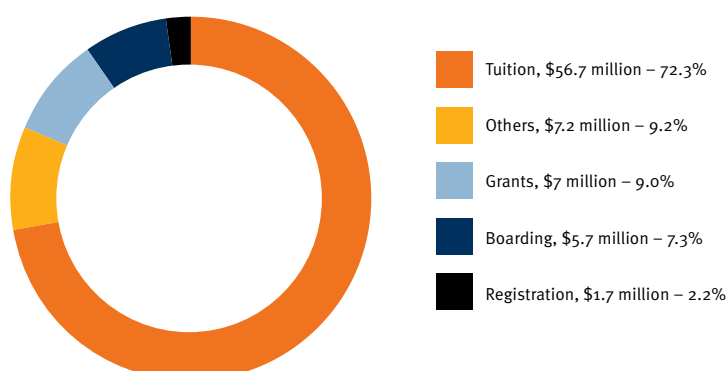
Depreciation expense increased by 15 percent, driven by a higher level of plant and equipment purchases in 2016. There were also increases within occupancy and maintenance costs resulting from a combination of factors, including gas and electricity prices, cleaning costs and maintenance works on the College's older buildings.

During the year, a number of capital projects were completed; most notably the new Lang Walker Business Centre, which comprises six classrooms, a lecture theatre, offices for the business studies staff, sports change rooms, an archives repository, a medical clinic, Q Store, an Old Boys' lounge and amenities.

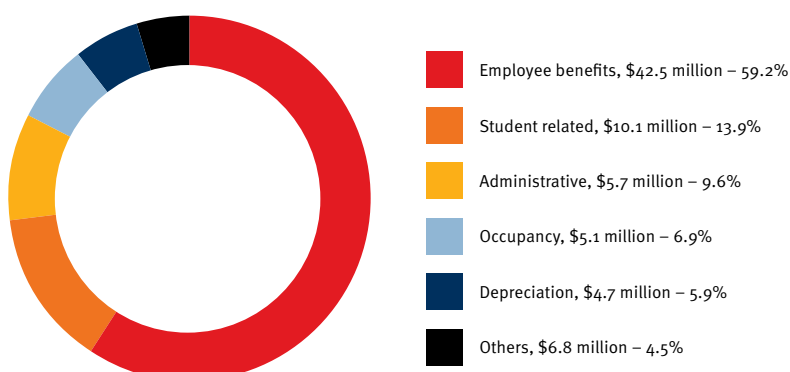
The College also purchased the historic Primrose House at 190 Russell Avenue Dolls Point, which will be restored during 2017 and adapted for use as a new Preparatory School to commence in 2018.

In 2017, the College will continue to explore partnership opportunities with local Presbyterian congregations in metropolitan New South Wales to establish Early Years Centres. Additionally, relationships with Chinese partner organisations are being explored and considered.

Total Income 2016



Total Expense 2016



Enrolment Policy

1. Introduction

The Scots College is a non-selective, private boys' day and boarding school for students from Pre-Kindergarten (aged three years old) to Year 12. The College accommodates boarders from Years 5 to 12. The College offers a broad curriculum to students from a diverse range of backgrounds.

The Scots College enrolls boys who may gain benefit from the broad and balanced education offered by the College and who may contribute to the life of the College by participating as fully as possible in the range of activities available.

Intake years are Transition Cubs, Transition Lions, Kindergarten, Years 3, 5 and 7. Vacancies occasionally arise in non-intake years.

2. Key Definitions

Throughout this policy, unless the context requires otherwise:

'parents' include legal guardians who have applied to have a student placed on the Enrolment Register or enrolled at the College and, where the student has only one parent, means that parent.

'disability', in relation to a student, is that as defined by the Disability Discrimination Act (Commonwealth) 1992.

3. Outcomes

The policy will provide guidance to all staff involved in the College's enrolment process to ensure their practice leads to compliance with all relevant College policies and government legislation.

4. Policy Assessment

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback from random parents on a periodic basis and from any unsolicited feedback from parents.

5. The Policy

This policy gives guidance to those within the College community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, all decisions will be made by the Principal and at his discretion.

The College has two types of enrolments:

- i. As a domestic student and
- ii. As an overseas student.

The College allocates a range of resources for students with special needs. This allocation takes into account the capacity of the College to ensure appropriate resources are available for all enrolled students. Parents should study the Prospectus carefully to understand what the College can offer and to assess whether we can provide a suitable Academic Program to meet each student's needs.

Relevant Legislation

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005 (Commonwealth)*
- *Racial Discrimination Act 1975*
- *Anti-Discrimination Act 1997 (NSW)*

These Acts make it unlawful to discriminate against a person by refusing to enrol them at the College on the grounds of disability or race. The Scots College is committed to fulfilling its obligations under the law in the Enrolment Policy.

5.1 Enrolment Eligibility

Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a place to any student.

5.1.1 Domestic Student

A domestic student is any student who does not hold a 500 Schools Sector Visa and is not eligible to enrol as an overseas student. These students may include students on other types of visas as well as Australian Citizens. Domestic students applying for enrolment whose first language is other than English may be required to be enrolled in an Intensive English College prior to entry and/or may be required to receive extra English tuition once enrolled at the College at a cost to the parents.

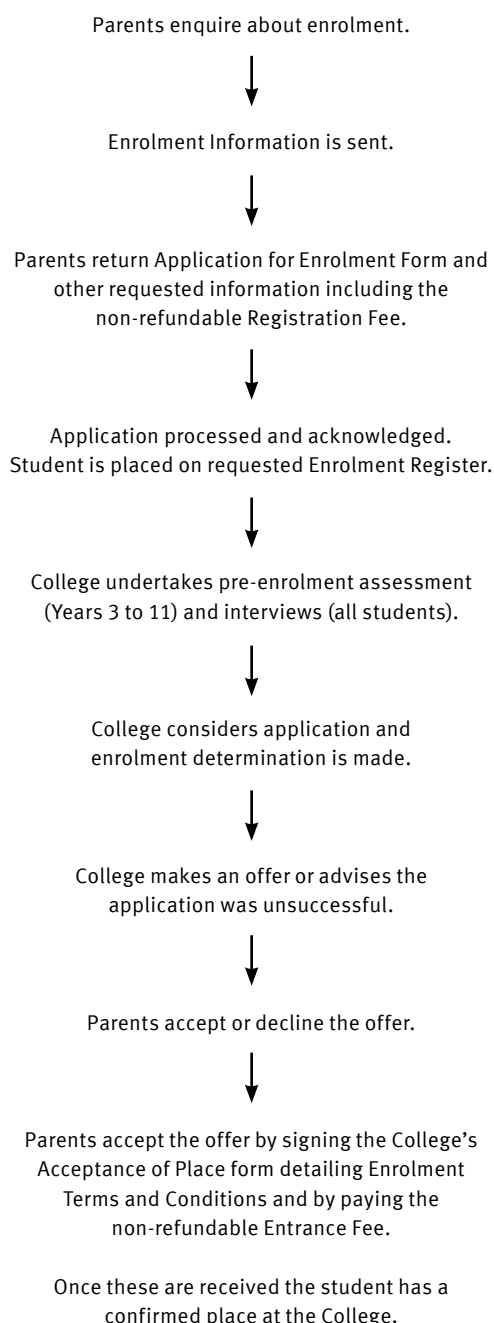
5.1.2 Overseas Student

An overseas student is any student not an Australian resident. If an overseas student is studying overseas in non-English speaking countries in a school where the medium of instruction is not English, to be eligible to apply for enrolment at The Scots College, the student must demonstrate competency in the Australian Education Assessment Services (AEAS) test including the written section. The College will determine the student's English level suitability for enrolment to the College.

An overseas student's enrolment is made conditional upon them having achieved the required English level for enrolment in their chosen academic year in a given time period.

Once enrolled, overseas students undertake the mainstream program of study. Some overseas students may be required to undertake an ESL course in Year 10, or to undertake the Fundamentals of English course in Year 11 in order to continue the development of their English language skills. All overseas students whose first language is not English are required to attend afterschool ESL classes two days a week. Additionally, if the College deems it necessary a tutor will be provided to give extra English tuition at the cost of the parents.

5.2 Enrolment Process



5.2.1 Enrolment Registers

Students can only be placed on one enrolment register.

In order to be placed on an enrolment register, the College must first receive the following:

- a completed Application for Enrolment form signed by both parents either in physical form or online
- one passport sized photo (infants excluded)
- payment of the non-refundable Registration Fee, currently \$500
- copy of the student's birth certificate
- where applicable, a copy of the student's latest three school reports
- where applicable, a copy of the student's NAPLAN results
- where applicable, a copy of any Family Court Orders
- where applicable, any information relevant to the student's education including medical or diagnostic reports
- where applicable, a copy of any visa grant letter granting temporary or permanent residency in Australia

In addition, an application for an overseas student must include:

- a copy of the biographical page of their passport
- the AEAS Test report of English competency or notification when the student will be undertaking the test
- where applicable, any ESL reports from an Intensive Language College

Failure to provide all required information may result in the College declining or delaying placing the student on the required Enrolment Register, and may also result in the College declining or delaying the student's enrolment.

Failure to disclose an educational need on the initial Application for Enrolment Form may lead to the cancellation of the application and/or enrolment.

Placement on an enrolment register does not guarantee a confirmed place at the College. Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a position to any student.

Entrance may be accommodated at any time throughout the school year depending on circumstances, however, preference is given to a student requiring admission at the commencement of an academic year. Date of application is not the sole criteria for enrolment and the College reserves the right to offer a place to any boy, irrespective of date of application.

The College is unable to involve itself in any family matters. In the case of all families, including divorced or separated families, it is the College's assumption and understanding that prior to contacting The Scots College, both parents are in agreement to the application and possible enrolment of their son. Unless otherwise stated in Family Court Orders, both parents are required to sign the Application for Enrolment form as well as the person responsible for paying the fees and should a place be offered, both parents must sign the Acceptance of Place form.

5.3 Enquiries

The Admissions Office will send everyone enquiring about enrolment the details of the procedure either by post or by directing them to the website to download the information, including:

- a. the College Prospectus
- b. the Application for Enrolment Form which details the Conditions of Enrolment
- c. the most recent Schedule of Fees
- d. a credit card form for the payment of the non-refundable Registration Fee (currently \$500)
- e. the College bus routes
- f. information regarding our Outdoor Education Program delivered at our Kangaroo Valley campus, Glengarry
- g. information regarding our Indigenous Education Program
- h. and any other relevant material based on the academic year requested

The Admissions Office will direct everyone enquiring about the enrolment to this Enrolment Policy located on the College's website.

5.4 Assessment Review

Approximately two years prior to entry, students on Enrolment Registers in Year 3, 5 and 7 are invited to participate in a pre-enrolment test followed by an interview.

Students on Enrolment Registers in Transition Cubs, Transition Lions and Kindergarten are invited to participate in an interview.

Student on non-intake year Enrolment Registers are required to contact the College in the year prior to the proposed year of entry to ascertain if there are any vacancies. If so, the same enrolment process applies.

As part of the enrolment process students are required to undertake a pre-enrolment assessment. As the College is a non-selective school, the assessment is age and academic year related and is used for forward planning to cater to the wide range of academic abilities.

As part of the enrolment process parents may be asked to provide any updated medical, psychological or any other relevant reports prior to the interview. Additionally, if not already provided parents may be asked to supply the student's latest three school reports.

In considering all prospective enrolments, the College may ask parents to authorise the Principal or his delegate to contact:

- a. the Principal of the student's previous school to obtain or confirm information pertaining to the student or his enrolment
- b. any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Where information obtained by the College suggests:

- a. a profile of misconduct, illegal activities or anti-social behaviours that indicate the student's enrolment at the College is likely to be detrimental to other students, the staff or the College, or
- b. the parents may not be able to meet the financial commitment required by a having a student at the College, or
- c. the level of English language is not adequate to undertake the rigours expected by the College,

notwithstanding that, the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

5.4.1 Disability

Where a student has disclosed educational needs, or a disability, or other information has come to light indicating a possible need for education support services, or for some measures or actions to assist the student to participate in the College's courses or programs or to use the College's facilities or services, the College will make an initial assessment of the student's needs. This will include consultation with the student or his parents as part of the collaborative planning process.

In respect of any prospective enrolment, the College reserves the right to have members of its staff visit the student's current school or (with the parents' agreement) the home, to more accurately assess the learning needs of the student.

The Principal may:

- a. require the parents to provide medical, psychological or other reports from specialists outside the College, and / or
- b. require the parents to obtain an independent disability assessment of the student

Where information obtained by the College indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require some measures or actions to assist the student to participate in the Colleges courses or programs or to use the College's facilities or services that are not required by students who do not have the student's disability. Where the Principal determines that the student would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is reasonable, the Principal will comply with the standards outlined in the *Disability Standards for Education* (Commonwealth) 2005.

Where the Principal determines that the enrolment of the student would require the College to take unreasonable measures or actions to ensure that the student is able to participate in the College's courses or programs, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

5.5 Interview

All students are invited in with their parents to attend an interview at the College with the Principal or a member of staff appointed by the Principal within two years of their requested year of entry.

The criterion used are multi-dimensional and the College considers the 'whole person' and attempts to enrol students who will be best suited to the holistic schooling offered by the College.

At the interview, among other things:

- a. the College will seek to establish the expectations of the parents are consistent with the vision, values, goals, policies and resources of the College.

At the interview, the College will also take into consideration:

- a. families whose values are congruent with those of the College,
- b. the academic progress of the student, including grades, comment on attitude and behaviour and in particular, effort,
- c. the social development of the student as evidenced by his involvement in activities out of the school arena, and
- d. evidence of participation in local community sporting and cultural activities

5.6 Determination

The College reserves the right not to offer any student a place at the College or to defer the offer of a place to any student at its discretion but particularly when the parents, having been aware of the student's educational needs, decline to disclose those needs or withhold relevant information pertaining to the student.

The College also reserves the right to terminate an enrolment where the parents have not disclosed or have withheld known information pertaining to the student's needs.

When determining the offer of a place at the College, the College gives priority to:

- a. grandsons and sons of Old Boys,
- b. brothers of current students,
- c. boarders,
- d. academic and/or music scholars, and
- e. sons of ministers of recognised protestant churches.

The College will also take the following into consideration:

- a. a student's willingness and ability to contribute to the wider life of the College,
- b. evidence of good leadership and good character, and
- c. the date of lodgement of the Application for Enrolment form providing the family have not been offered previously and deferred to a later entry point.

5.7 Offer

At the satisfactory conclusion of the interview process, the College may make an offer to the parents by way of Offer of a Confirmed Place enclosing the following documents:

- a. Offer of a Confirmed Place
- b. Acceptance of Place Form – also contained in the original Application for Enrolment form). NB if no for the signature of both parents as their acknowledgement and understanding of the College's Condition of Enrolment (as Family Court Orders are provided stating sole custody or otherwise and the Acceptance of Place Form is not signed by both parents the enrolment of the student cannot be confirmed.
- c. Data Collection Form – government requirement – for completion and return
- d. Standard Privacy Collection Form – for parent information and retention
- e. Form for return for the non-refundable Entrance Fee – for payment and return
- f. The Scots College Deferral and Withdrawal Policy – (also on the website)

5.7.1 Offer – Overseas Students

- a. Overseas students receive a Conditional Letter of Offer (conditional upon them reaching the required ESL level required for entry into their requested academic year in a given time period of time)
- b. Statement of Fees
- c. Refund Policy
- d. Acceptance of Place Form – also contained in the original Application for Enrolment form). NB if no for the signature of both parents as their acknowledgement and understanding of the College's Condition of Enrolment
- e. Data Collection Form - government requirement – for completion and return
- f. Standard Privacy Collection Form – for parent information and retention
- g. Families are directed to the website for an online copy of the Overseas Student Handbook and are given a hard copy once enrolled.

5.8 Acceptance of Place

To accept the offer, the parents must, within 14 days of receiving it, return to the College:

- a. signed (original signatures by both parents) Acceptance of Place Form which clearly sets out the then current Conditions of Enrolment,
- b. Completed Data Collection Form as required by the government,
- c. Non-refundable Entrance Fee currently \$5,000,
- d. Overseas students are given 30 days to pay the Statement of Fees and accept the place.

Failure to accept the offer in the required time may result in the position being re-offered to another student awaiting entry into the College. The non-refundable Entrance Fee is additional to tuition and other fees and is not credited to the first term fees.

5.8.1 Discounts

- a. Where brothers attend the College at the same time, tuition and boarding fees of the second brother will be reduced by five percent, by ten percent for the third brother and by 15 percent for a fourth and subsequent brothers. The allowances do not apply to fees already reduced by scholarships, bursaries or other remission arrangements.
- b. Sons of full time Presbyterian ministers are eligible for a 75 percent remission of Tuition fees; the church of the Presbyterian minister must be one recognised by the Presbyterian Church (New South Wales) Property Trust
- c. Sons of full time ministers of other recognised Protestant churches may be eligible for a 50 percent remission of Tuition fees; recognition of the church is at the discretion of the Chaplaincy Committee and/or Management Committee of the College.

5.8.2 Offers of Conditional or Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a conditional or provisional enrolment may be offered for a student for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees adjusted to cover the period of enrolment only. No penalties will apply.

The provision may not be applied in the case of students with a disability.

5.8.3 Continued Enrolment

Once students have gained entry to the College (and Long Term enrolments at The Early Years Centre, Rose Bay), it is expected they will complete their schooling with The Scots College and their enrolment is automatically continued.

5.9 The Scots College Deferral and Withdrawal Policy

Given to all families at the point of application and then again with their Offer of a Confirmed Place – please see The Scots College website.

5.10 The Overseas Student Handbook

Given to all overseas students on enrolment – please see The Scots College website

6. Confidentiality

The College will abide by the provisions of the *Privacy Act 1988*. Confidentiality and privacy required that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

7. Record Keeping

Information concerning all applications will be kept on file. Unsuccessful applications will be kept on site for five years and will be shredded after that time. Successful application information will be kept for the duration of the student's enrolment at the College, for one year on site and then archived off site for seven years.

8. Communicating the Policy

This Policy will be available on The Scots College website and on the College's intranet, Schoolbox, and in printed form with the Manager of Admissions.

9. Training and Development

Relevant staff will undergo professional development to ensure they have read and understood this policy.

Relevant staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary.

Version: 24 November 2016





The Scots College

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CRICOS Provider
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The Presbyterian Church
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