

2017 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 aims to build a culture of respect in the College community towards God, others, self and our environment...

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College Council

A Message from the Chairman of the College Council

Mr Simon Fraser was Chairman of the College Council during this reporting period and retired from the role on 31 December 2017. Mr Fraser's service to the College for nearly 30 years and his leadership on the College Council will be missed. His sure and steady approach during this time saw significant growth in the size of the College including enrolments, premises and buildings.

All assets and property of the College vest in The Presbyterian Church (New South Wales) Property Trust and 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.

As foreshadowed in last year's report, in July 2017, the General Assembly of the Presbyterian Church of Australia in New South Wales reinstated the Constitution of the College. It also confirmed the appointment of the unchanged membership from the interim College Management Committee to the newly re-formed College Council. The governance of the College continues in a strong and stable fashion. It is a privilege to serve with such a competent and dedicated group of governors.

The College Council is thankful for the Principal, Dr Ian PM Lambert, who works tirelessly and innovatively for the benefit of the College. Dr Lambert's collaborative engagement with the College Council has aided the establishment of an agreed and clear vision for the long-term health of the College and the wellbeing of each boy.

The College Council is very pleased with the quality of teaching at the College and supports the efforts of teaching staff in their demanding role to be responsible

for the education of students and supporting parents in the character building of students. There continues to be an improved alignment of purpose and commitment to the articulated mission of The Scots College across various activities. While striving to produce strong academic results, continuing to place importance on the balanced all-round education of each boy remains paramount, so that the individual student develops academically, physically, morally and spiritually during their time at the College.

Coming off the back of impressive 2017 HSC scores, good NAPLAN results, strong sporting success and spiritual engagement, the College has been well positioned leading into its 125th anniversary year of celebrations and achievement. The 2017 HSC outcomes continue an upward trend in results for the College over the last four years. The median Australian Tertiary Admission Rank (ATAR) for university was the highest over the past ten years, with over 50 percent of the boys receiving an ATAR above 90. Results continue to improve for Years 3, 5, 7 and 9 in the National Assessment Program – Literacy and Numeracy (NAPLAN) basic skills testing.

Following the successful completion and opening of the Lang Walker Business Centre last year, a broad property master plan has been created for the ensuing decades. Property acquisition and refurbishment during 2017 lead to the successful opening of The Scots College Brighton Preparatory School campus at the commencement of 2018. His Excellency General the Honourable David Hurley AC DSC (Ret'd) Governor of New South Wales officiated at that event.

Opportunities still abound to provide practical financial support for the new Library development, the John Cunningham Student Centre. This will become the home for the Character and Care Patribus Centre. This will deliver essential student amenities and learning spaces with a focus on learning support, student counselling, academic research and professional learning. This initiative will help position Scots in the future to provide the programs and care needed to properly equip all students in their lives, as we thoughtfully discern the times in which we live.

Instead of fading away, the culture wars and related learning fads seem to be intensifying. Educators and parents need to be discerning when these attempt to influence schools through activist bureaucracies or individuals. The National Curriculum has barely been in place five years with serious calls to overhaul it with Gonski 2.0. In addition, infiltration of outside teacher resource material can reflect agendas intentionally counter to a Christian worldview. The challenge for a school like Scots is to pursue the highest educational standards and best practice, while complying to requirements and always staying true to our vision and values. This involves being innovative with continuous improvement, being careful not to inflict the fragile nature of experimentation onto staff, students and parents.

In May 2017 Martin Seligman and John Tierney wrote an essay in the *New York Times* titled, “We Aren’t Built to Live in the Moment”. They postulated that what best distinguishes our species is the ability to contemplate the future. We thrive by considering our prospects. Seligman and Tierney argue that we make sacrifices today to earn rewards tomorrow, whether in this life or eternity. They say that even when relaxing, our brain is continually recombining information to imagine the future.

It should not be surprising therefore to learn that around 977 BC Solomon wrote, “[God] has set eternity in the hearts of men.” (Ecclesiastes 3:11). Yet, Martin and Tierney also observe that contemplating the future – while usually lifting our spirits – is also a source of most anxiety. Not only are we to be reconciled with our fellow human beings but we are to be reconciled with God.

Acknowledging that we are not a body with a soul but rather a soul with a body helps galvanise our true identity. The slow erosion of the soul in despair can occur at any age, even in childhood. This is one area in which The Scots College Patribus Initiative is designed to help boys. As the great author and Oxford don, Clive Staples Lewis, wrote, “You can’t go back and change the beginning, but you can start where you are and change the ending.”

My message to the parents at the opening of the Brighton Preparatory School in March is the same message to all our parents across all campuses. The College today undertakes to honour your commitment by providing a



The College has been well positioned leading into its 125th anniversary year of celebrations and achievement.



high quality and well-rounded education in support of your family and your boy. Together we seek to build the knowledge, competency and character that empowers the understanding, resilience and endurance required for a fulfilling and meaningful life – anchored in eternity – for today’s ever changing world.

Mr Wayne Richards
Chairman
College Council



A Message from the Principal

At The Scots College, we plan for and desire to see young men who are principled, compassionate and engaged learners striving to maintain a firm grasp of every aspect of their humanity. Our collective aim is that our boys and young men will become confident and well-grounded men of integrity with a strong sense of identity, values and character.

2017 has been an exceptional year. Students and staff have achieved some outstanding outcomes. When we reflect upon the College's collective delivery of our model of holistic education, it is clear that our young men, especially the Senior boys, have achieved heights that few other year groups have or will achieve. I would like to make special mention of the Snowsports team for winning the regional, state and national championship title for a tenth consecutive year. The 1sts and 2nds Sailing team came first and second in the national titles in 2017. These are both outstanding achievements.

We have numerous state and national representatives across many individual and team sports. We are GPS champions in 1sts and 2nds teams, including Cricket, Cross Country, Rugby and Water Polo. We have high achievers in Music, Drama and Art, with numerous OnStage and ARTEXPRESS nominations. Our public speakers and debaters have continued their outstanding individual and team performances – a highlight being success in the prestigious Lawrence Campbell Oratory Competition. We have an increasing number of Band 6 and ATARS over 90 percent and high academic achievers across all grades. In addition, we have a very large number of Silver and Gold Duke of Edinburgh awardees, as well as many community and charity leaders and outdoor adventurers. Whether it has been success in the Battle of the Bands, Trop Jr, Chess and Robotics or a myriad of other programs, Scots boys pursue excellence with passion and discipline.

Central to our vision and strategy and dear to our hearts is the strategic focus on character and care. Since ancient times, the goal of education has been to cultivate confident and compassionate students who become successful learners, contribute to their communities, and serve society as faithful and ethical citizens – 'higher learning for the common weal'.

In 2017, The Scots College took part in a research project to review and evaluate the practices and understandings of character education in boys' schools. This project was made possible by the Scots membership and leadership of the International Boys' Schools Coalition research committee, a network of 300 leading boys' schools around the world.

Character education is about the acquisition and strengthening of virtues (qualities), values (ideals and concepts), and the capacity to make wise choices for a well-rounded life and a thriving society. Facing the challenges of the 21st century requires a deliberate effort to cultivate in students, personal growth and the ability to fulfil social and community responsibilities as global citizens.

In the past two decades, there has been an overarching focus on ensuring high student academic performance within schools. However, research demonstrates that emotions and relationships with teachers can facilitate or impede student's academic engagement, work ethic, commitment to learning, and ultimately their overall school success.

Relationships and emotional processes affect how and why young people learn. The effective mastery of social and emotional competencies is not only associated with greater wellbeing, but also better school performance. Indeed, one child development study found that improvements in the

psychosocial environment of a school mediated almost all observed positive student outcomes.

In 2018, the College celebrates its 125th anniversary. The annual program of activities has been designed to focus our community and our minds on one simple idea – the character and care of boys. We want The Scots College to be recognised globally as an expert community of knowledge, practice and formation in our leadership and care for boys across our campuses. Our aim is to strengthen existing and new partnerships in education and industry, through leading edge educational design and development, global learning experiences, and further improvements in staff renewal and performance. We plan to redevelop the Library building into a world-class student centre that will serve to centralise and support our vision. We want to make sure that we have programs available for boys and families. We also want training for staff that will ensure we can lift all boys to the surface and help them to flourish. We will need assistance from the community to help achieve this ambitious goal. We sincerely believe it will place us at the forefront of boys' education in the world.

Creating and maintaining a welcoming culture in our College must remain at the forefront of our focus moving forward. Care is not necessarily a matter of logic or justice, but more a matter of caring within a circle or web of responsibility. It is an outworking of our beliefs and values.

Effective academic learning within a school context cannot be separated from the exercise of effective pastoral care. Therefore, a commitment to excellence in academic performance must be accompanied by a commitment to excellence in physical health, spiritual knowledge, wellbeing, social competence and emotional resilience.

To be effective, character education must include all stakeholders in a school community and must permeate school climate and curriculum.

Character education helps students to develop important human qualities such as justice, diligence, compassion, faith, respect and courage. Quality pastoral care and character education creates an integrated learning and teaching culture that supports and challenges students and adults to strive for excellence, and to find their purpose in life.

John Keats once advised his friend Percy Bysshe Shelley, "Be more of an artist, and load every rift of your subject with ore." Gerard Manley Hopkins, a great admirer of Keats, took this advice to heart. Hopkins evokes the compressed intensity of sensual experience and a "sacramental vision of the world." This is evident in a line from one of the poet's best-known sonnets: "The world is charged with the grandeur of God."

Hopkins saw both the big picture and the fine detail and always tried to hold the two in tension. Design and purpose framed his worldview. We encourage all boys to make their mark upon the world; we encourage them to remember that the world truly is charged with the grandeur of God. The Scots College, foremost and unapologetically wants to frame



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an educational experience where boys, at different times, possibly in some unique moment alone, will get a glimpse of the grandeur of God and the true purpose and blessing of life.

One's character makes a difference every day. It provides the foundation for the work one does and instills confidence in the hearts of the people who look to us for leadership. When it is in our hands to do so, we must not fail to accomplish the good, to believe in the true, and to create the beautiful. The leadership that matters most is convictional – deeply convictional. Convictions are not merely beliefs we hold; they are those beliefs that hold us in their grip.

Many of my most encouraging and informative models of convictional leadership come from history. From the day I stood as a 19 year old backpacker with my two brothers at the most famous church door in Western history, I have drawn inspiration from the example of Martin Luther. Luther, the great Christian reformer of the 16th century, who was so convinced of the authority of the Scriptures that he was

willing to stand before the intimidating court of religious authorities that had put him on trial to declare, “Here I stand. I cannot do otherwise. God help me.” This year we celebrate the 500th anniversary of this historically and culturally momentous event. The words, “Here I stand” remain a manifesto of convictional leadership. Luther was not merely ready to stand; he was ready to lead in a process of courageous reformation.

We acknowledge and thank our 2017 Prefects and Senior boys for their significant contribution to the life of The Scots College this year. To Nelson Bours, Head Prefect for 2017, congratulations on your convictional leadership of the student body. You have been an inspirational leader of boys and done so with dignity, passion and humility. You, and your Senior leaders have inspired those who follow in your footsteps. The College spirit is at an all-time high due to your passion and dedication. I know that the Prefects of 2018 are already well and truly committed to challenging and supporting the next generation of Scots boys.

To our College Council, I offer my sincere thanks – you have been inspiring, supportive and visionary this year. On behalf of the College community, I acknowledge and thank our Chairman, Mr Simon Fraser, for his outstanding leadership of the College. Mr Fraser has been a role model for servant leadership as a member of Council and as Chairman of Council since 1988 – a selfless act of worship, unselfish expression of service, and a faithful expression of his faith through the use of his considerable gifts and talents. He retired from the College Council at the end of 2017. In 2018, I am working alongside the Chairman elect, Mr Wayne Richards, and Deputy Chairman elect, Mr David Hastie as we celebrate our 125th anniversary.

To parents, family and friends, Old Boys, staff and students, thank you for a wonderful year. In 2018, we aim to set the world on fire, we set a bold new direction and trailblaze a new model of what it will mean to be an integrated, multi-campus web of active learning opportunities recognised globally as a leading, caring school for boys.

The College continues as a learning community where academic rigour, personal integrity, humour and hard work are equally encouraged. We are a school community of high

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expectations. At the same time, we are devoted to helping students develop intellectual, physical, spiritual, artistic and personal interests. Our strong emphasis toward leadership preparation, constructive service and personal fulfilment combine to challenge and inspire students to reach new levels of inquiry, understanding and achievement.

Scots to the fore!

Dr Ian PM Lambert
Principal



To view the 2017 Excellence publication, please click on the icon.





A Message from the Head Prefect

2017 Speech Day Address

Today, the Class of 2017 celebrates its time at the College. My peers and I have had a long tenure at Scots, and it is weird to say, but this is our last official day as Scots boys.

As I wrote this, I started to feel a little reflective. I looked back on my time as a Scots boy, and fragments of memories rose to the fore.

There are moments that come to define your schooling career ... the first time you set foot on campus; that time you did well in that exam, that time you didn't; that shared joke on the oval at lunch; a broken bone in a sporting match. These moments, the joyous moments and the challenging moments, they accumulate on your way through school. They attach themselves to you and whether you realise it or not, they have a profound impact on your mindset and values.

I have had the privilege to experience a lot of these moments over my time at Scots. I watched as the Preparatory School was renovated, the Early Learning Centre was refurbished and as the Ginahgulla Centre rose from the ground. I marvelled as Scots won countless sporting premierships, academic competitions and co-curricular victories. All this eventuated in a golden era of success, an era that was ushered in by our forefathers, for the Scots boys of present to embrace and nurture.

A lot of these feats and successes can be measured and observed – a breathtakingly beautiful and innovative building, points on a scoreboard, a trophy in a cabinet – and yet I've come to realise these aren't the greatest moments a Scots boy will experience.

The truly impactful moments were the quieter ones. I'm talking about sitting in S302 every lunchtime for three weeks with my Physics teacher, who refused to give up on me even though I had fallen far behind in the syllabus; about seeing Will Evans have the courage and bravery to stand up in front of Years 7, 8 and 9 and tell them his story; about knowing that there are boys in my cohort who have sacrificed and bled, not only for themselves, but for me and the College.

The longer I reflected, the more moments I recalled. They each had some profound impact on my character and being. However, what has become clear to me is that you don't have a single epiphany or moment where you suddenly become a man, or develop any single value or characteristic. It is through challenge, resilience and acting with pride that you can find truth and meaning, even in the smaller everyday moments.

It's funny looking back at your journey, having arrived at the destination. When you're in the thick of it, you can't see the forest for the trees. You're following the arc of your story, immersed in parts you don't understand. As overwhelming as it might have felt at times, I never once felt lost because of the invaluable support of Scots' staff and my peers.

Sincere friendship is rare. I have completed my journey here alongside thousands of boys since 2003. A lot of them I no longer classify as friends, but family. People I can not only look to in times of need, but look up to and admire. People that pushed me each and every day in all facets of college life, so that I could develop a steadfast mindset of discipline, resilience and compassion.

The sheer diversity of the College means that my family has grown from my parents and my brother to include boys from all over globe ... expert musicians, once in a generation sportsmen and scholars in the classroom. I will remember them in 20 years' time, not only for their contributions to the College and the community, but the impact they had on challenging and supporting me.

So, here I stand, 14 years of moments strung together to form the story of who I am, thanking the College for everything it has given me. And the others leaving today, made of their own moments strung together, are thankful too. We will be forever grateful for all the effort the staff have put in, so that we could be afforded the opportunity of a great education. We are also eternally grateful for our families, the people who have sacrificed and fought for more than we could ever imagine so that we could walk through the gates every morning, wearing the blue and gold.

The ink never really dries on any of our experiences. They may pass, change in meaning, fade into the background, but they will always be with us in some way or another. And to those of you who will return next year, I say, take hold of everything that you are offered, each and every opportunity, so that when your time at Scots comes to an end, like mine has, you may stand and reflect, knowing that each moment will stay with you forever. Knowing that the blue and gold will stay with you forever.

Thank you, and Scots to the fore!

Nelson Bours
Head Prefect 2017



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Community Engagement and Partnerships



Parent and Student Satisfaction

The Scots College is committed to listening to the views and expectations from key stakeholders and commissioned 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.

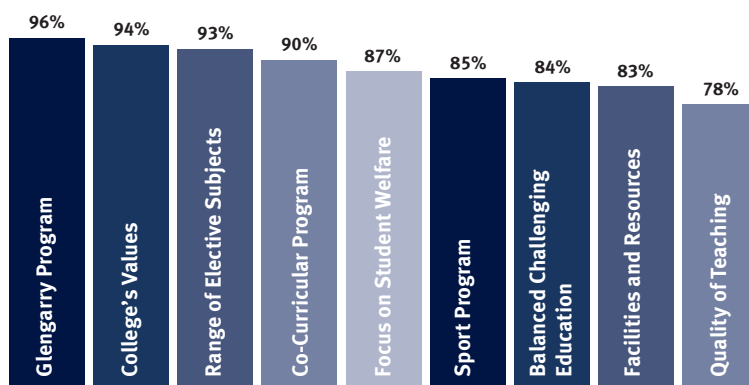
Year 12 students provided feedback on what they valued most during their College journey. One student said “two of the most valuable things to come out of my time at Scots is the quality of teaching and the Glengarry program”, with another student commenting “finding lifelong mates and gaining experiences and skills that will stay with me forever”.

In 2017, 534 parents from Years 1, 4, 6, 7, 9 and 12 and 570 students from Years 6, 7, 9 and 12 participated in surveys. They provided views on such areas as academic performance, Pastoral Care, Christian studies, Co-curricular, Sport, boarding, communications, reputation and facilities.

Year 12 Parents

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

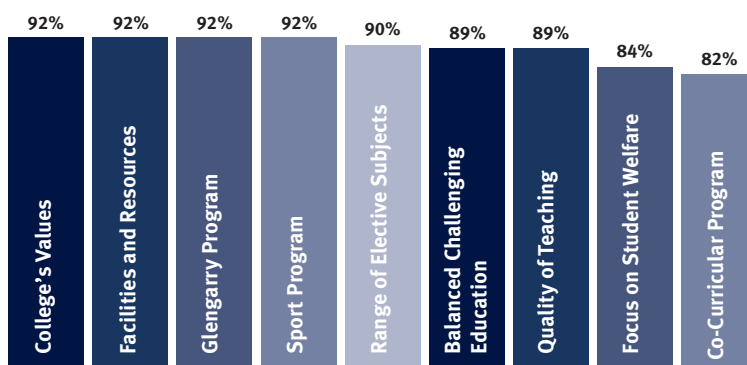
Year 12 Parents Expectations Met or Exceeded



Year 12 Students

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

Year 12 Students Expectations Met or Exceeded



Most Valued Aspects of Scots

Parents and students were asked to provide open responses to the most valued aspects of The Scots College. The most frequently nominated aspects are detailed below:

Year 12 Parents	Year 12 Students
Friendships made	Mateship and camaraderie
Sense of community	Glengarry
Dedicated teaching staff	Sport Program
Well-rounded education	Wide range of opportunities
College history and tradition	Quality of staff



Teacher Satisfaction

The College is committed to its ongoing support and care of teachers. Through the College Culture Program, the College targets activities to building a brave, loyal, united and engaged staff team. Staff have been involved in workshops, team planning days and cross-campus activities in 2017. Professional development days have focused around team building, experiential education and collaboration. This was demonstrated by the professional development day held at Bannockburn in January 2017.

The College also submitted its annual data submission for the Workplace Gender Equity Agency.

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... positive and very helpful. I value their dedication to the boys and my son will miss them.
Year 12 parent

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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.

Overall, NAPLAN 2017 included many pleasing results. Over 90 percent of Year 3 boys were placed in the top three bands for Grammar and Punctuation, Numeracy and Reading. Year 9 Writing showed significant improvement on previous years, demonstrating continued success following a renewed emphasis on lifting the standard of Writing in the Senior School. Spelling was also particularly strong, with 80 percent of students achieving in the top three bands in Years 3, 5 and 7. A decrease in our boys' performance in Writing, across Years 3, 5 and 7, was addressed by the College with the English Department introducing a new Year 7 program focusing on key literacy and writing skills throughout Term 1. In addition, a focus on improving literacy skills in Year 9 has been taking place during weekly tutor periods.

Preparatory School initiatives have also emphasised a clear structure for writing effectively while continued emphasis has been placed on further developing students' reading skills through engagement in the Reading Challenge across all year levels. Similarly, NAPLAN Writing sessions have been introduced in the Preparatory School as of Term 2. As in past years, our Numeracy results were extremely strong across the College, showing growth in all year groups in what is traditionally an area of outstanding achievement.



Over 90 percent of Year 3 boys were placed in the top three bands for Grammar and Punctuation, Numeracy and Reading.



NAPLAN 2017 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	95.8	76.4	1.3
Year 5 Grammar and Punctuation	79.5	61.9	1.3
Year 7 Grammar and Punctuation	79.2	60.2	1.3
Year 9 Grammar and Punctuation	66.3	51.5	1.3
Year 3 Numeracy	91.7	65.8	1.4
Year 5 Numeracy	90.6	61.8	1.5
Year 7 Numeracy	92.4	63.9	1.4
Year 9 Numeracy	93.1	58.5	1.6
Year 3 Reading	90.6	73.7	1.2
Year 5 Reading	89	65.8	1.4
Year 7 Reading	80.8	60.2	1.3
Year 9 Reading	80.8	58.4	1.4
Year 3 Spelling	88.7	73.8	1.2
Year 5 Spelling	81.2	67.7	1.2
Year 7 Spelling	80.6	68.2	1.2
Year 9 Spelling	72.8	55.1	1.3
Year 3 Writing	85.6	76.3	1.1
Year 5 Writing	63.2	48.1	1.3
Year 7 Writing	59.5	42.9	1.4
Year 9 Writing	63.3	45.2	1.4

Record of School Achievement

The Record of School Achievement (RoSA) 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 RoSA.

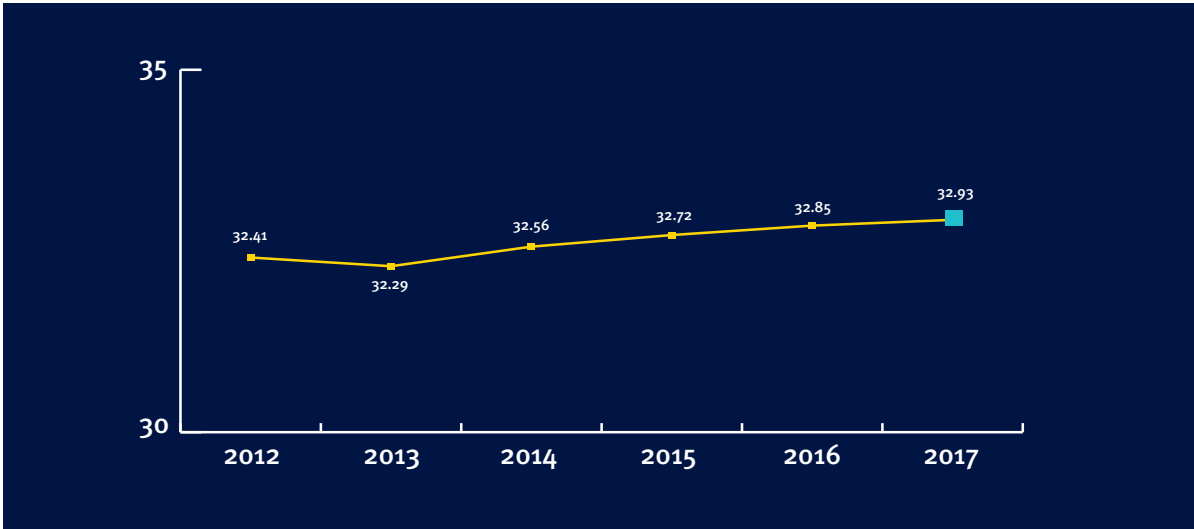
Higher School Certificate Results

This 2017 cohort consisted of 185 students, down from 210 in 2016.

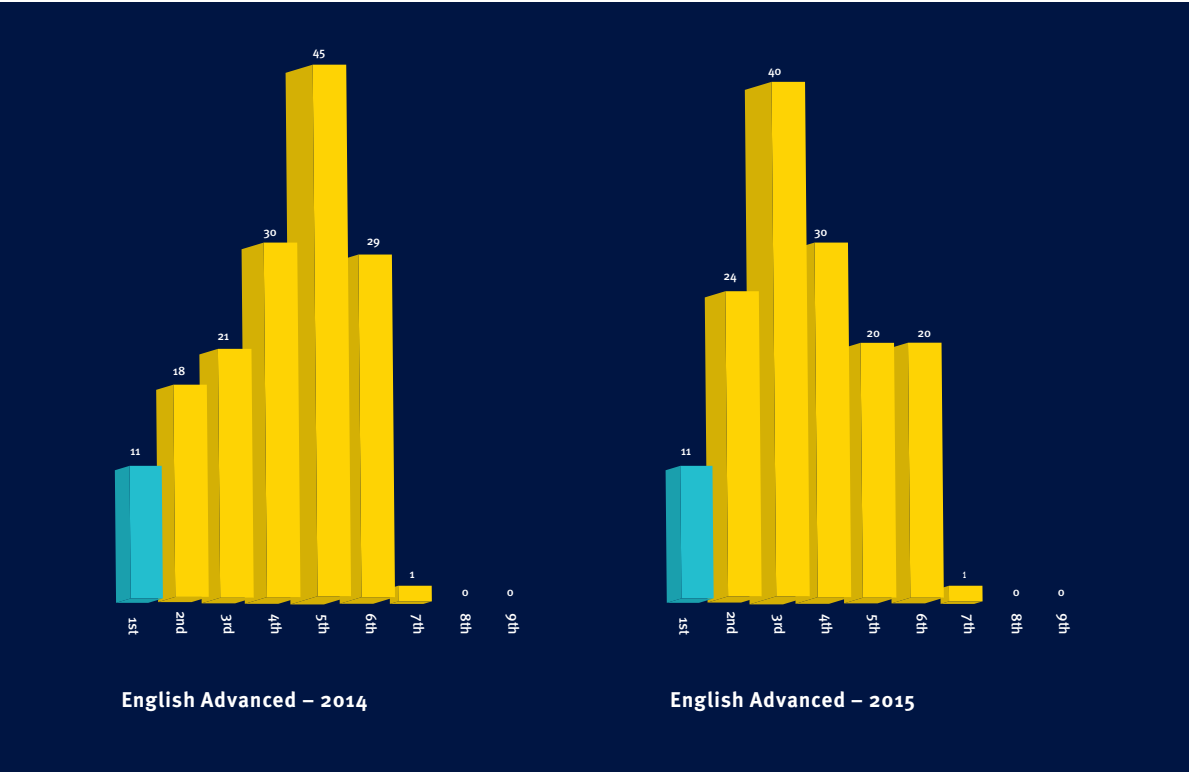
The total number of Band 6 results was the second highest in the College's history – 241 Distinguished Achievers. This followed a total of 246 in 2016, which had a larger cohort of boys as well as more students on Academic scholarships.

2017 also had the highest number of combined Band 5 and 6 results in College's history – 741, 90 above any previous years' results. Other notable mentions include the highest result in the Grand School Average (see graph below); the English results, which demonstrated outstanding improvement (see graph below); and excellent results in Mathematics.

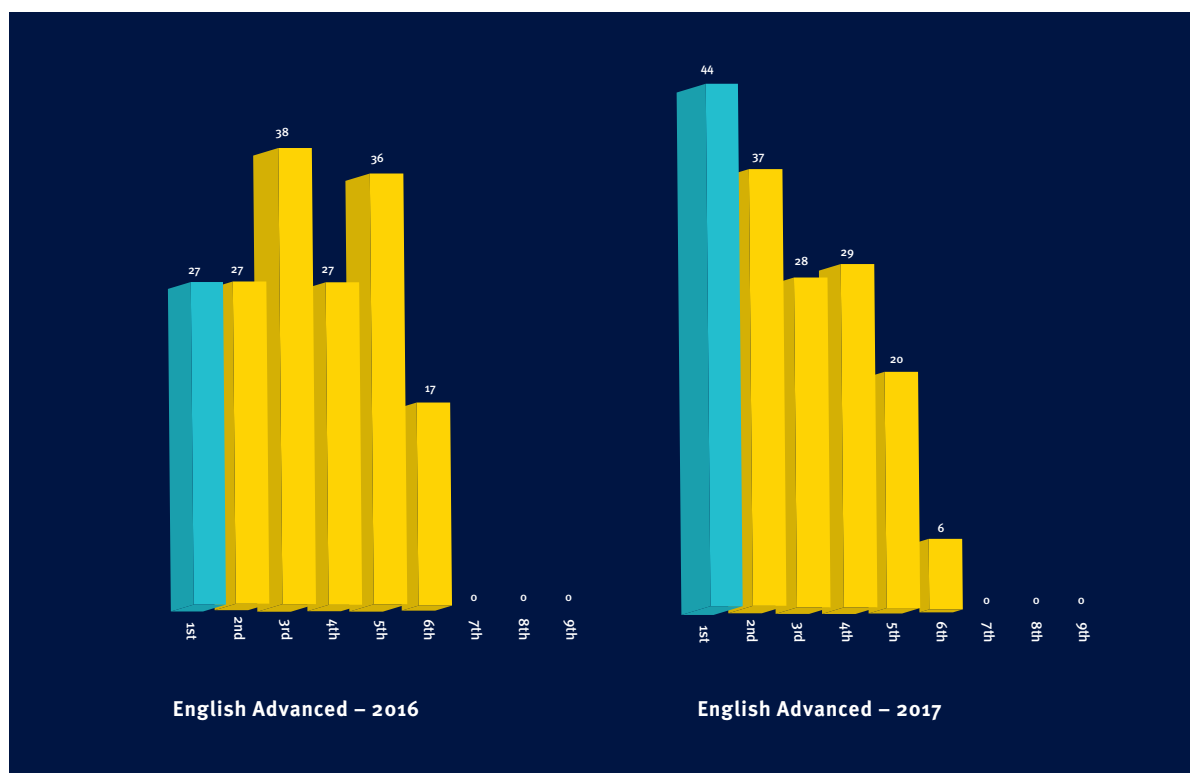
Grand School Average Trend (per unit ATAR Results)



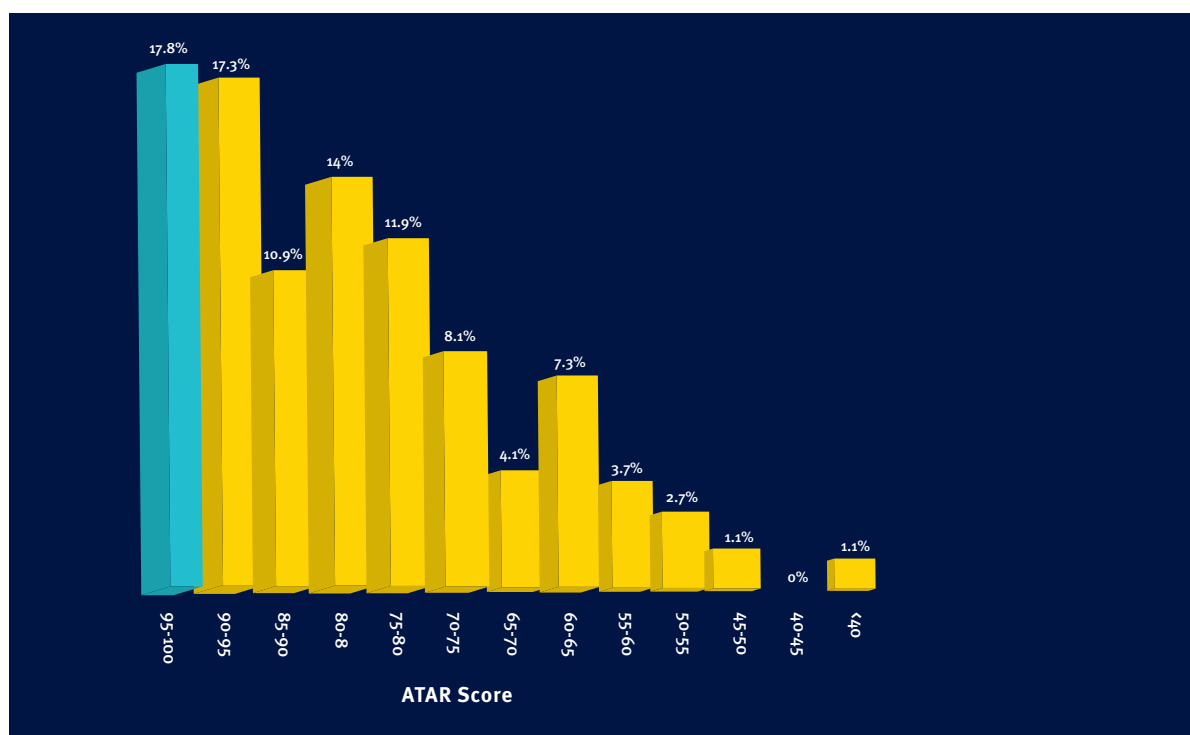
Trend Improvement in Advanced English



Trend Improvement in Advanced English



2017 ATAR Results



- 17.8% of students achieved an ATAR of or above 95 (16.7%) – an upward shift
- 35.1% were at or above 90 (31.4%) – an upward shift
- 60.0% were at or above 80 (61.9%) – maintained
- 80.0% were at or above 70 (78.1%) – an upward shift
- 91.4% were at or above 60 (89.5%) – an upward shift
- 2.2% of students (3.8%) were in the tail of the distribution (ie: below 50) – a decrease.

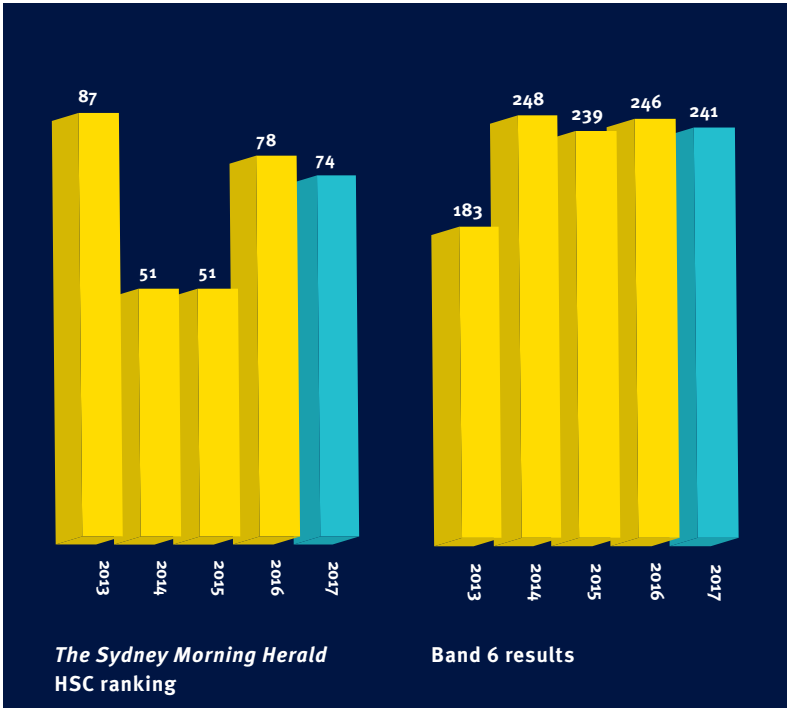
The 2017's cohort average ATAR of 81.46 is the highest in the College's history, with approximately half our boys receiving an ATAR above 85.

The review and refinement to the Mathematics Acceleration Program also delivered considerable improvement to the performance of the cohort in the HSC.

Another notable positive in the College's HSC results can be seen in the courses identified as courses of concern in 2016. Nearly all of these courses demonstrated impressive improvement in their results due to the action plans developed by the respective Heads of Department.

Year on Year Comparison

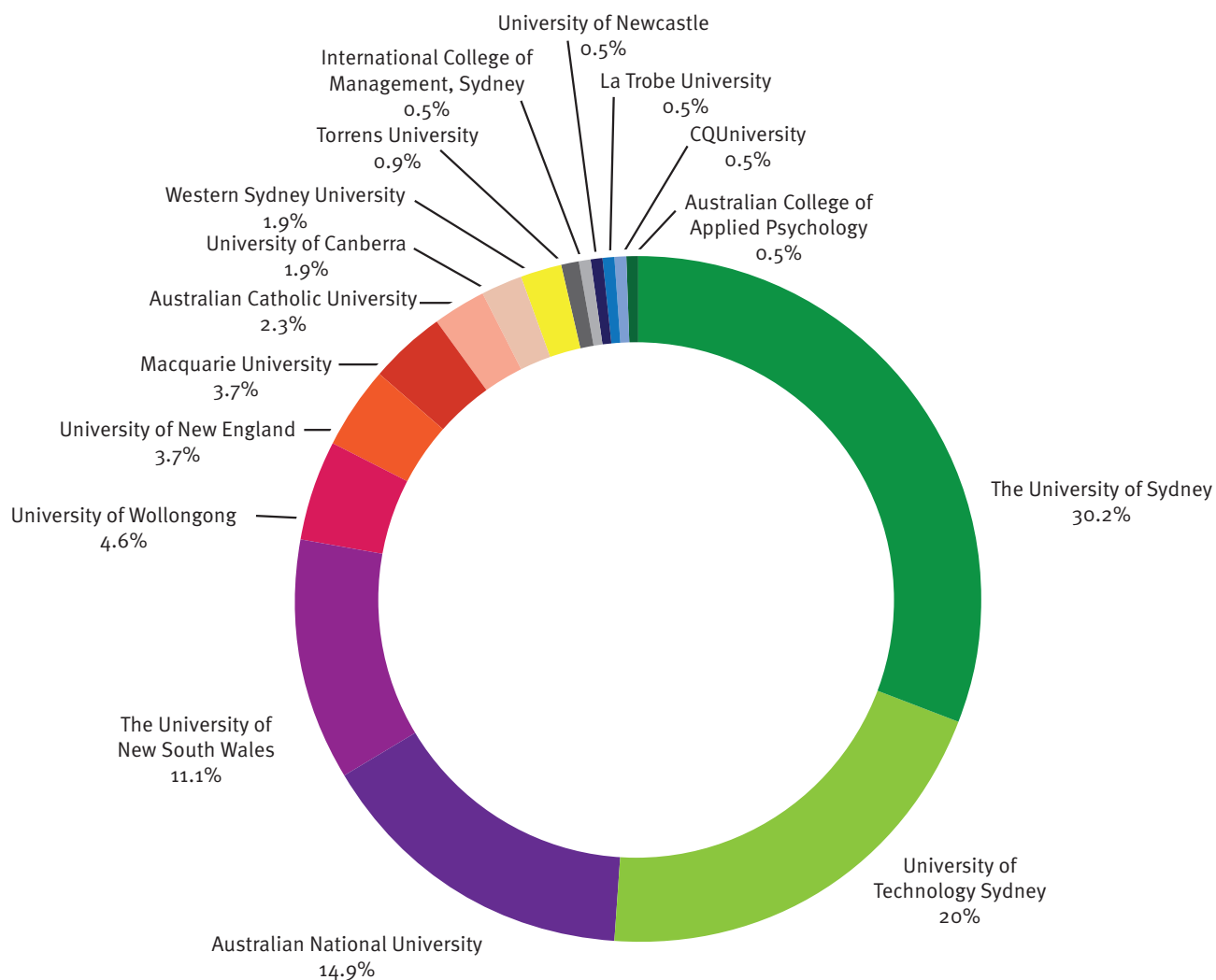
Two-hundred-and-forty-one Distinguished Achievers (Band 6) were achieved by the cohort across all subjects. This is the second highest number in the history of the College. Most notably, there has been a further jump in the Bands 5 and 6 results as illustrated in the graph below.



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



Staff and Professional Learning and Growth

Overview of the Professional Learning Program

The Scots College continues to be committed to a culture of excellence in professional learning. The commencement of the new strategic intent, *Brave Hearts Bold Minds: The Vocation of a School*, provided a renewed vision of aligning staff performance to the Brave Hearts, Bold Minds education philosophy, our learning model and our strategic intent. This is achieved through a whole-College staff performance model that emphasises evidence-based and adaptable approaches, leading to the development of expertise in engaging and enabling boys to achieve outstanding academic, personal and social outcomes.

The core professional learning activities in 2017 continued to centre on the professional learning days at the start of each term, which aim to align and deepen staff immersion in the College's vision, culture and strategy. Term 1 involved all staff travelling to Bannockburn, the College's stewardship landscape in the Shoalhaven. Building on the success of the 2016 experiential education focus at Glengarry and the ongoing Into the Blue culture program, staff were given an orientation to the real-world learning opportunities for boys at Bannockburn, and at nearby cultural sites and businesses, including a high-tech robotic dairy. Staff then continued their learning at Bellevue Hill with further orientation to the College strategy and training in the Appretio online professional learning log tool.

Term 2 focused on inducting staff into the Patribus Knowledge Model at the heart of the College's strategy, with a particular focus on the first Patribus Initiative – educating for the character and care of fine Scots boys. Staff engaged in workshops led by colleagues from across the College, harvesting reflections and ideas on the formation of character. The Friday of the June long weekend

was a departmental professional learning day, which allowed teaching departments the opportunity to pursue approved departmental learning goals.

Term 3 focused on the faith and values of the College, with a keynote address on the nature of vocation by visiting scholar Professor John G Stackhouse Jr, from Crandall University in Canada. These themes were further explored later in the term as we hosted leading Christian educator Professor David Smith, from Calvin College in Michigan, to deliver the 2017 Clark Lectures on *The World We Think We Live In: Schooling and Christian Imagination*, as well as a full program of staff and student seminars.

Term 4's professional learning day was themed around imagining the future of Scots. A number of staff presented workshops on innovative practice at our mini-conference ScotsMeet.

Parallel to these major days, teaching staff also participated in regular, group-based observation and reflection around teaching practice. In the Preparatory School, Prep Action Teams (PATs) met regularly to define and tackle issues in their area, conducting research, interventions and measurement of results, and presenting their findings at the end of the year.

In the Senior School, staff met in Teacher Learning Communities (TLCs) twice a term to explore ways of embedding formative assessment in their practice, as well as conducting peer lesson observations.



2017 also saw the development of new professional development pathways in pedagogy, academic and leadership development supported by the College's Research Office. These included the following programs:

- Master Teacher Program: A yearly award for pedagogical leaders in the Senior School involving a program of mentoring, research and public engagement.
- Master of Leadership and Management in Education: A Scots-based University of Newcastle cohort exploring the nature of educational leadership through a formal degree pathway.
- Master of Philosophy: A Scots-based University of Newcastle cohort working on research projects connected to the College's strategy.
- The Scots College Leadership Program: A customised program of formal teaching, independent learning, mentoring and team-based strategic innovation projects preparing emerging leaders for the future of Scots.
- International Boys' Schools Coalition (IBSC) Action Research Program: An 18-month introduction to research partnering with boys' educators around the world.
- Seminars and coaching with visiting experts, particularly via the ScotsIdeas and Clark Lectures programs. Guests in 2017 included Professor Sarah Williams (Regent College, Canada), Professor David Smith (Calvin College, United States), Professor Ian Hickie AM (University of Sydney), Professor John Stackhouse (Crandall University, Canada), Dr Tony Golsby-Smith (Accenture/Second Road) and Jan Owen AM (Foundation for Young Australians).
- Ongoing consultations with experts such as Professor Loretta Giorcelli OAM, who has been helping Preparatory School teachers deepen practices of inclusive, differentiated learning and assessment.

All staff also engaged in professional learning in child protection, first aid and resuscitation, as well as seminars in mental health, anti-bullying and other aspects of care.

Along with these formal activities, Scots staff continued to demonstrate a passion for professional learning by attending and presenting at a range of national and international conferences, completing graduate studies and accessing online learning platforms. We look forward to a continued culture of research-informed professional learning in the years to come.



2017 also saw the development of new professional development pathways in pedagogy, academic and leadership development ...



Teacher Standards

Teaching staff who have Responsibility for Delivering Board of Studies Curriculum

Level of Accreditation	Number of Teachers	Percentage of Teachers
Lead Teacher (voluntary accreditation)	7	4%
Highly Accomplished Teacher (voluntary accreditation)	11	5%
Experienced Teacher (Band 3)	132	63%
Proficient Teacher (Band 2)	37	18%
Provisional Teacher / Conditional (Band 1)	4	2%
Pre-2004 Teachers (accreditation not required in 2017)	17	8%
Total	208	100%

Teacher Qualifications

Qualifications Category	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.	197
Staff with a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but without formal teacher education qualifications.	7
*Note that the number of teachers falling within these two categories is not sum to the total number of teachers as reported in the previous accreditation table, as some teachers with Conditional accreditation may not be included.	

Workforce Composition

The Scots College Category	Number of Staff
Teaching Staff	208
(Teaching Staff FTE)	202.27
Aboriginal and/or Torres Strait Islander	1
Support Staff	130
(Support Staff FTE)	117.75
Aboriginal and/or Torres Strait Islander	0
Total	338

Support Staff work in the following areas:

- Boarding, Student Support Services
- Clinic, Co-Curricular (Sport and Music)
- Technicians (Library, Science, Technology and Applied Science and Visual Arts)
- ICT, Facilities and Maintenance
- Administration, Event Management
- Finance, People and Culture
- Risk and Compliance.



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 2017, the Pastoral Care model was slightly modified to streamline reporting directly to the Head of Students.

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 Jeffery Grundy
- Housemasters

Tutor Program

The Strategic Intent of The Scots College 2016-2025, *Brave Hearts Bold Minds: The Vocation of a School*, commits the College to enhancing the learning of boys through the Patribus Initiative – expert communities of knowledge, practice and formation in five key areas. In 2017, we concentrated on the first of these, educating for the Character and Care of fine Scots boys. One element of our unfolding vision for expertise in this domain is the quality of the Pastoral Care Program.

The College participated in an extensive community survey and consultation process on character education through the International Boys' Schools Coalition, in partnership with 48 schools. Four-hundred-and-forty-seven members of the Scots community responded to the survey and a number of focus groups were conducted. One of the key recommendations from this research was the further development of the Senior School's tutor system, and attendant support and training structures to ensure consistency and quality of Pastoral Care and character development for every boy.

The Senior Leadership Team, in conjunction with the Research Office, formed a tutor redesign working group who set about engaging staff in further reflection on character formation in a range of settings, with a dedicated session at the Term 2 Professional Development Day. Further research and feedback sessions were conducted with Senior School teaching staff to gain a rich understanding of the strengths and weaknesses of the existing model, and opportunities for excellence. We also held a week of observations and review of our practices across the College (including Glengarry) with experts from the Cambridge Pilgrim Referral Unit. This resulted in significant structural changes to the Tutor Program, which included the following:

- splitting House-based year groups into two by involving every teacher in a tutoring role and thereby reducing the average size of day boy tutor groups from 25 to 12, allowing for more personalised care
- the creation of new Year Coordinator positions to track and support the academic performance of boys through the tutor
- the reconfiguration of the Housemaster role to focus specially on student care, leadership, House spirit and inter-house competition through the tutor
- the reconfiguration of roles on the Senior School Leadership Team to provide clearer communication and feedback pathways for pastoral and academic issues
- training for tutors in how to best engage and form boys, as well as communicate with parents and carers.

The revised structure and emphasis will be reviewed and further developed across the coming years, as we seek to become an expert community of knowledge, practice and formation in the Character and Care of fine Scots boys.

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 2017, the three-tier system was implemented to allow for better resourcing the pastoral needs of students. This was a successful model used in our Preparatory School.

Mental Health First Aid

The rising number of young adolescents with mental health issues has been noted for some time as a major concern. To help 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. In addition, 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.

Mental Health and Wellbeing Forums – Senior Prep and Senior School

These forums provide an opportunity for students to ask questions about their own wellbeing and mental health, without the stigma or potential judgement that may ensue.

Student Tracking Reports – Glengarry and Senior School

A fortnightly student tracking system was implemented by key Pastoral Care staff at Glengarry and in the Senior School. The aim of the tracking system was to identify, monitor and support students experiencing social, emotional, behavioral or academic difficulties. It is closely monitored by tutors and Housemasters and also provide information on students

showing academic improvement.

Effort Grades

Effort grades provide a snapshot of the application of each student to their academic studies. The data generated by this report is used by tutors and Housemasters to work with the boys and help set meaningful targets.

Preparatory School Student Welfare

Central to The Scots College Preparatory School's welfare and pastoral care policies is *A Fine Scots Boy! Positive Behavioural Plan*. This plan reflects the day-to-day practice at the College and provides guidance for staff and clarification for students and parents. The Plan is designed to complement the Preparatory School's aims and encourage students to be caring, responsible, cooperative and motivated.

The College is committed to the objectives of fostering independence in learning and sensible, responsible and respectful behaviour in its students. It aims to provide meaningful opportunities and worthwhile challenges for their development as persons.

The Plan focuses primarily on the affirmation of positive behaviours, attitudes and efforts. It also encompasses a clearly structured and procedurally fair system of consequences that is used when students do not meet the requirements of *A Fine Scots Boy! Positive Behavioural Plan*. Students know that if they do their best and make good choices, it will be to their own and the College's benefit. Similarly, if students decide to break school rules or be uncooperative then they will be dealt with firmly.

The Plan has a number of components including A Fine Scots Boy! Responsibilities, Attitudes and Values, House Point System, Framework for Responses to Student Behaviour, Monitoring Behaviour and use of Pipeline, Training and Promotion of Positive Behaviour, and Bullying Policy.

Class, year and House meetings were held throughout the year with an emphasis on training the boys. The meetings emphasised Christian service-oriented initiatives along with Year 5 and 6 Leadership Camp, Buddy classes and our Service Charities Program. The Peer Reading Program also complemented our pastoral goals. In 2017 we unveiled our new House banners and badges which were well received by the boys and community.

The newly created Ceannard Program emphasises a servant mindset and accompanying actions. Successful boys were able to gain their Ceannard badge in recognition of their service. It is our hope that the Program inspires boys to make a positive difference in the College, their families and ultimately the wider world as they learn, lead and serve.



Access and Changes to College Policies

Full text of College policies can be accessed by students, parents, staff and the College Council from the College website and portal, Schoolbox, as appropriate to each audience. The full text of policies can also be obtained by contacting the office of the Principal. Support and communication of policies and guidelines is provided to staff at staff meetings, inductions and training sessions. Policy content directly relevant to students is published in the student year books and diaries. The full text of the enrolment policy is also available in this report.

There were no changes made in 2017 to the policies outlined below. In 2018, the College is responding to the mandatory data breach reporting policy, the Notifiable Data Breaches (NDB) scheme in Australia. The College will have a responsibility to report known data breaches that may lead to serious harm of an individual.

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, the role of bystanders and appropriate use of technology. Strategies include the following:

- 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.

The College is also committed to supporting the Kandersteg Declaration Against Bullying in Children and Youth (2007).

No changes were made in 2017.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation. 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 College manages student discipline.

The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students, 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. 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.

No changes were made in 2017.

Complaints and Grievance Policy

The College seeks to provide an appropriate response to complaints and grievances, one which promotes fairness and respect, protects privacy and leads to improvements and confidence in the outcome.

The Complaints and Grievance Policy provides the processes for dealing with matters of concern (related to services, behaviour, policies or procedures) identified by parents, staff or students. These procedures will afford any person who may be negatively affected (as a result of a complaint or grievance), 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.

The policy identifies points of contact recommended for listed areas of concern. The College can also be contacted by members of the community and the public through the general enquiries phone number on the website.

No changes were made in 2017.



The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students ...





Attendance Policies and Procedures

Attendance Policies and Procedures – Senior School

Students are expected to attend all scheduled College classes and activities. Housemasters provide pastoral support and guidance to students who are late to or do not attend scheduled classes. Class rolls are entered by teachers into the attendance database each period. The Student Services Office assists in maintaining the database.

On the morning of an absence, parents or guardians are required to notify the attendance line or attendance email address before 9:00am. On their return, if no email has been sent, students are expected to bring a note to Student Services, signed by a parent or guardian, outlining the reasons for absence. Students in Years 10, 11 and 12 who are ill on the day or days on which official assessment tasks are scheduled or due are required to provide a medical certificate to substantiate such absences.

Requests for less than one day of leave can be made through the appropriate Housemaster. To minimise disruption to the Senior School Academic and Co-Curricular Programs, parents are encouraged to seek times other than scheduled College classes (including Co-Curricular classes) and activities when making non-urgent appointments. If leave is approved, students are expected to sign in (on arrival) or sign out (prior to their departure) at Student Services.

Requests for leave for more than one day must be made through the Head of Students (7-12) in writing. To enable appropriate academic support, parents are encouraged to seek approval at least one week in advance of the requested leave.

Students who arrive late to the College are expected to sign in at Student Services and (if circumstances permit) bring a note of explanation. Students who become ill during the day are expected to report directly to the Clinic with a note from their classroom teacher. Students who sign out at Student Services are required to provide proof of permission from a parent or guardian if not previously received.

Attendance Policies and Procedures – Preparatory School

In the Preparatory School, class teachers take roll call between 8:25am and 8:55am. 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 or emailed 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 – 2 Days	6	94%
Transition Cubs – 3 Days	9	96%
Transition Cubs – 5 Days	12	92%
Transition Lions – 5 Days	49	91%
Kindergarten	59	95%
Year 1	75	96%
Year 2	79	97%
Year 3	94	97%
Year 4	98	97%
Year 5	127	97%
Year 6	113	96%
Year 7	206	96%
Year 8	187	96%
Year 9	198	96%
Year 10	209	94%
Year 11	199	96%
Year 12	188	96%
Total	1,908	95%

College Determined Improvement Targets

In 2017 the College continued to focus on the implementation of its Strategic Plan, *Brave Hearts Bold Minds: The Vocation of a School*. The plan contains five strategic intent areas: Our Faith and Values, Teaching and Learning, Experiential Education, Opportunity, Safety and Security, and Stewardship of Relationships and Resources. The table below outlines the achievements made in some of these areas in 2017.

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"> • Worked to review and imbed the College's service learning framework. • Developed faculty and campus-specific professional development in partnership with Professor John Stackhouse. • Participated in the International Boys' Schools Coalition research on the character and care of boys.
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"> • Review of HSC results and formulation of HSC improvement plan. • Development of student dashboard to provide real-time reporting to students and parents. • Development and implementation of Honour's Quest program to provide individualisation and enrichment opportunities for students in Years 7 to 10. • Preparation for the registration and opening of the Brighton Preparatory School in 2018.
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"> • Development of the College Advancement plan to cultivate and grow a philanthropic culture amongst the College community.

The Christian Foundation of the College

Initiatives Promoting Respect and Responsibility

The Scots College strives to be a community that fulfils the vision of our founders: to educate students who will become leaders in serving 'the common weal' by contributing to the good of the nation and the world. We want our graduates to be men of integrity and strength of character, such that they will positively impact their families, their workplaces, and the communities in which they live and serve. Attributes such as respect and a sense of responsibility are indispensable to such a quest. We seek to nurture within each student his God-given gifts and to foster a desire to use these gifts to bring benefit and blessing to others.

Our Christian education programs promote an examination of the character of God, society and the world, and a deeper understanding of our place and purpose in the world. Such understanding builds a sense of connectedness to others and of our responsibility to work with and to care for others. During the course of the year, a number of initiatives and programs focused upon the achievement of such ends.

The College supported a number of organisations and activities aimed at helping individuals and communities facing challenging circumstances. The boys of the Early Learning Centre had fortnightly meetings that specifically taught to the key values of a fine Scots boy. Stickers and class awards, coordinators' awards and individual certificates were all built on demonstration of character. The boys supported a number of charities, including the work of Reverend Bali Shepherd in India, the Allowah Presbyterian Children's Hospital, the Watoto children's village and Sydney Children's Hospital (which the students from the Early Years Centre visited).

In the Junior Prep and Senior Prep, Student Representative Councils met regularly to discuss ways of empowering the boys to make a positive difference to their community and the wider world. This was done primarily through creative and innovative fundraising campaigns in support of a range of nominated programs and institutions. These included Allowah Presbyterian Children's Hospital, Operation Christmas Child, Sydney Children's Hospital, SEWAH (Society for Education and Welfare Activities in the Himalayas) schools and Network Kokoda, which provides education and infrastructure for the Sogeri village with the highest number of Fuzzy Wuzzy Angels descendants.

A number of students from the Senior School participated in key Service Learning trips. The Solomon Islands Service Learning trip, during which boys visited the village of Chubikopi, focused on aspects of cultural exchange. Boys from Scots prepared lessons for students at Chubikopi Primary School. These lessons covered a variety of areas, such as reading, music, playing the bagpipes, aspects of the water cycle and a variety of sports skills. Scots boys organised a carnival day that included playing Football against a local team and teaching members of the local community how to play Touch Football and Australian Rules Football. Among the best moments of the trip were those spent playing with the children of the village, learning about their history and culture and attending a church service.

The Vanuatu Mission trip provided boys with opportunities to further develop relationships with the Presbyterian Church of Vanuatu, serving two of its churches and schools. Boys taught lessons at the Seaside Community School and painted church buildings at the Paton Memorial Church in Port Vila, before flying to the outer island of Espiritu Santo. They stayed at the Tata Presbyterian School for several days; teaching lessons, helping students with their homework, assisting with building and maintenance work, and learning about the lives of the Tata students and their families. Living in a school community that has less than three hours of electricity a day and no hot water helped the boys to better understand that there are many things in life that can be easily taken for granted. They travelled to nearby Tangoa Island where they met members of the village community and participated in a church service and tour of the island.

Through their House groups and tutor groups, Senior School boys participated in many programs to promote notions of respect and responsibility. Messages in Chapel services and Assemblies regularly reinforced the core values and Christian foundations of the College. Senior boys assisted Prep School students through reading programs, while others served as Peer Support Leaders or were involved in peer tutoring. Through the House system, boys supported a number of organisations that provide crucial services to the community. These included Sunnyfield Disability Services, the Salvation Army's Red Shield Appeal, Shake It Up Australia Foundation (supporting research into Parkinson's disease), the Children's Hospital at Westmead (particularly the liver transplant unit), The Kids' Cancer Project, Holdsworth Street Community Centre, Legacy, R U OK? and Boots for Ghana.

A number of boys were involved in supporting the Salvation Army's Streetlevel and Oasis programs. Through these programs, the boys prepared and served a Christmas lunch, and put together a number of care packages (including toiletries, clothing and drink bottles) that they distributed to homeless and disadvantaged people in the lead up to Christmas. They donated chocolate eggs at Easter and provided kitchen supplies and food for distribution to families across the course of the year.

During 2017, the Christian Union continued to provide opportunities for boys, staff members, graduates and families of the College to grow in understanding of the Christian faith, enjoy fellowship together and to serve the wider community. A number of visiting speakers provided the College community with opportunities to further explore the manner in which faith relates to all of

life. We were privileged to have 2017 Clark Distinguished Professorial Fellow, Professor David Smith, the Director of the Kuyers Institute for Christian Teaching and Learning at Calvin College, with us for two weeks. Professor Smith is a graduate of the universities of Oxford and London and a leading thinker on the intersection of belief, knowledge and cultural diversity in education.

Throughout 2017, the College continued striving to be a community in which we see our learning and our education as being not merely for ourselves. Our desire is that the boys' education will be not only transformative for them but also for those communities in which they will lead and serve in the years to come, and that they will see their abilities and opportunities as gifts from God, to be used to bring honour to him, and blessing to others.



We want our graduates to be men of integrity and strength of character, such that they will positively impact their families, their workplaces, and the communities in which they live and serve.





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 a certified birth certificate, three latest school reports and NAPLAN results 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 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 of the 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 Academic Assessment Services scholarship testing. Academic Assessment Services sends 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, Music candidates register online to sit the Academic Assessment Services scholarship testing. All Music candidates are invited to attend an audition and interview with the Director of Music prior to the scholarship 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 4 August 2017

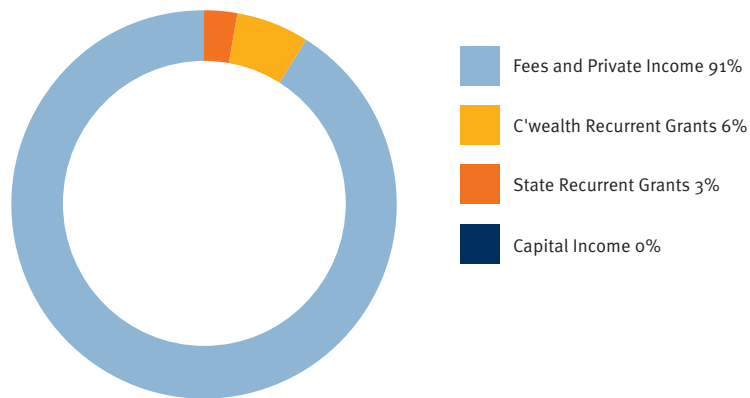
Year Group	As at Census Date 4 August 2017	FFPOS ⁺	Boarder	Indigenous
Rose Bay Cubs 2 Days FTE*	0.4	0	0	0
Rose Bay Cubs 3 Days FTE	6	0	0	0
Rose Bay Cubs 5 Days FTE	5	0	0	0
Rose Bay Lions 2 Days FTE	0.8	0	0	0
Rose Bay Lions 3 Days FTE	3.6	0	0	0
Rose Bay Lions 5 Days FTE	11	0	0	0
Transition Cubs 2 Days FTE	2.4	0	0	0
Transition Cubs 3 Days FTE	6	0	0	0
Transition Cubs 5 Days	12	0	0	0
Transition Lions 5 Days	52	0	0	0
Kindergarten	64	1	0	0
Year 1	80	1	0	0
Year 2	81	0	0	0
Year 3	97	3	0	0
Year 4	102	2	0	0
Year 5	129	1	0	0
Year 6	127	1	2	0
Year 7	217	0	25	3
Year 8	197	4	36	4
Year 9	203	6	37	3
Year 10	207	4	32	3
Year 11	201	5	42	3
Year 12	200	5	45	4
FTE Total	2004.2	33	219	20
FTE Including FFPOS Total	2037.2			

* Full Time Equivalent

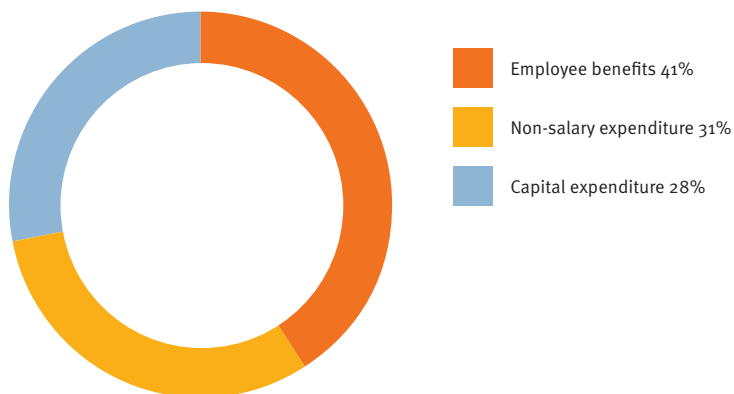
+ Full Fee Paying Overseas Student

The Scots College Audited Financial Results

Recurrent/Capital Income 2017



Recurrent/Capital Expenditure 2017



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 (Commonwealth)*
- *Disability Standards for Education 2005 (Commonwealth)*
- *Race Discrimination Act 1975 (Commonwealth)*
- *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.

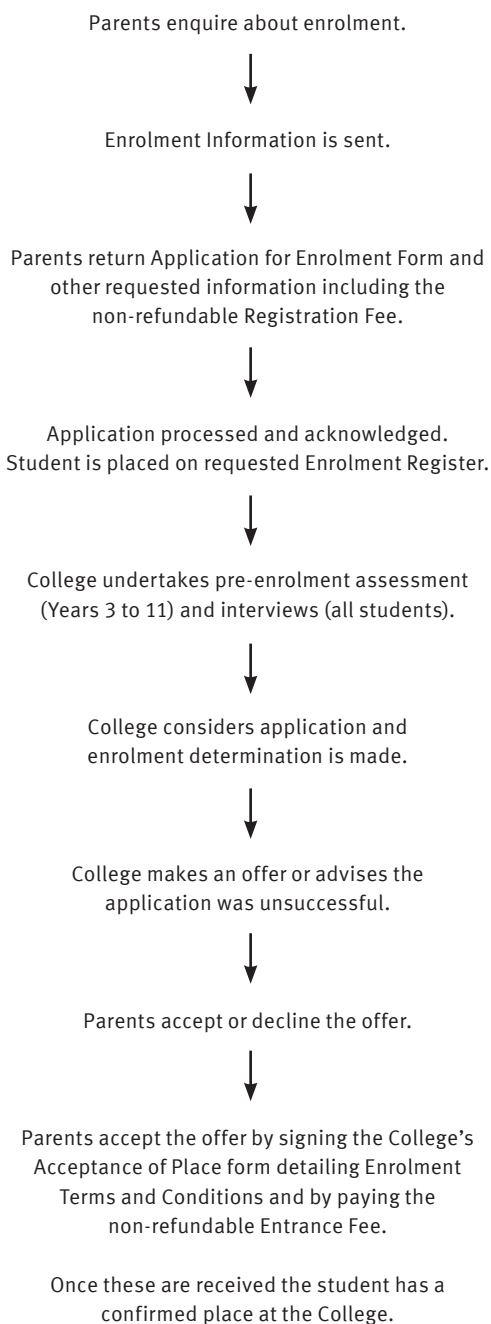
5.1.2 Overseas Student

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
- 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
- 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
- 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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