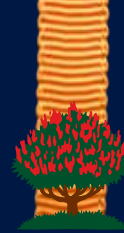


2018 ANNUAL REPORT



125
years



The Scots College
Sydney Australia



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School Context

The Scots College is a distinctive Australian school that defends the honourable traditions, adventures and learning of boys. We exist to inspire boys to learn, lead and serve as they strive for excellence together.

Scots is a non-selective Transition to Year 12 Presbyterian Great Public Schools (GPS) boys school for day and boarding students. We draw students from across Sydney, New South Wales and many different nations from around the world. We are committed to developing a culture of high expectations that nourishes the development of creative, confident and accomplished young men. As a boys school, we acknowledge the importance of student engagement, of challenge and active learning opportunities. Learning experiences are increasingly personalised – shaped in response to the boys' stages of development rather than their age or year level. Scots boys are encouraged to develop a 'growth mindset', understanding the diverse and dynamic nature of intelligence.

All boys need security, support, confidence in themselves and belief in the power of their own commitment to learning. Information communication and videoconferencing technologies are used to enhance collaboration and the authenticity of learning experiences. It provides flexibility, extends learning opportunities and supports targeted learning interventions. Strong and positive values are important to our College. We aim to build a culture of respect in our community towards God, others, self and our environment by aligning our policies and practices with Christian principles. Glengarry, Scots outdoor education campus in Kangaroo Valley, is home to Year 9 boys for two terms each year. All boys board for that semester, completing a rigorous academic program, integrated with field studies and a challenging Outdoor Education Program. Glengarry and Scots extensive Sport



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and Co-curricular Programs provide critical pathways in the development of young leaders.

In 2018 there were 2,065 boys enrolled at the College, including enrolments at the Early Years Centre at Rose Bay and the newly opened Brighton Preparatory School at Dolls Point.



A Message from the Chairman of the College Council

It has been a privilege to chair College Council in this historic 125th anniversary year.

In 1883 Australia was a collection of British colonies. It was a land of pioneers. The Scots College, in that sense, pre-dates the very creation of the Australian nation and Federation in 1901.

The number of special activities and celebrations during 2018 meant a lot of extra work from the Principal and his staff. The amount of engagement, including financial generosity, from so many in our community to make this anniversary successful has been much appreciated. It has helped reinvigorate all that we stand for as a Christian educational institution of excellence for young men of the future.

Two significant events bookended 2018. At the beginning of the year The Scots College Brighton Preparatory School was officially opened by the Governor of New South Wales, His Excellency General the Honourable David Hurley AC DSC (Retd). Later in the year Bannockburn, our agricultural site, was officially opened by former Governor General of Australia, Major General the Honourable Michael Jeffrey AC AO(Mil) CVO MC (Retd). Both of these new facilities are pioneering ventures. Both are committed to experiential learning experiences and character growth.

Brighton Preparatory School and Bannockburn reflect the strategic planning of the College. The Bannockburn site south of Nowra was gifted to the College through the kindness of prominent local and Scots Old Boy, Mr Warren Halloran AO ('44). It constitutes a magnificent estate of 230 hectares enjoying two kilometre frontage to the Crookhaven River, lending extraordinary opportunities for experiential teaching and learning. Due to this

generosity, hundreds of boys will now gain agricultural learning and a practical education in an important area of human endeavour.

There have been many sporting and other individual and group achievements throughout the year by the boys, staff and the Scots community. Enrolments, academic results and the financial health of the College have all advanced.

The Council is thankful to the Principal, Dr Ian PM Lambert, the Executive Leadership team and all staff for their work in pursuing their utmost for the outcomes we all seek, supporting boys to try their best at the College.

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, who serve for no financial reward.

The College is owned by the Presbyterian Church of Australia in the state of NSW and operates under a Constitution established by the General Assembly of the Church. This Constitution requires the College to function from a Christian worldview in accordance with the standards of the Presbyterian Church of Australia. 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.

The current zeitgeist does not drive the culture of The Scots College. The culture of the College is founded in faith and values which do not change. The College Council and the College Executive, led by the Principal, uphold and vigorously defend our right to be intentionally Christian.

The College is concerned with the health and wellbeing of every staff member, and places the care, safety and the flourishing of all boys within its duty of care as being paramount.

In honouring all persons as being made in the image of God, the College desires good to everyone while seeking to speak the truth in love at all times. Scots respects those who may not agree with the College's Christian ethos or values, yet firmly holds that it will not yield to attacks on those values or normalise behaviour or positions opposed to that for which the College exists.

The rapid growth of the tech giants and their facilitation of social media discourse has changed the undercurrent of public dialogue in just a few short years. In Australia we have witnessed widespread moral failure of a number of institutions. The collapse of integrity in personal character inside cricket, banking and business has been alarming.

Humans are motivated and inspired mostly by meaning and purpose. It is more important than ever that we equip our young men with the highest of purpose – a moral compass anchored to their Creator God; where their inspiration comes from eternal meaning; where their trust and hope is in the goodness of Christ, not the worthless self-idols of transient ideas or impermanent obsessions.

The College's Brave Hearts Bold Minds education philosophy can be applied across many things. Most importantly it reflects the courage to learn to stand for truth, principles and values that today can be too easily marginalised or overlooked. It is the vital driver of sacrifice, service and accomplishing good. Our boys continue to learn intellectual, physical and spiritual courage.

It is humbling to partner with parents who seek to build the knowledge, competency and character that empowers understanding, resilience and endurance required for a fulfilling and flourishing life for our boys now, tomorrow and the next 125 years.

"To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity." (Proverbs 1: 2-3)

Mr Wayne Richards
Chairman
College Council



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Left: Head of Brighton Preparatory School, Mr Rod Stoddart, with the Governor of New South Wales, His Excellency General the Honourable David Hurley AC DSC (Retd), Chairman of the College Council, Mr Wayne Richards and Principal, Dr Ian PM Lambert at the official opening of the Brighton Preparatory School.



A Message from the Principal

Since 1893, The Scots College has combined a rich respect for tradition with an engaging embrace of the future. 2018 saw us celebrate 125 years of education and provided an opportunity to embrace our honourable traditions, and press forward with new confidence and creative energy. It was an enormously rewarding and successful year. In this anniversary year, we have recorded in our various publications the many and diverse adventures and learning experiences of our boys as they traversed the state, nation and world pursuing their quest for excellence. It would, of course, be inappropriate to only discuss our victories and successes. Scots boys know that to get from good to excellent requires a strong moral purpose, and a commitment to making a positive difference to each other's lives, which is shared by all members of the College community. This deepening and enduring strength of purpose has been our greatest collective achievement this year. Our strong emphasis on leadership preparation, constructive service and personal fulfilment combine to challenge and inspire students to reach new levels of inquiry, understanding and achievement.

Our greatest challenge in the current climate is to maintain our vision and mission in a high fee environment whilst avoiding an elitist reputation. In order to provide broad-based access to a genuine cross-section of the Australian and international community, we need to establish an aspirational vision, build a sustainable endowment fund, and also establish a culture and a set of values that remain appealing to modern and future parents. The College is proud of the financial support that is provided by our alumni and parents to support needs-based bursaries and the provision of world-class facilities. Hundreds of boys from rural, indigenous and metropolitan families are able to attend The Scots College because of this generous community generated fee support.

At The Scots College, we recognise our need to maintain our traditions and historical aspirations and, at the same time,

ensure we are a noble enterprise and provide cutting-edge learning experiences, whilst developing a reputation as a front foot educational leader. As a large, expanding and complex educational institution, we aim to:

- Challenge and align our staff and students with transformational Christian values and vision.
- Foster an aligned, engaged, generous and inspired community.
- Create and maintain an inspiring educational experience and an aspirational ethos for boys' learning and development.

We all know that leadership makes a difference. In 2018, our student and staff leaders across the College served to lift our eyes up from the task at hand to the horizon before us and to a vision of what we can accomplish together.

A historic and successful school like The Scots College has many priorities, many excellent programs, and many new and continuing initiatives. Following the successful launch of *The Scots College Strategic Plan 2016-2025*, it has been particularly encouraging in 2018 to witness the development of our physical learning environment alongside the implementation of our educational goals and priorities.

In 2018, the boys' passion and commitment led them to lift the Athletic Association of the Great Public Schools Premiership trophies in Athletics, Cross Country, Tennis and Water Polo. The Snowsports team (Preparatory and Senior School) maintained their dominance as State and National Champions. The Cricket, Rowing, Rugby and Tennis programs have high success rates across all age groups and College teams consistently placed in the top three competition

positions. Numerous boys have represented their state and country in a range of academic and sporting competitions. More importantly, every Scots boy, every day, exhibits a passion for their College, a desire to set challenging goals and to reach or exceed them, and a spirit that bonds them together in their shared quest for excellence.

At The Scots College we believe leadership should be prompted through a compassionate commitment to others, a desire to serve and a vision for human excellence. Our College's Christian mission challenges us daily to be responsive to student's needs and unique contributions, and to be proactive in the development of a culture and philosophy of care. Through the diversity of our programs, we aim to encourage and unfold, to the fullest extent possible, the boys' particular and unique gifts and abilities. We hope that their lives will be ones of constructive service to their immediate neighbour, to the world and to God.

Scots is positioning itself as a leading front foot organisation in educational settings. Success in the modern educational context is about developing creative skills: in problem solving, technical activities, music, art, design, media and drama. It is about being enterprising, about becoming productive. It is about learning to work effectively on one's own or with others in groups.

Success is also about learning to express oneself, becoming confident and assured, believing that the contribution we make to society is valuable and will be valued. It is about making thoughtful decisions and choices. It is about feeling included and responsible for others, and about learning to care about other people. It is about learning to care about the world and wanting to make it a better place now and for future generations.

At The Scots College, we strive to make a profound difference in the lives of all of our boys so that they grow into fine young men. As part of this commitment to the education of boys academically, physically, socially and spiritually, we aim to provide a co-curricular, extracurricular and sporting program that reflects the Australian ethos of 'having a go', of hard work and discipline.

In many respects, 2018 has been a year where we have focused on leadership in middle management and program review. The development and alignment of the pastoral and academic priorities of the Senior School into years and houses with the appointment of new team leaders has served to strengthen curriculum development and delivery, prepare the ground for comprehensive staff appraisal and professional development, and establish a cyclical review and evaluation framework across all dimensions of the College. Our detailed Operational Plan has served to guide the achievement of our goals in 2018.

As a leadership team, we have been consciously 'looking out and looking in', in our attempt to internally align our effort and deliver results and a consistent culture, at the same time remain externally focused in relation to educational trends and future directions. Creating networks, managing relationships, remaining balanced, and adapting rapidly to change has meant that our general direction, culture and values remain aligned in a very deliberate and coordinated fashion.



At Scots, we believe that every classroom and program need to be underpinned by a vibrant and progressive culture and climate of continuous innovation. The culture and ethos should promote respect as well as healthy and productive attitudes towards learning, life and work. As a College, we must also develop an ethos of ambition and achievement, striving for the maximum for every learner.

May we continue to build upon the outstanding success of 2018 and look forward with anticipation and hope.

Scots to the fore!

Dr Ian PM Lambert
Principal



To view the 2018 Excellence publication, please click on the icon.



A Message from the Head Prefect

2018 Speech Day Address

Today is the first time I have stood in this auditorium and experienced the full Speech Day from within the Opera House. Having been part of Pipes and Drums for the past nine years I rarely got to view the whole spectacle, having had to sit in a room underneath this very auditorium and watch the live stream. So, what a pleasure it is to experience both my first and last full Speech Day, out of the bunker, upfront, and facing all of you.

I stand here today as your Head Prefect in the College's 125th anniversary. 2018 has been a year to reflect on those who went before us, and on those who will now continue this journey after us. The past 125 years has brought the most significant shift in the lives of all who have worn The Rampant Lion on their chest and walked the halls of this great College.

In my lifetime as a student, progress has occurred at blistering speed, and it is now shaping our world into a place that will present new challenges and will test us, possibly more than the past 125 years have. As we become the masters of our own personal domains, and our lives are infiltrated by technology across all fronts, we are at a crossroads.

As students we are often defined by the marks we earn, the sporting team which we play in, the social status of our peer groups, where we live, and so on, but we are losing sight of the need to simply connect with each other in a meaningful way.

I strongly believe one of the key characteristics to any individual's success, is not his HSC score or his academic success, but his ability to connect with others. Those with

a high emotional IQ will be the ultimate winners in all that life, here at school and beyond, has on offer.

Scots' greatest gift then for me is that of friendship – an everlasting bond with my year group, sporting teammates and many close friends. While many of our academic, sporting, leadership and co-curricular achievements may fade, our friendships will not, and this is the lifelong gift for all Scots boys, in Year 12 and all of those coming through.

Being a young man today requires a strong sense of self, and a clear understanding of what your rights and responsibilities are. Standing up for what you believe in has never been more important for young men. Sharing ideas and thoughts should be encouraged and it should always take place in a forum that is open and considerate of all opinions.

Part of my journey this year was shaped through some impactful events. On reflection these events have taught me a lot and I know sharing them with you today will hopefully give you the same life lessons that I have since internalised. The first lesson came from my involvement with Mr Fowler and Rio's Legacy, and our visit to Bear Cottage. The second lesson came following our loss to King's which cost us our sixth GPS Rugby Premiership in our 125th year. Although these were not the only lessons I learned this year, they are the most significant.

Rio Fowler passed away in January of this year. Rio underwent five major surgeries, including two amputations. The tenacity and courage that this young boy demonstrated during this ordeal showed us all very early on in 2018 what life was all about. He was a true Scots boy at heart. More importantly we learned, as did many other students who attended his funeral, that life is what you make of it and that

the challenges we face in our daily lives at school are nothing compared to what Rio faced. He had no chance, but we do.

My visit to Bear Cottage in Manly with nine other Prefects left a lasting impression. Bear Cottage is a hospice for terminally ill children and was where Rio lost his battle. Normally these visits are not allowed due to the respect for the families and their children that are undergoing profound journeys. In discussion with the manager, she told me that the only reason we were allowed to visit on that day was due to her belief that it could be one of us at Scots who could lead the charge in building hospice facilities around Australia for terminally ill children.

We started this task in earnest at the College during Term 2, with all you boys getting behind us as we raised around \$10,000 for Rio's Legacy, and this culminated in Mr Fowler's run for Rio during Term 4. I hope we started something bigger than ourselves, but it was an amazing feeling to see everyone rally behind this cause. So today I stand here knowing that there is nothing more important than kindness and empathy, and I wanted to say thank you for your support.

Turning to our final Rugby game of the season against King's, the premierships round. King's was the final game of 2018, and after a very physical encounter we were simply not good enough. On their home ground we lost the sixth GPS Rugby Premiership, something I had my heart set on, and I knew all of us in the team and those on the sidelines, were wanting us to bring home as well. I made my way back to the change rooms in total disbelief. Sitting down to remove my boots for the final time in that locker room, my emotions took over realising that I had failed to achieve the very thing I set out to do at the start of the season, and in fact since Prep School, and that was to win a GPS Rugby Premiership in my final year at Scots, with my long-term teammates. It was gut-wrenching. With my head slumped, tears in my eyes, I felt a pat on the head. I looked up and it was Chilli, Mr Smith's son. Looking at me he was speechless, so he continued to pat my head and simply said, "Don't worry, it's only one game." This was then shortly followed by, "Also, can I have a sip of your Gatorade?" It was the innocence of that sentence that taught me to keep things in perspective, not be too harsh on myself in the face of a loss, and to learn that failure is not all bad. Chilli will hopefully get that silverware back, because I know the Gatorade is a done deal.

The past 125 years was leadership by observation, but this year, and for the next 125 years, our future will be driven through leadership by inspiration. Every school, university or business will undergo immense disruption and transformation. It is a fact of the new world order, and the disrupters and transformers are sitting here in front of me now – all of you boys. It is up to us as individuals to build our own stories and legacies, here at the College, and after we leave. The opportunities here at Scots are varied, challenging, engaging and can be life-changing. They are yours to have, yours to discover and yours to master. The world can only be transformed through your brave hearts and bold minds.

I look forward to the everlasting friendships that I have had and will continue to have with my own Year 12 cohort. I look



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The opportunities here at Scots are varied, challenging, engaging and can be life-changing.

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forward to forging new friendships as an Old Boy with all the younger students. I know that you will all continue to transform Scots and the world beyond its walls. Make sure you all challenge the essence of life, while living up to the standards that have been set by those boys who went before you over the past 125 years.

It has been my privilege and honour to serve you in this 125th year at Scots and to all of Year 12, my lifelong mates, we came, we saw and we conquered!

Thanks boys.

Scots to the fore!

Nathan Zlystra
Head Prefect 2018

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.

“I have valued the deep friendships and opportunity at Scots. Coming from a small town, none of these opportunities would have been available and I’m grateful for that,” one student said.

“The most valuable part of the Scots experience is without a doubt the Glengarry program,” another student commented.

In 2018, 466 parents, 858 students and 247 staff participated in surveys and provided views on such areas as academic performance, Pastoral Care, Christian Studies, Co-Curricular and Extra-Curricular, Sport, boarding, communications, reputation and facilities.

Most Valued Aspects of Scots

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

Parents	Students
Friendships family has made at the College	Friendships
School community	Glengarry
High quality teachers and staff	Sport Program
School culture and values	School culture and values
Son’s personal growth and development	Academic standards and curriculum

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 2018.

Professional development days have focused around team building, experiential education and collaboration. This was demonstrated by the professional development day held at the Brighton Preparatory School in January 2018.



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 and Language Conventions (Spelling, Grammar and Punctuation), and Numeracy.

The overall NAPLAN results for 2018 were very positive for The Scots College, with the Year 9 cohort charting the most significant growth.

Highlights from the 2018 results include a substantial improvement in Grammar and Punctuation, with a ten percent increase in boys achieving in the top two bands on the previous year – particularly for boys in Years 7 and 9.

Year 7 students also demonstrated particularly impressive growth in Spelling. Additionally, we have charted consistent improvements in Reading across Years 3, 5 and 7, when compared to the past two years.

Writing continues to be a focus of improvement for the College with our boys engaging in strategies in their English classes to continue to improve in this area.

Numeracy across the College continues to be an area of strength with Year 5 remaining consistent in high results for boys in the top two bands, and Years 7 and 9 boys sitting with over 90 percent of students in the top three bands.

Results for 2018 can be accessed on the My School website at www.myschool.edu.au.



Highlights from the 2018 results include a substantial improvement in Grammar and Punctuation, with a ten percent increase in boys achieving in the top two bands on the previous year.



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 had one student in Year 11 who acquired a RoSA due to moving to study internationally. Otherwise, there were no other students that required the award of a RoSA.

Higher School Certificate Results

The 2018 cohort consisted of 195 students, ten more than 2017.

It is a first in the College's history that 15 boys reached the Premier's List (achieved Band 6 in at least ten units of study); 14 boys receiving an ATAR over 99 and four state rankings awarded in Chinese Beginners, Chinese Continuers, Chemistry, and Design and Technology.

A record number of Band 6 results was also achieved with 96 more than the previous year – a total of 254 Distinguished Achievers.

ATAR Median

The College's ATAR average of 87.10 was the highest in the College's history, with approximately half of the boys obtaining an ATAR over 90.

- 25% of the cohort received an ATAR over 95, an upward shift from 17.8% in 2017.
- 42% of the cohort received an ATAR over 90.
- A record number of arts and design showcase nominations:
 - 10 Drama: OnSTAGE nominations
 - 5 Design and Technology: Shape nominations
 - 2 Visual Arts: ARTEXPRESS nominations
 - 1 Music 2: ENCORE nomination
 - 1 Visual Arts: ARTEXPRESS showcase inclusion

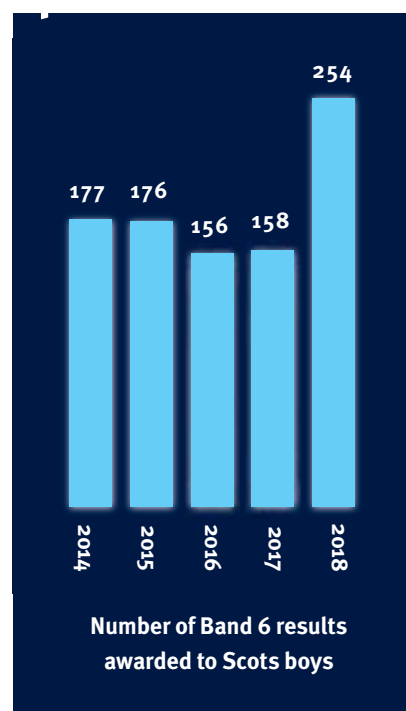
The review and refinement to the English Program also delivered considerable improvement to the performance of the cohort in the HSC, particularly in Advanced English.

In 2018, apart from subject areas with less than ten students, the best performance result was recorded by the Creative Arts (Drama). The best achievement result was in Humanities (History).

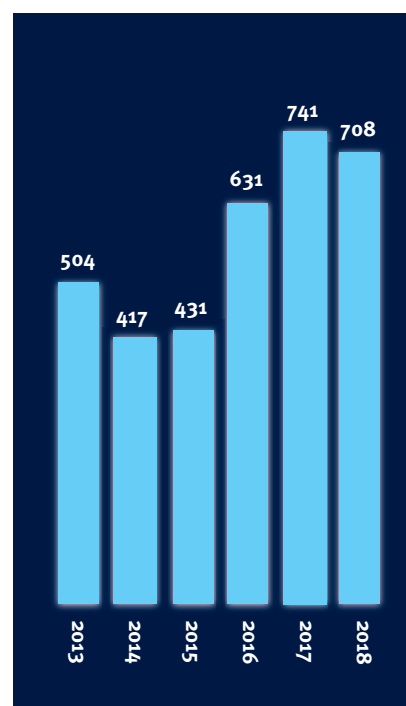
In addition, results improved in both performance and achievement in Business Studies, Chemistry, Design and Technology, Languages, Legal Studies, Personal Development, Health and Physical Education (PDHPE), and Software Design and Development.

Year on Year Comparison

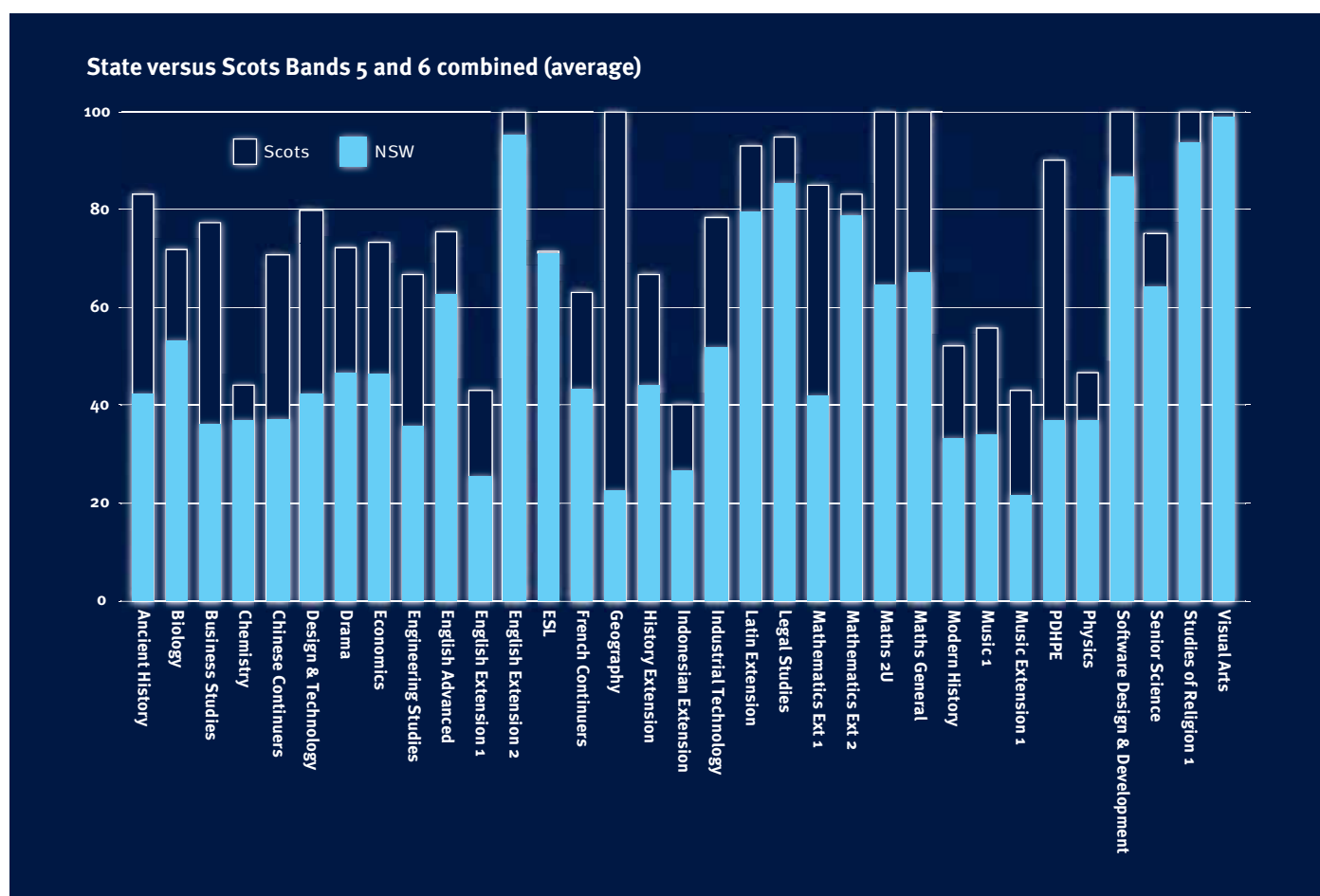
Two-hundred-and-fifty-four Distinguished Achievers (Band 6) were achieved by the cohort across all subjects. Most notably, as illustrated in the graph below, The Scots College has performed better than the NSW state average in Bands 5 and 6 results for top performing courses in 2018, despite a slight decrease in total bands awarded.



HSC Trend Results – Bands 5 and 6 Total



Top Performing Courses 2018



Attendance, Student Retention and Post School Destinations

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 carer 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 carers 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 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.

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 carers are required to notify the attendance line or attendance email address before 9:00am. If the College has not been notified, students are expected to bring a note to Student Services on their return, signed by a parent or carer, outlining the reasons for absence.

Students in Years 10, 11 or 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 may be made to 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 appointments which are not urgent. If leave is approved, students are expected to sign in (upon 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 with 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 with Student Services are required to provide proof of permission from a parent or carer if not previously received.

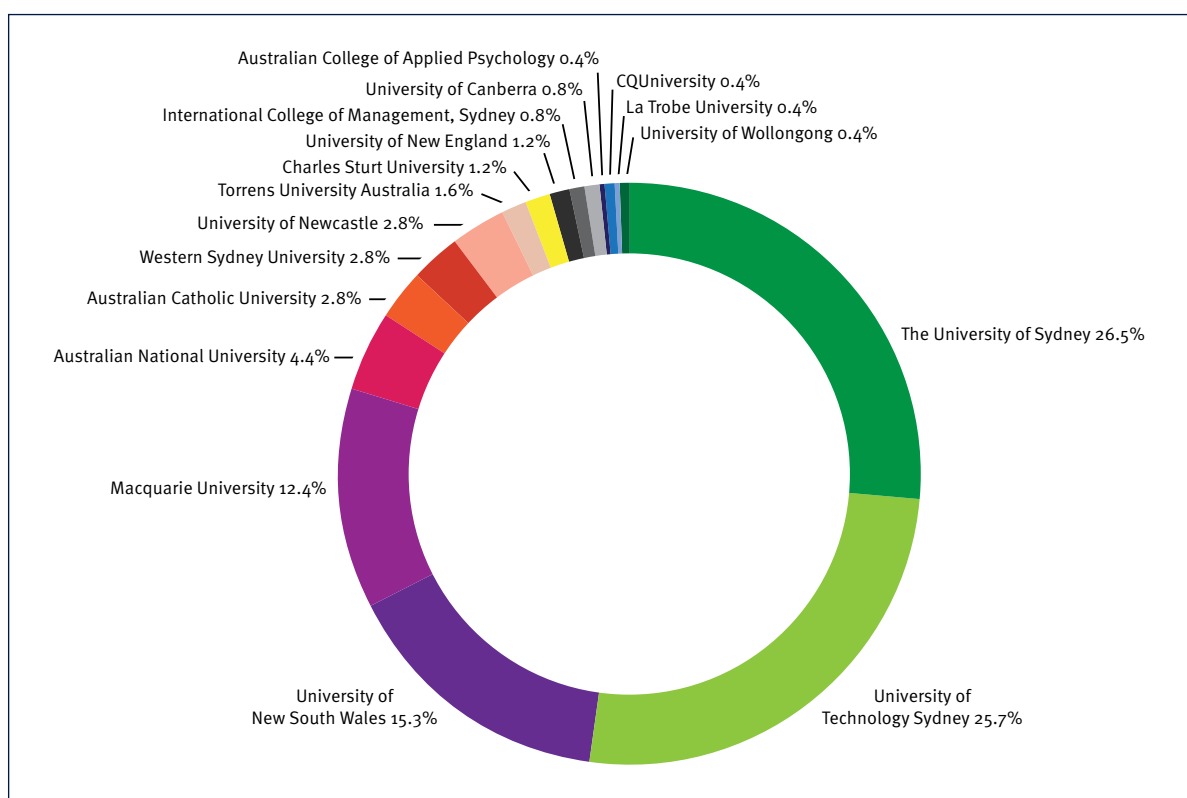
Student Retention Rate

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 2018 cohort this was approximately 95 percent.

Post School Destinations

For students who completed Year 12, over 98 percent continued on to university, with a further two percent pursuing other tertiary study pathways.

Year	Students	Percentage Attendance
Transition Cubs – 3 Days	6	95.6%
Transition Cubs – 5 Days	13	93.9%
Transition Lions – 5 Days	53	94.8%
Kindergarten	84	95.4%
Year 1	68	96.3%
Year 2	85	96.7%
Year 3	108	96.2%
Year 4	107	94.9%
Year 5	129	96.5%
Year 6	130	95%
Year 7	235	94.8%
Year 8	217	94%
Year 9	206	96.2%
Year 10	205	91.5%
Year 11	214	91.2%
Year 12	205	94%
Total	2,065	94.8%



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. Our strategic intent, *Brave Hearts Bold Minds: The Vocation of a School*, provides a vision of aligning staff growth and performance to the Brave Hearts Bold Minds educational philosophy, our knowledge model and our strategic priorities. We have continued to realise our intent through the deepening expertise in the College as a community of knowledge, practice and formation. The aim of this is to engage and enable boys to achieve outstanding academic, personal and social outcomes.

The core professional learning activities in 2018 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 focused on the 'staff quest' and involved all staff travelling to Brighton Preparatory School, the College's new campus, which opened the following week. Building on the success of the 2016 experiential education focus at Glengarry and at Bannockburn in 2017, staff first met in the Georges River 16ft Sailing Club to consider and share their responses to the following questions: why am I here, why are we here, where are we going? Vocationally significant, these questions were related to the College's historic connections to the area and vision for schooling. By way of reorientation to the 'Into the Blue' culture journey (Brave, Loyal, United and Engaged, from Locomotive Consulting and Human Synergistics), an inter-team beach volleyball competition was held in the afternoon. Staff continued their learning the next day at Bellevue Hill with further orientation to the College strategy and meeting time within teams.

Term 2's professional learning day, Festival of the Boy, celebrated 125 years of being a leading, caring school for boys. Staff heard from The University of Newcastle Head

of School, School of Education, Professor John Fischetti on *Educating Boys: Now and Then*. Staff then led each other in a series of ScotsMeet workshops, sharing reflections, ideas and examples of vocational excellence for the development of rigorous, high-quality learning and teaching. Our second professional learning day for Term 2, in June, featured a keynote address by The University of Kansas Foundation Distinguished Professor in the School of Education, Professor Yong Zhao on *Personalisable Education for All*. The majority of the day was spent in teaching teams pursuing department-based curriculum and pedagogy goals.

The professional learning day in Term 3 focused on the faith and values of the College, with a keynote address on our education philosophy and the significance of character by visiting scholar Professor of Moral Philosophy at the University of St Andrews, Scotland, Professor John Haldane.

The final professional learning day for the year, held in Term 4, built on our ongoing work around the Character and Care *Patribus* Initiative. Of particular note were a number of 'deep dive' sessions run by staff across the College on related issues and challenges.

Parallel to these major professional learning days, teaching staff continued to participate 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.



2018 also saw the review of professional learning and development practices and programs across the College, with a view to measuring their effectiveness in supporting the College's vision and mission. Over the course of the year, 19 focus groups were conducted with staff across the College, as well as a review of current literature, staff-wide survey, scoping of current practices and the development of a draft Teacher Profile. The findings of this review will aid in directing and resourcing professional learning in subsequent years.

The professional learning pathways established in 2017 around pedagogy, academic and leadership were further developed in 2018, supported by the College's Research Office. These included the following programs:

- Master Teacher Program: A year-long fellowship awarded to 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 cohort exploring the nature of educational leadership through a formal degree pathway with The University of Newcastle.
- Master of Philosophy: A Scots-based cohort working on research projects connected to the College's strategy, through The University of Newcastle's Masters program.
- 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 2018 included Dr Os Guinness (Oxford Centre for Christian Apologetics), Professor John Haldane (University of St Andrews) and Professor Yong Zhao (The University of Kansas).

All staff also engaged in professional learning in child protection, first aid and resuscitation training, as well as optional seminars in mental health, bullying prevention 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.

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	7
Provisional	36
Proficient Teacher	191
Total number of teachers*	234

* Total teacher numbers are available at the My School website at www.myschool.edu.au. My School includes an additional 23 staff involved in Music, Outdoor Education and Sport.

Teacher Qualifications*

Qualifications Category	Number of Teachers
1. Teachers with teacher education qualifications from a higher education institution within Australia or as recognised within the Qualifications Recognition Policy Unit.**	234
2. Teachers with a bachelor degree from a higher education institution within Australia or one recognised within the Qualifications Recognition Policy Unit but lack formal teacher education qualifications.	0

* Note that the number of teachers falling within these two categories may not equal the total number of teachers as reported in the previous accreditation table as some teachers with conditional accreditation may not be included.

** Note that the Qualifications Recognition Policy Unit in the Department of Education has had previous names prior to 2014 which are no longer in use, including AEI-NOOSR, NOOSR and the National Office of Overseas Skills Recognition.

Workforce Composition

Workforce composition is available on the My School website (www.myschool.edu.au). The College has two members of staff who identify as Aboriginal and/or Torres Strait Islander.



Student Welfare and Pastoral Care Policy Initiatives

The care and wellbeing of students shapes all of the College's policies and practices. The Scots College is committed to providing a place for the education, welfare, safety and wellbeing of children, young people and others, where they feel safe and are provided with services of support.

Senior School Student Welfare

Pastoral Care

In 2018, the key pastoral leaders in the Senior School included:

- Head of Students (7-12) – Mr James Bowles
- Senior Master – Mr Phil Cooney
- Head of Counselling Services – Dr Tom Cerni
- Head of Learning Enrichment – Ms Monique Fewkes
- Director of Glengarry – Mr Jeffrey Grundy
- Head of Academic and Student Life Glengarry – Ms Casey Mulder
- Housemasters and members of the Chaplaincy team

Tutor Program

2018 saw the reintroduction of Year Coordinators to supplement and support the work done by our Housemaster team. This structural change added further impetus to the renewed focus on the role of the tutor as the main contact person for each student. This year the majority of teachers took on a tutoring role which gave us the ability to reduce the tutor-student ratio in most cases to 1:12. Both internal and external professional development opportunities were made available to staff and was specifically geared towards their role as a tutor.

The House structure remains an important aspect of our Pastoral Care at the College, with Housemasters providing well-developed and long-lasting links between the student,

their parents and the College. Year Coordinators and Housemasters are well integrated to ensure that all aspects of a boy's care at the College are covered.

Student Welfare Action Team

Consisting of the Head of Students, Senior Master, Head of Learning Enrichment and a member of the Counselling team, the Student Welfare Action Team (SWAT) meets every week to discuss students at risk and future pastoral strategies. The minutes and action items generated by SWAT are communicated to the Principal, Head of Senior Years and Counselling team.

Mental Health First Aid

Mr James Bowles conducted two Mental Health First Aid (MHFA) training courses during 2018 and the College now have over 30 percent of its staff holding a MHFA certificate. This is an internationally-recognised qualification and it is the intention that by the end of 2019, over 50 percent of the staff will be trained in MHFA.

Welfare Action Plans

Housemasters and Year Coordinators contribute to Welfare Action Plans which are used to highlight any pastoral, behavioural or academic concerns they might have for boys in their care. Welfare Action Plans allow for target-setting, feedback from the Student Welfare Action Team and consistent communication across all aspects of the Pastoral Care at the College.

Anti-Bullying

During 2018 there was a renewed focus on reducing the impact of bullying in our community. We have undertaken a games-based approach using a supplier, Mojospark, who present a Scots-specific narrative to the boys, allowing them to examine their biases and change their behaviour. 'Scots boys are upstanders' has been the rallying call through 2018 in an attempt to counter the sometimes rather passive role of a bystander in bullying and conflict situations.

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 a person.

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.

On each campus, the Early Years Centre (Scots Long Day Care in Rose Bay), Early Learning Centre, Junior Preparatory (Years 2 to 4) and Senior Preparatory (Years 5 and 6), *A Fine Scots Boy* posters are prominently displayed in every learning area. These provide explicit words that show ways in which boys can demonstrate the admirable responsibilities, attitudes and values of a fine Scots boy. Teachers, both specialist and class, constantly refer to and encourage these positive attitudes, behaviours and values. In this way boys gain a growing understanding of their responsibilities within a community.

Boys from Kindergarten to Year 6 are members of Houses and participate in various sporting, social and competitive experiences as well as classroom experiences. This provides many opportunities for cross grade and campus interaction. House points are awarded in recognition of appropriate and desirable behaviours, attitudes and values as well as to encourage a strong work ethic. Throughout the course of the year, boys participate in a series of House meetings to promote House spirit and peer support opportunities.

A framework of responses to student behaviour provides a clearly levelled system of consequences (positive and negative) for student behaviour. Merit Certificates are awarded by classroom and specialist teachers in recognition of a boy's personal academic achievement or social development. These are presented at weekly Assemblies. Gold, Silver and Bronze Thistle Badges are awarded to Year 4 to 6 boys for the achievement of certain service related criteria, including service interactions with home, school and community. Scots boys may set out on a quest to be worthy of the Lion badge – a symbol of what it means to be a fine Scots boy. Boys are encouraged to engage their brave hearts and bold minds upon this quest and collect evidence that shows their journey and personal growth. Compiled in a personal fine Scots boy 'passport' each boy's journey has the potential to be unique, with personalised goal setting and flexible modes of achievement.

The importance of promoting positive behaviour and development has always been a priority at Scots. Existing areas of positive behaviour training, promotion opportunities and promoting positive behaviour is encouraged through the following settings:

- Weekly class and House meetings.
- Within the classroom setting – promoted through class award systems and interactions.
- Assembly and Chapel – through the distribution of certificates as well as Chapel and Assembly messages.
- Year 6 Leadership and Class Camps.
- Peer sharing with Senior School boys.
- Charities.
- Buddy classes – to promote positive behaviour social interactions from Transition to Year 6.
- Training of House Leaders.
- The Ceannard Program – with emphasis on a servant mindset and accompanying actions.
- Student Learning and Wellbeing Team – oversees pastoral and learning issues in the Preparatory School.
- Personalised Enhancement for Learning – derived from the Response to Intervention Model (RTI), an evidenced-based approach that assists schools to identify, intervene and monitor students' performance in order to support learning and/or behavioural needs.

The Scots College does not tolerate bullying in any form. All members of the College community are committed to ensuring a safe and caring environment that promotes personal growth and self-esteem for all. It is the right of each boy at The Scots College to feel comfortable and safe within the College community. It is the responsibility of all members of the College community to ensure that everyone is treated with respect. Anti-bullying initiatives have been enforced through classroom teaching, Assemblies and guest speakers.



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. College policies are maintained in the online policy management system by CompliSpace, PolicyPlus. 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.

To view a full copy of The Scots College Enrolment Policy, please refer to the Appendix in this document.

Student Welfare Policy

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. The psychological and emotional well-being of all boys at the College is of paramount importance to ensuring the healthy functioning, development and education of all boys. The counselling service at The Scots College is made up of a team of school psychologists, all of whom are registered with the Psychology Board of Australia.

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.

In 2018, the College responded to the mandatory data breach reporting policy, the Notifiable Data Breaches scheme in Australia. The Scots College has a responsibility to report known data breaches that may lead to serious harm of an individual. The Privacy Policy was updated and published on the College website in July 2018.

In 2018, national standards for Working with Children Checks and the development of a scheme to regulate the Child Safe Standards changed. New South Wales passed further legislation to implement the Royal Commission into Institutional Responses to Child Sexual Abuse's civil litigation recommendations in full. Changes to the criminal law in 2018 saw two new offences of "failure to report child abuse" and "failure to reduce or remove a threat of child abuse" (i.e. failure to protect) commenced on 31 August 2018. The College commenced a review of the Child Protection Policy as well as The Scots College Child Protection Program and other related policies. It is anticipated that final changes will be made in March 2019.

The full text of certain student welfare policies (student duty of care and child protection) can be obtained from The Scots College website, Schoolbox portal or by contacting the Office of the Principal.

The full text of any other specific student welfare policies can be obtained by contacting the Office of the Principal.

Anti-Bullying Policy

It is the intention of The Scots College to create a school environment in which all students can feel safe. The College employs age-appropriate strategies to educate the school community about the impact of bullying, role of bystanders and appropriate use of technology. The policy provides strategies for responding to bullying. Responses to bullying are determined by the details and severity of the incident but may include:

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

No changes were made in 2018.

The full text of the Anti-Bullying Policy can be obtained from the College website, Schoolbox portal or by contacting the Office of the Principal.

Student Discipline Policy

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

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

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

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.

It is the policy of the 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.

No changes were made in 2018.

The full text of the Student Discipline Policy can be obtained from the College website, Schoolbox portal or by contacting the Office of the Principal.

Reporting Complaints and Resolving Grievances 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 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.



The Reporting Complaints and Resolving Grievances Policy provides the processes for dealing with matters of concerns (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 the members of the community and public through the general enquiries telephone number available on the College's website.

No changes were made in 2018, however the College performed a review of the complaints and appeals handling process. A change to the policy and process for recording complaints online is scheduled for early 2019, using The Scots College Complaint Handling Report Form in the online governance, risk and compliance workflow management tool, CompliSpace Assurance.

The full text of the Reporting Complaints and Resolving Grievances Policy can be obtained from the College website, Schoolbox portal or by contacting the Office of the Principal.

College Determined Improvement Targets

In 2018 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 2018.

Area from Strategic Plan	Goals	Achievements in 2018
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"> Continued to review and embed the College's service learning framework. Reviewed the Christian Studies curriculum in Years 7 to 12.
Teaching and Learning	Provide rigorous, high-quality teaching and learning that is 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"> Established the Framework for Education team to review the College's educational program design. Reviewed and undertook further developments to the Applied Entrepreneurship Program.
Experiential Education	Develop our capacity as a leading academic school to promote contemporary and innovative approaches to teaching and learning through our cyclical, continuous and progressive model of experiential learning and personal formation.	<ul style="list-style-type: none"> Incorporated Bannockburn experiences into the teaching and learning programs. Established the Brighton Preparatory School in Dolls Point with particular focus on experiential education in the design of programs and space.
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"> Growth of the College's Advancement team. Celebrations, including local, state and international community engagement for the College's 125th anniversary. Fundraising and planning for the John Cunningham Student Centre.
Opportunity, Safety and Security	Build the College's capacity to balance the needs of living history, community growth and efficiency in the stewardship of our resources and relationships; to create and maintain an outstanding and inspiring place of learning.	<ul style="list-style-type: none"> Implementation of CompliSpace governance, risk, compliance and policy management system. Systematic review of policies and procedures. Update of the Child Protection Program based on recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

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 grow to be men of faith and integrity, and who, through their leadership and service, will contribute to the good of the nation and the world. We want our graduates to live with strength, purpose and conviction, such that they will seek to act justly, love mercy and walk humbly with God (Micah 6: 8). Attributes such as respect and a sense of responsibility are indispensable to such living. Hence we want students to see that their God-given gifts are to be fostered and used to not only bring fulfilment in their own lives, but also to bring benefit to others.

Our Christian education programs promote an examination of the person of Christ and the nature of His world, as well as a deeper understanding of our place and purpose within it. 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.

Within the Preparatory School, the *A Fine Scots Boy! The Positive Behavioural Plan* continued to play a key role in encouraging students to be responsible decision-makers and to demonstrate respect and care for others. Fine Scots boy posters were displayed and regularly referred to by staff members, to emphasise attributes such as respect and responsibility. Further reinforcement occurred within Assemblies, Chapel and classroom settings, and through various awards and certificates recognising positive behaviours and character. House meetings provided opportunities for peer support and cross grade interaction

to promote respect and role modelling across age groups. The Year 6 Leadership Camp as well as other year group camps provided settings for promoting and encouraging positive behaviours.

Throughout the year, the Preparatory School supported various organisations and activities in order to build within students a greater sense of responsibility and empathy, and to make a positive difference to the wider community and to the wider world. The boys raised funds in support of SEWAH (Society for Education and Welfare Activities in the Himalayas) schools in India and the Allowah Presbyterian Children's Hospital in Sydney. They also assisted in raising funds for Rio's Legacy and the development and support of hospices for children and young people with a terminal illness. In addition, they sponsored a number of children in developing nations. The boys adopted and supported a different charity each term.

Within the Senior School, there were a number of programs and initiatives throughout the year to promote respect and responsibility. The key context for many of these was the House group and tutor group setting. Through the House system, peer support programs were implemented and there were many opportunities for Senior students to mentor and encourage younger boys. Senior boys also visited Preparatory School Assemblies and assisted Prep students through reading programs.

Houses supported a number of organisations that provide crucial services to the community. These included Sunnyfield Disability Services, The Salvation Army's Red Shield Appeal and Streetlevel facility, 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. The Prefects organised major fundraising projects that engaged the whole College community. Through these projects, substantial support was provided for organisations such as Rural Aid, Cancer Council NSW and Rio's Legacy.

A major focus during Term 4 was the support of the Presbyterian Church's Christmas Hamper Appeal. Tutor groups donated grocery items and Christmas gifts and were able to put together more than a hundred hampers to be distributed among needy families across Sydney. During their final week as students of the College, the Class of 2018 donated their time and efforts to visiting local schools and community service organisations within the local area as a way of 'giving back'. Camps week underwent a shift in focus, such that Co-Curricular groups gave time during the week to a specific service activity. Musicians visited nursing homes to provide much cheer for the residents. Across several weeks in Term 4, a number of students visited the Presbyterian Aged Care facility in Paddington. They engaged in conversations with residents and worked on the production of annotated photographic books and short documentary films to serve as memoirs. These were gifted to the residents and their families at the conclusion of the project.

A number of students from the Senior School participated in 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 also prepared and provided lessons for students at Chubikopi Primary School. 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 at Seaside Community School and painted buildings at the Paton Memorial Church in Port Vila. They stayed at the Tata Presbyterian School on the island of Espiritu Santo, where they taught lessons, assisted with building and maintenance work, and learned about the lives of the Tata students and their families. They then travelled to Tangoa Island, met members of the village community and participated in a church service and tour of the island.

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... the Preparatory School supported various organisations and activities in order to build within students a greater sense of responsibility and empathy, and to make a positive difference to the wider community and to the wider world.

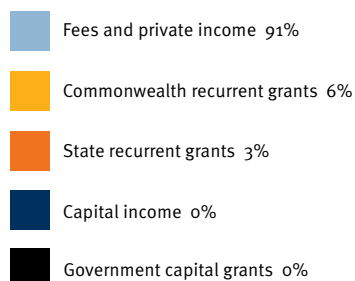
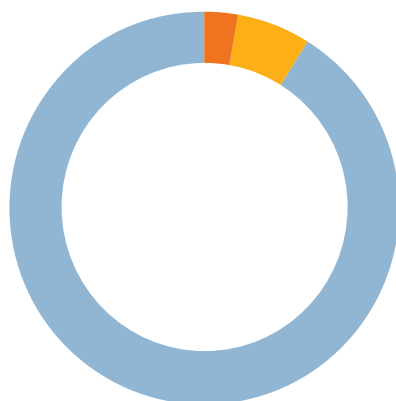
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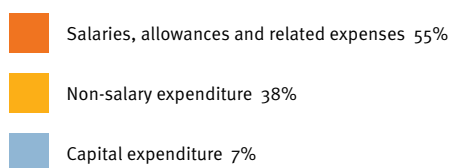
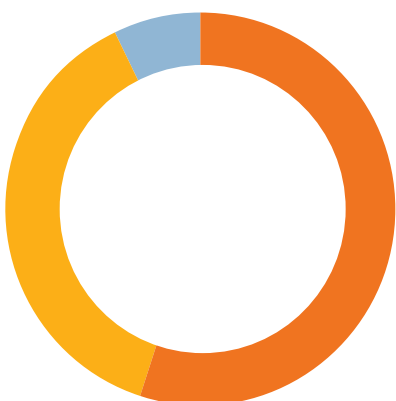
Financial Strength – Building for the Future

The Scots College Audited Financial Results

Recurrent/Capital Income 2018



Recurrent/Capital Expenditure 2018



The Scots College 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 6 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, Year 3, Year 5 and Year 7. Vacancies occasionally arise in non-intake years.

2. Key Definitions

Throughout this policy, unless the context requires otherwise:

- a. '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.
- b. '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:

- a. As a domestic student.
- b. 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

- *Discrimination Act 1992* (Commonwealth)
- *Disability Standards for Education 2005* (Commonwealth)
- *Race Discrimination Act 1975* (Commonwealth)
- *Anti-Discrimination Act 1997* (New South Wales)

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 enrol 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.

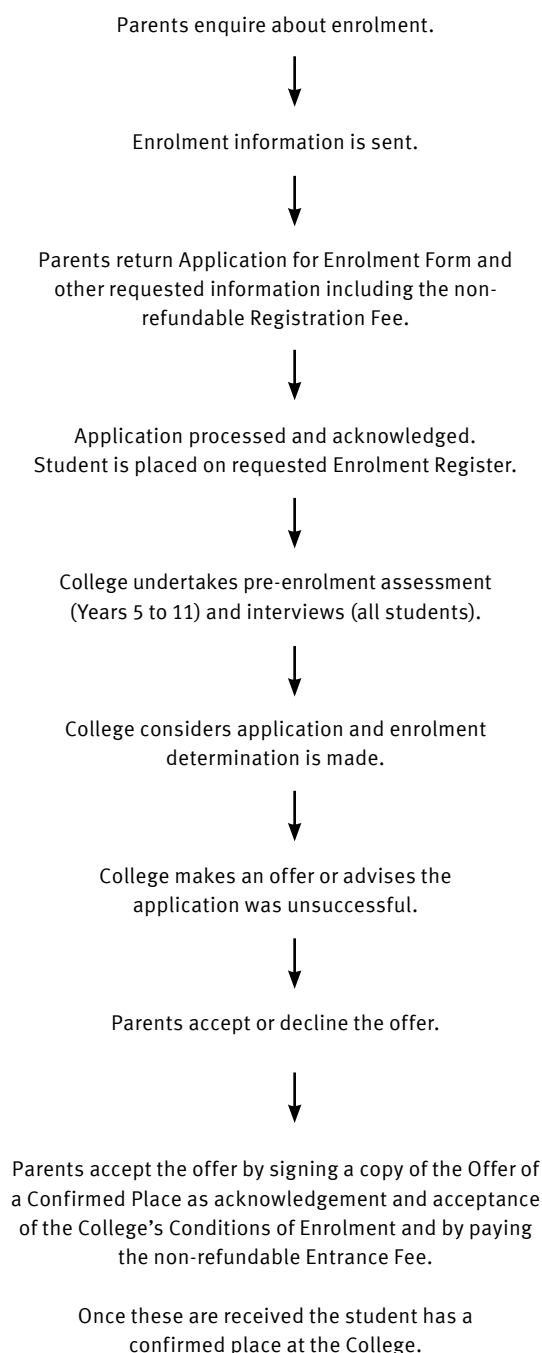
5.1.2 Overseas Student

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 English as Second Language (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.

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.

Overseas students are required to forward a copy of their AEAS Assessment Report of English competency, or notification when the student will be undertaking the test, prior to being considered for enrolment.

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

- a copy of the biographical page of their passport
- 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. Should a place be offered, both parents must sign a copy of the Offer of a Confirmed Place letter as acknowledgement and acceptance of the College's Conditions of Enrolment.

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. online payment of the non-refundable Registration Fee (currently \$500)
- e. the College bus routes
- f. information regarding Scots Outdoor Education Program delivered at our Kangaroo Valley campus, Glengarry
- g. information regarding our Indigenous Education Program
- h. 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 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, Kindergarten and Year 3 are invited to participate in an interview.

Students 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 applying for Years 5 to 11 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 three most recent 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 parent's 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 2005* (Commonwealth).

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, 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 – we require both parents to sign and return a copy of the Offer of a Confirmed Place as acknowledgement and acceptance of the College's Conditions of Enrolment.
NB Where there is only one signature on the copy of the Offer of a Confirmed Place, unless Family Court Orders are provided stating sole custody or otherwise, the enrolment of the student cannot be confirmed.
- b. Conditions of Enrolment – for parent information and retention (also contained in the original Application for Enrolment form).
- c. Data Collection form – it is government requirement that this is completed and returned.
- d. The Scots College Privacy Policy – for parent information and retention (also available on the website).
- e. Online payment of the non-refundable Entrance Fee (currently \$5,000).
- f. The Scots College Deferral and Withdrawal Policy – also available on the Scots website.

5.7.1 Offer – Overseas Students

- a. Overseas students receive a Letter of Offer and Written Agreement (conditional upon them reaching the required ESL level required for entry into their requested academic year in a given time period of time).
- b. Full CRICOS course details.
- c. Statement of Fees.
- d. The Scots College Default Policy.
- e. The Scots College Refund Policy.
- f. Acceptance of Place – Conditions of Enrolment (also contained in the original Application for Enrolment form).
NB Where there is only one signature on the Acceptance of Place – Conditions of Enrolment, unless Family Court Orders, or overseas equivalent, are provided stating sole custody or otherwise, the enrolment of the student cannot be confirmed.
- g. Data Collection form – it is a government requirement that this is completed and returned.
- h. The Scots College Privacy Policy – for parent information and retention (also available on the website).
- i. Overseas Students Complaints and Handling Policy and Procedures.
- j. 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) copy of the Offer of a Confirmed Place as acknowledgment and acceptance of 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 to return a signed (original signature by both parents) Acceptance of Place – Conditions of Enrolment.

Failure to accept the offer in the required time may result in the position being reoffered 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 College Council.

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, Scots Long Day Care in 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

The Scots College Deferral and Withdrawal Policy is 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 Overseas Student Handbook

The Scots College Overseas Student Handbook is 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 is 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 onsite and then archived offsite 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.



The Scots College

Sydney Australia

The Scots College

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