



2014 ANNUAL  
REPORT



The Scots College  
Sydney Australia



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## School Context

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

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

True to Scots' Presbyterian heritage, the College aims to build a culture of respect in the 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 owing to rigorous, engaging and innovative programs.

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

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



The College provides a learning environment where boys strive for excellence together and become engaged in the living history of the College ...





## A Message from the Chairman of the College Council

The Scots College is an institution of the Presbyterian Church of Australia in the State of New South Wales. The College was established in the 19th century by a decision of the General Assembly of the Presbyterian Church of New South Wales.

Under *The Presbyterian Church (New South Wales) Property Trust Act, 1936 (NSW)* all assets and property of the College vest in The Presbyterian Church (New South Wales) Property Trust. All such assets and property are held in trust on the charitable purpose of the advancement of religion in accordance with the tenets of the Church for the educational purposes of the College.

Under section 14 of the *Property Trust Act*, the General Assembly has established a Council in which full powers of governance over the College are vested. The Council consists of a total possible membership of 14 comprising:

- nine persons elected by the General Assembly, each for terms of three years and who are eligible for re-election;
- two representatives appointed by the Property Trust;
- three other persons appointed by the remaining members of the Council for a term of three years and who shall be eligible for reappointment.

The College Council is responsible for protecting and developing the mission and purposes of the College. The Council has supervision of financial management. It vests the operational management of a College in the Principal, who is appointed under a written contract of employment. The Principal is accepted as a member

of the Association of Heads of Independent Schools of Australia (AHISA), and governance practices at the College reflect those promoted by AHISA.

The current Principal of the College is Dr Ian PM Lambert, who commenced as Principal on 1 January 2007. The College Council is strongly supportive of the Principal in its joint management and mission functions for the College.

The College receives limited State Government and Federal Government grants for operational purposes. Most College income is derived from fees. Some bursaries and scholarships are funded by moneys endowed to the College for this purpose.

Capital works are funded by fee income, donations and borrowings. During 2014, the College Council has continued with development of facilities at the College. To achieve excellence, which is the strategic vision of the College, the College Council believes that high quality and modern facilities are required to ensure that staff and students perform to their best as they strive for improvement and self-improvement.

The complexity of living in an expensive and highly developed suburban environment results in slow local government approval processes. The College continued with the development of the Business Studies Centre in 2014. Other work to provide improved facilities for the Early Learning Centre within the Preparatory School has been delayed.

The College is endeavouring to resolve these issues to proceed with further infrastructure development.

The College has enjoyed enrolment growth over recent years. The College continues to be a non-selective school subject to certain preferential arrangements such as for the sons of Old Boys of the College and ministers of the Presbyterian Church.

All teaching staff at the College are employed by the Principal. A few Senior positions require prior Council approval before appointment. The College Council supports endeavours to enhance the quality of teaching at the College. Whilst the College strives to produce strong academic results, it continues to place importance on the balanced education of the student so that the student develops academically, physically, morally and spiritually during their time at the College.

A feature of the College program is Glengarry, an outdoor education centre in Kangaroo Valley. Students in Year 9 spend two terms at Glengarry. Here they continue with their usual academic studies and in addition undertake a variety of outdoor education activities. These are designed to extend the comfort zone of our students, to improve their physical condition and to develop additional life skills. Most students when they graduate from the College state that their Glengarry experience was the highlight of their time at Scots.

The College undertook to update the Strategic Plan during 2014. This included a review of the current plan and a detailed stakeholder survey of the College community, including Old Boys. The plan will be launched mid-2015.

A characteristic of the College is the encouragement of parent support groups operating within the umbrella of The Scots College Parents' Association. These support groups are active in the involvement of supporting students in sporting and other endeavours in the College. We encourage a close involvement by parents in the education of their sons at the College.

The College Council spent significant time in 2014 implementing a new policy suite to enhance our governance arrangements. This process has prepared the Council well to meet the new requirements of the Board of Studies' requirements for Boards and Board members.

The year 2014 has been a good year for the College. We look forward to the coming years with enthusiasm and optimism.

Dr Gillian Heard  
Chairman, College Council



**Dr Gillian Heard**  
Chairman



**Mr Rod Simpson**  
Deputy Chairman



**Mr Greg Simitian**  
Secretary



**Dr Ian PM Lambert**  
Principal



**Mr Philip Mitchell**



**Rev Ewen Brown**



**Mr Ben Graham**



**Mr Andrew  
Leithhead**



**Mr Bill McLaren**



**Mr Jeof Falls**



**Rev Bruce Meller**



**Rev Dr Martin  
Spadaro**



**Mr Peter Kaldor**



**Mr Murray Smith**



## A Message from the Principal

The Scots College is a historic and distinctive Australian day and boarding school that defends the honourable traditions, adventures and learning of boys. Informed by Scottish egalitarian educational ideals and Presbyterian traditions, beliefs and values, we exist to inspire boys to learn, lead and serve as they strive for excellence together. Scots has been forming fine young men since 1893 from Sydney, regional New South Wales and many different nations around the world. Our multi-campus model engages our boys in a balanced educational experience, which assists in holistic personal development and growth.

We are committed to developing a culture of high expectations that nourishes the development of creative, confident, accomplished young men. As a boys' school, we acknowledge the importance of student engagement, of challenge and active learning opportunities. Learning experiences are increasingly personalised — shaped in response to our boys' stages of development rather than their age or year level.

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.

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

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

Strong emphasis on leadership preparation, constructive and compassionate service and personal fulfillment combine to challenge and inspire our boys to reach new levels of inquiry, understanding and achievement. At the same time, we recognise that each boy brings his own gifts, abilities and hopes that serve to inform and enrich our collective educational experience. Our broad educational program seeks to help boys develop genuine intellectual, physical, spiritual, artistic and personal interests and aspirations. We value a well-rounded educational experience because we believe well-rounded young men will flourish in the rich tapestry called 'life'. At Scots, we recognise that the changing contexts and challenges of education, work and life in the 21st century call for new approaches to learning. Therefore, we are committed to the ongoing need to consider new approaches to teaching and learning and, as a consequence, new thinking about school and curriculum design, location and organisation.

More broadly, The Scots College continues to develop a strong local, national and international profile across a broad range of distinctive educational programs. We continue to be recognised nationally and internationally for our outstanding Pipes and Drums; large and disciplined



Learning is largely about creating a context for motivation.



Cadet unit; outstanding performing arts; very strong Debating and Public Speaking; sporting strength; Glengarry Outdoor Education Program; academic innovation and achievement; Pastoral Care; Service Learning; Community Service and Christian values and experience. Whatever their age or level of ability, The Scots College inspires boys to develop their God-given gifts and talents, use them in service of God and others, and to reach for excellence in everything they do.

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

1. Communicate and embed the philosophy of the College – Brave Hearts Bold Minds
2. Implement target academic strategies for HSC improvement and NAPLAN improvement
3. Develop clear and unified practices and priorities to improve performance, culture and participation in sport and co-curricular activities
4. Implement staff professional development, curriculum review, alignment and focus on classroom teaching and learning that reflects the College's philosophy and Journey Planner strategy
5. Link ICT software and activity centre database systems
6. A comprehensive review of curriculum programs and policies in accordance with compliance guidelines

These goals have served to articulate and define some areas of priority focus for our respective leadership teams:

- Refine Academic/Pastoral Care tracking and communication model
- Actualise Brave Hearts Bold Minds learning philosophy
- Implement internal moderation reviews and plans
- Develop College/Campus Master Plan(s) to address future infrastructure priorities
- Refine and strengthen key educational and strategic partnerships
- Complete five year ICT plan incorporating all campus educational priorities and business process management systems
- Develop Bannockburn Master Plan and educational vision
- Establish key research projects with university partners
- Develop ICT/Library plan
- Research and develop activity based learning infrastructure plan
- Refine and develop Service Learning/International Programs

In addition, during the year, numerous strategies were employed by the College to ensure that we were constantly working to create an environment where the maximum potential of boys was encouraged and supported. During the year, we developed programs and strategies designed to:

- Focus on student preparation and planning, Transition to Year 12 developmental programming, and consistent teaching and learning in the classroom
- Continue an internal moderation process of all classes and subjects (Transition to Year 12)
- Run academic tutorials for students both before, during and after school
- Improve the quality of feedback and 'feed-forward' information to students
- Continue a comprehensive and structured writing program (Transition to Year 12)
- Run seminars for Years 11 and 12 students outside of the timetable on generic skills and subject specific skills
- Build the self-confidence and work ethic of students

The College's strategic plan and sectional operational plans have provided a number of key areas for ongoing and immediate focus and attention. This has seen a number of learning area renovations, including the Science STEAM activity-based learning centre and a number of general learning areas.

The Scots College has reached its maximum size on its current campuses and received an increase in requests for future boarding. In order to meet the demand, the College refurbished an existing area in Fairfax House with an additional 13 beds. Other Senior dorm upgrades have taken place in Royle House and Kirkland House. Boarding will always remain a firm focus of the College and our boarding numbers continue to be strong.

The Indigenous Program also continues to grow with a record number of 20 Indigenous students currently enrolled at the College. The support from current parents, Old Boys and the wider community has been inspiring. As a result of the generosity of these sponsors, all our Indigenous students are privately funded. The continued work of our Indigenous Education team and program has seen the College become a leading provider of education to Indigenous students.



In many respects, this year has been a year where we have focused on curriculum leadership, alignment and innovation across each campus.



We also enjoyed the first intake of Papua New Guinea students from the Star Mountains in western Papua New Guinea. This program is supported by the Ok Tedi Mining Trust and is designed to build and encourage educational provision and experience in the region. Teams of teachers from The Scots College have also been engaged during the past year to provide professional development support to teachers in the Papua New Guinea community and to lead community-based service programs.

The growth of our Rose Bay Early Years Centre has been impressive. The Centre offers, two, three and five-day programs to Cubs (three year olds) and two, three and five-day programs for our Lions (four year olds), equating to 26 full time equivalents. For 2015, our programs are currently full and our first graduates from Rose Bay Early Years Centre will be transitioning into the Early Learning Centre at Mansion Road. The Rose Bay Early Years Centre offers both short-term (students do not continue to the Bellevue Hill campus) and long-term (students continue to the Bellevue Hill campus) enrolments.

In many respects, this year has been a year where we have focused on curriculum leadership, alignment and innovation across each campus. The ongoing development of the curriculum leadership teams has served to strengthen academic culture, teaching and learning. Our campus leadership teams manage a program of comprehensive staff appraisal and professional development, and establish a cyclical review and evaluation framework across the College. Our detailed campus operational plans have served to guide the achievement of our goals around the Key Result Areas identified in *Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2010-2014*: The Christian Foundation, The Learning Environment, Staff Professional Learning and Growth, Financial Strength, Community Engagement and Partnerships, and Leadership and Governance.

With the introduction of a new property, Bannockburn, in the Shoalhaven region, we look forward to expanding our outdoor, sporting, academic, agricultural, and adventure based programs. Students are enrolled for courses in Agricultural Science and Technology for next year and Bannockburn will develop as a centre of excellence to support this and many other curriculum programs. As we prepare our students in every way possible to be citizens of

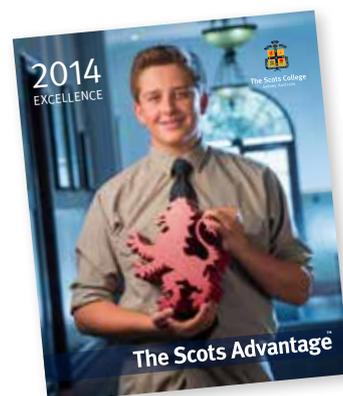
the global environment, to be contributors and to believe that they can make a difference, we ensure that Scots is as open as possible to the world and offers the students a wide range of opportunities. There is no doubt we live in a time of incredible excitement and promise.

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

I acknowledge and thank our College Council, families and community for their support and encouragement during the year and trust that 2015 will continue to strengthen and affirm our deep commitment to The Scots College's vision for the education of fine young men with brave hearts and bold minds.

Scots to the fore!

Dr Ian PM Lambert  
Principal



To view the 2014 Excellence publication, please click on the icon.



## A Message from the Head Prefect

**Extract taken from Benjamin's 2014 Speech Day address.**

Professor The Honourable Dame Marie Bashir AD CVO, former Governor of New South Wales, former Clinical Director of Mental Health Services, former Chancellor of The University of Sydney and former 'Australian Mother of the Year'. What an incredible life of service! What amazing experiences you have had! And what an impressive Wikipedia page!

As recent graduates we are at the beginning of our lives of service and aspire to emulate some of your outstanding achievements. Thank you for your example to all here present, not just the Scots boys, and for inspiring us to make a lasting contribution to our communities.

The young men that conclude their secondary education here today are indeed honoured that our final Speech Day should be marked by your words of guidance, which will serve us well in the years to come. These words reinforce the key messages that we take with us from The Scots College. That is, whenever an opportunity arises, we should do as you have done – to 'step up, and make a difference'.

Our thanks also to Sir Nicholas Shehadie for his attendance – a former Lord Mayor of Sydney, former Wallaby Captain – an inductee into both the Australian Rugby Union Hall of Fame and the International Rugby Board Hall of Fame. Also, a shining example and inspiration to us all.

As a couple, you have set the standard that others try to emulate.

Throughout our time at Scots we have been encouraged to build a culture where willing participation, earnest contribution, dedicated service and selfless leadership within our community is the norm. But, the culture relies on every single Scots boy in all year groups taking on the challenge to raise your game, pull together and achieve beyond expectations. We wish you well. Boys – sweep the sheds – 'step up, and make a difference'.

The culture within The Scots College is mirrored by the parent support groups that organise events, raise funds and finance memorable experiences for us. To all the parents that give up their time on the committees of the various support groups, those that willingly man the barbecues, organise cocktail parties and support their sons' extracurricular activities. Thank you. Thank you for supporting us. Thank you for your example. Thank you for showing us that communities thrive through relationships, which grow stronger when working towards a common goal. Thank you for 'stepping up and making a difference'.

The culture within The Scots College is led by the staff, who enthusiastically give their expertise and knowledge – encouraging us to push the boundaries, to step out of our comfort zone to put in an honest performance.

Kurt Hahn, the renowned educator who inspired the Duke of Edinburgh to set up his award scheme said “There is more in us than we know, if we could be made to see it.” It seems every member of staff at Scots is trying to help us to see it – there is more in us than we know. Thank you for your tuition. Thank you for your mentoring and thank you for inspiring each Scots boy to ‘step up, and make a difference’.

Kurt Hahn was also a co-founder of the Outward Bound international organisation. Outward Bound is an organisation whose aim (like Glengarry) is to foster the personal growth and social skills of participants by using challenging expeditions in the outdoors. It derives its name from a nautical expression that refers to the moment a ship leaves the pier. This seems an appropriate analogy for the class of 2014 as our ship leaves The Scots College pier. As we ‘set sail’ we would do well to adopt the Outward Bound motto, ‘To Serve, To Strive and not To Yield’.

Class of 2014. Congratulations on your achievements to date. A solid start. We are well prepared for the greater challenges in our lives in front of us. Whatever path your journey may take, whatever ambitions you pursue, let’s stay in touch and let’s do the College proud, let’s ‘step up, and make a difference’.

Scots to the fore!

Benjamin Jeavons-Fellows  
Head Prefect 2014



Benjamin Jeavons-Fellows, Head Prefect 2014



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# Community Engagement and Partnerships

## Parent and Student Satisfaction

As with most years, parent and student satisfaction with the College was high across most domains, and demonstrates an improvement over 2013 with regard not only to the College's performance, but also with regard to comparable schools elsewhere in the sector. Remembering that the 2014 responses were collected before the College's much improved Sydney Morning Herald Schools Ranking appeared, there was general appreciation of the strenuous efforts by the College to reinforce the centrality of its academic mission in practical ways across the year.

A number of the College's programs remain highly regarded: Glengarry, Pastoral Care, and Boarding in particular. With regard to sport, the comparative data suggests that improvements can be made in terms of sense of inclusion and equity of selection, and availability of venues. Community 'affinity' (emotional attachment) to the school remains enviably high, a remarkable outcome given increasing pressure by partisan media on Great Public Schools (GPS). An area of improvement indicated by the data is the articulation of more, and better guided, pathways to post school study and career. At the Year 6 level, the data suggests that movement among parents (in loyalty levels, former family connections, satisfaction with the Academic Program, etc), as they manage the transition from Preparatory to Middle/Senior School options. Perspectives at this level are heavily influenced by cross-sector comparisons and aspirations, hence the emphasis on reputation and value for money perceptions, skewed by a larger range of respondents without previous connection to the school. Interestingly, the Preparatory School sports programs score more highly than those in the Senior School, again, perhaps relating to the increased influence of media events in 2013 and 2014.

Among students, there was appreciation of the shift in academic culture during 2014, though particular items (such as the value of the 'additional tutorials' system) was slightly lower for students than it was for parents. This might reflect variations in the student body in terms of the type of student which took advantage of the program.

### Satisfaction Trends with the Level of Involvement in the School

The emphases of students are reflected in their response to the question 'most important reasons for [school] choice', which were: quality of teaching (91 percent); facilities and resources (87 percent); academic standards (87 percent); range of elective subjects (83 percent); balanced challenging education (82 percent). Over half the subject areas taught at Year 12 level obtained 'very high' satisfaction responses from students.



Our strategic intent places a high emphasis on the professional growth of staff.



## Teacher Satisfaction

Our strategic intent places a high emphasis on the professional growth of staff. Our aim is to create the right opportunities and culture to ensure staff perform at their best and thrive in their working environment.

Gaining insight and understanding of what matters to staff is key to meeting these objectives. In a recent survey, staff indicated the key focus areas that will help improve staff satisfaction. These include professional development, collaboration and communication, mentoring and coaching, reward and recognition, appreciation, and cross campus experiences.

In light of this feedback, a culture program 'Into the Blue' was launched at the beginning of 2015 that focuses on these areas. To date, teachers have been involved in workshops, team planning days and cross campus activities. The program will continue to focus on initiatives that support these focus areas.

Overall, the level of satisfaction amongst staff is high, however new initiatives like professional development programs, appraisals and recognition programs are aiming to see staff satisfaction reach new heights as we progress in our culture journey.

Staff will complete another survey in 2015/2016 to help us understand how much we, as a school, have progressed since launching the program.





# The Learning Environment

## NAPLAN Results

In May 2014, students in Years 3, 5, 7 and 9 completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. These tests provide information regarding a subset of the knowledge and understanding developed through study of the curriculum, in particular English and Mathematics, but also across all key learning areas. The tests cover skills in reading, writing, spelling, grammar, punctuation and numeracy. The results of the tests provide important information to the College about what each student can do, and will be used to support teaching and learning programs. Parents were encouraged to review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the year.

While it must be acknowledged that this test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum, the data does provide schools with useful information regarding student progress. A continuum of skills has been defined in each test area. Student performance in each task is matched to a subset of six of the ten bands on the continuum. This allows schools to track actual growth in performance rather than simply looking at each student's relative rank within their cohort.



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## NAPLAN 2014 Summary Statistics for The Scots College

	% TSC Students in the Top 3 Bands	% NSW Students in the Top 3 Bands
Year 3 Reading	93.6	72.2
Year 5 Reading	84.1	60.9
Year 7 Reading	86.3	58.6
Year 9 Reading	78.7	53.6
Year 3 Writing	92.5	70.3
Year 5 Writing	65.8	45.9
Year 7 Writing	66.7	39.9
Year 9 Writing	53.4	38.9
Year 3 Spelling	93.6	73.6
Year 5 Spelling	81.6	68.4
Year 7 Spelling	79.9	64.4
Year 9 Spelling	65	55
Year 3 Grammar and Punctuation	89.3	75.2
Year 5 Grammar and Punctuation	88.4	66
Year 7 Grammar and Punctuation	80.4	60.9
Year 9 Grammar and Punctuation	60.9	44.1
Year 3 Numeracy	90.5	65.9
Year 5 Numeracy	85.1	58.3
Year 7 Numeracy	86.1	55.9
Year 9 Numeracy	89.7	53.8
Year 3 Data, Measurement, Space and Geometry	90.6	62.9
Year 5 Data, Measurement, Space and Geometry	77.6	52.9
Year 7 Data, Measurement, Space and Geometry	88.2	59
Year 9 Data, Measurement, Space and Geometry	87.7	52.3
Year 3 Number, Patterns and Algebra	86.3	61.9
Year 5 Number, Patterns and Algebra	81.8	57.3
Year 7 Number, Patterns and Algebra	82.8	55.9
Year 9 Number, Patterns and Algebra	86.6	52.8

## Higher School Certificate Results

In 2014, 166 students completed their Year 12 program studying a range of 37 courses. Another eight boys completed their studies in a Diploma of Tertiary Preparation. Across all courses, 65 percent of boys' results were awarded in the top two bands (Band 5 and 6, E3 and E4). In extension courses alone, 92 percent of students achieved in the top two performance bands (E3 or E4).

TSC Performance relative to the State (Candidature)	% TSC in Band 6 or equivalent for 1 unit courses (% State Band 6)	% TSC in Bands 6 and 5 or the equivalent for 1 unit courses (% State in Bands 5 and 6)	% TSC Bands 4-6 (% State Bands 4-6)
Ancient History (30 students)	20 (8.66)	49.99 (28.23)	100 (61.21)
Modern History (31 students)	22.58 (8.65)	64.51 (42.28)	90.31 (74.71)
Biology (36 students)	22.22 (5.75)	53.84 (32.93)	80.54 (61.73)
Business Studies (63 students)	14.28 (8.84)	57.13 (36.95)	84.11 (67.08)
Chemistry (35 students)	45.71 (11.67)	77.13 (44.09)	91.41 (75.40)
Drama (19 students)	42.10 (13.21)	78.94 (42.11)	100 (84.45)
Economics (51 students)	35.29 (10.88)	66.66 (44.53)	86.26 (72.71)
Engineering Studies (8 students)	12.50 (9.15)	87.5 (32.76)	100 (63.96)
English Advanced (164 students)	9.75 (14.67)	51.21 (59.30)	83.52 (91.54)
English Extension 1 (31 students)	29.03 (30.52)	100 (92.99)	100 (99.45)
English Extension 2 (11 students)	27.27 (23.17)	81.81 (77.44)	100 (98.13)
Chinese Background Speakers (7 students)	0 (12.71)	75 (67.74)	100 (97.19)
Indonesian Extension (4 students)	27 (61.53)	75 (92.29)	100 (100)
Geography (16 students)	12.50 (7.47)	43.75 (43.63)	87.50 (68.79)
Legal Studies (10 students)	20 (12.49)	60 (39.63)	70 (65.30)
Mathematics (2 unit) (93 students)	41.93 (21.71)	74.18 (53.74)	94.61 (81.44)
Mathematics Extension 1 (57 students)	43.85 (30.85)	94.72 (84.40)	98.33 (97.83)
Music 1 (2 unit) (10 students)	57.14 (18.23)	100 (59.58)	100 (88.55)
Physics (50 students)	28 (8.54)	56 (31.09)	90 (66.30)
Studies of Religion (1 unit) (20 students)	45 (12.05)	95 (48.72)	100 (75.93)
Studies of Religion (2 unit) (14 students)	33.33 (8.24)	66.66 (44.18)	88.88 (73.88)
Visual Arts (22 students)	40.09 (10.63)	76.45 (48.60)	85.54 (85.15)

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

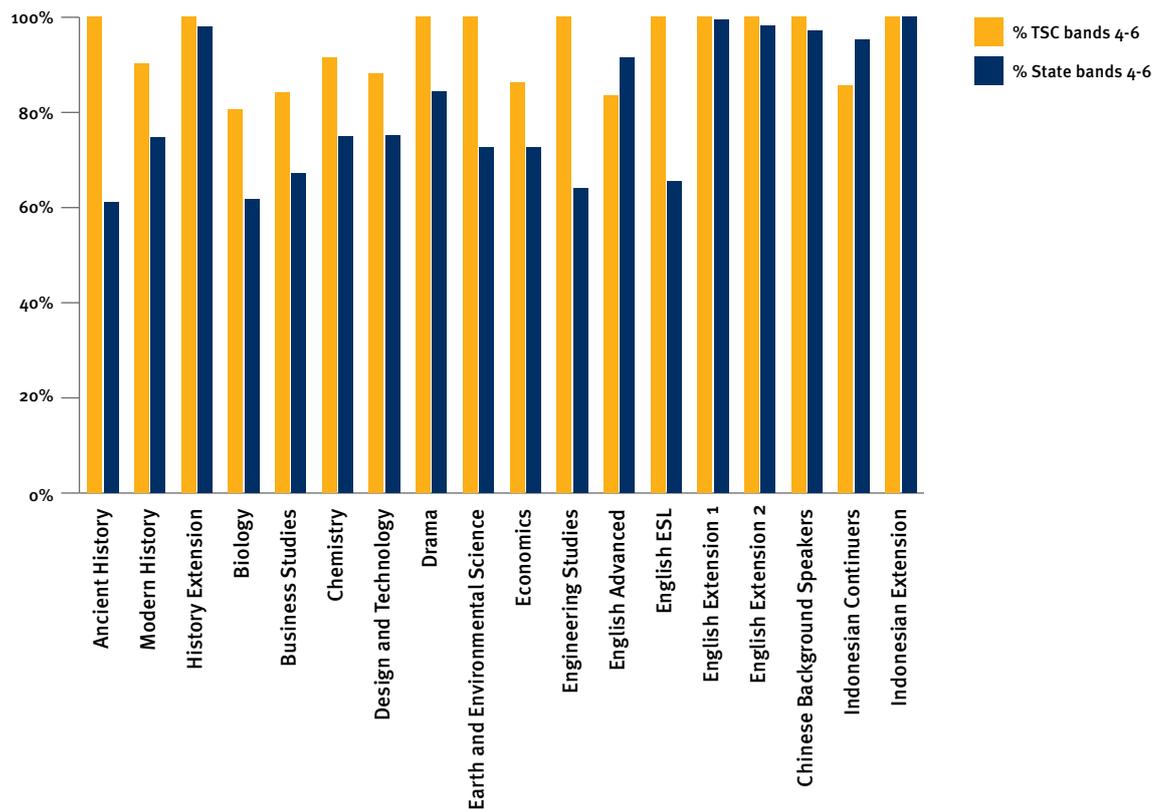
Sixty-eight boys achieved an ATAR above 90, with 35 boys achieving an ATAR over 95. Eight boys achieved Band 6 results in ten or more units. There were three top ten results in the State: third in Indonesian Extension, sixth in Physics and eighth in Chemistry.

In Drama, three students received a nomination and one was selected for inclusion in OnSTAGE, the annual showcase of outstanding HSC Drama performances and projects. In Visual Arts, three boys were nominated and two boys were selected for ARTEXPRESS; the annual exhibition of outstanding major projects.

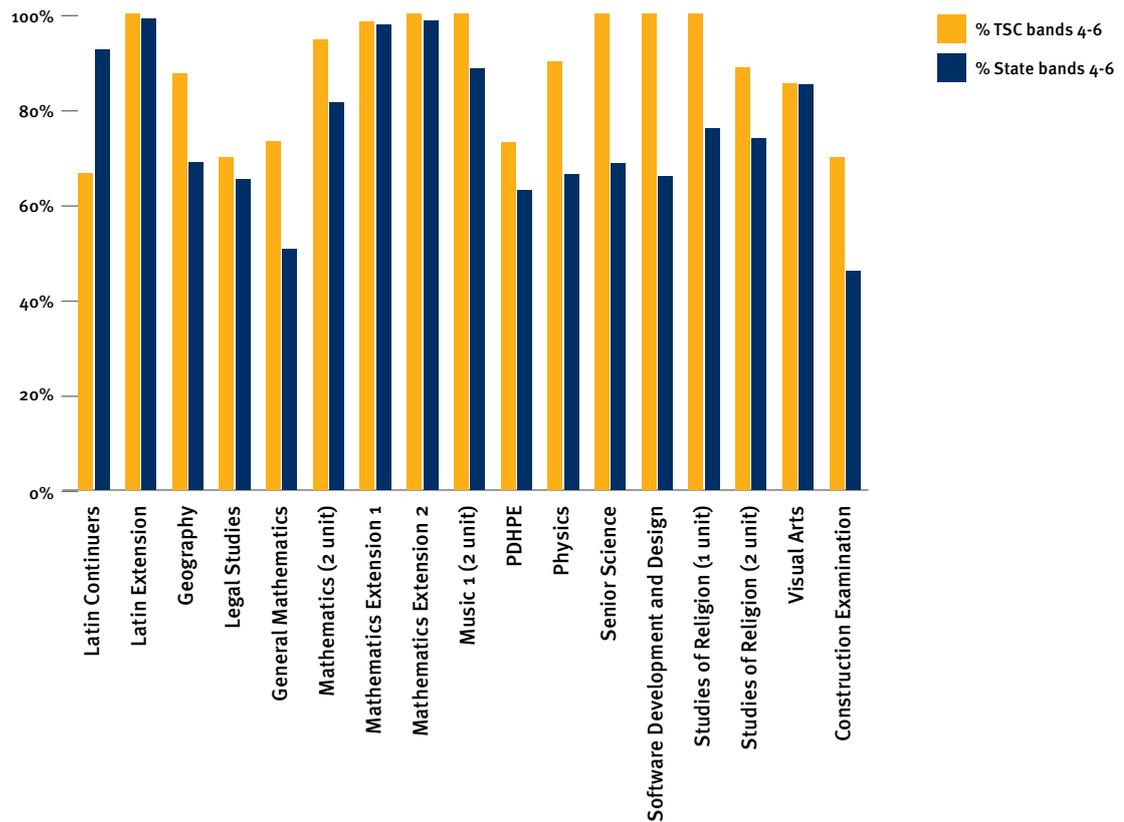
## Senior Secondary Outcomes

Demand for vocational education and training courses has remained low. Ten students completed Construction and one student completed Tourism and Events at TAFE.

## 2014 HSC Results



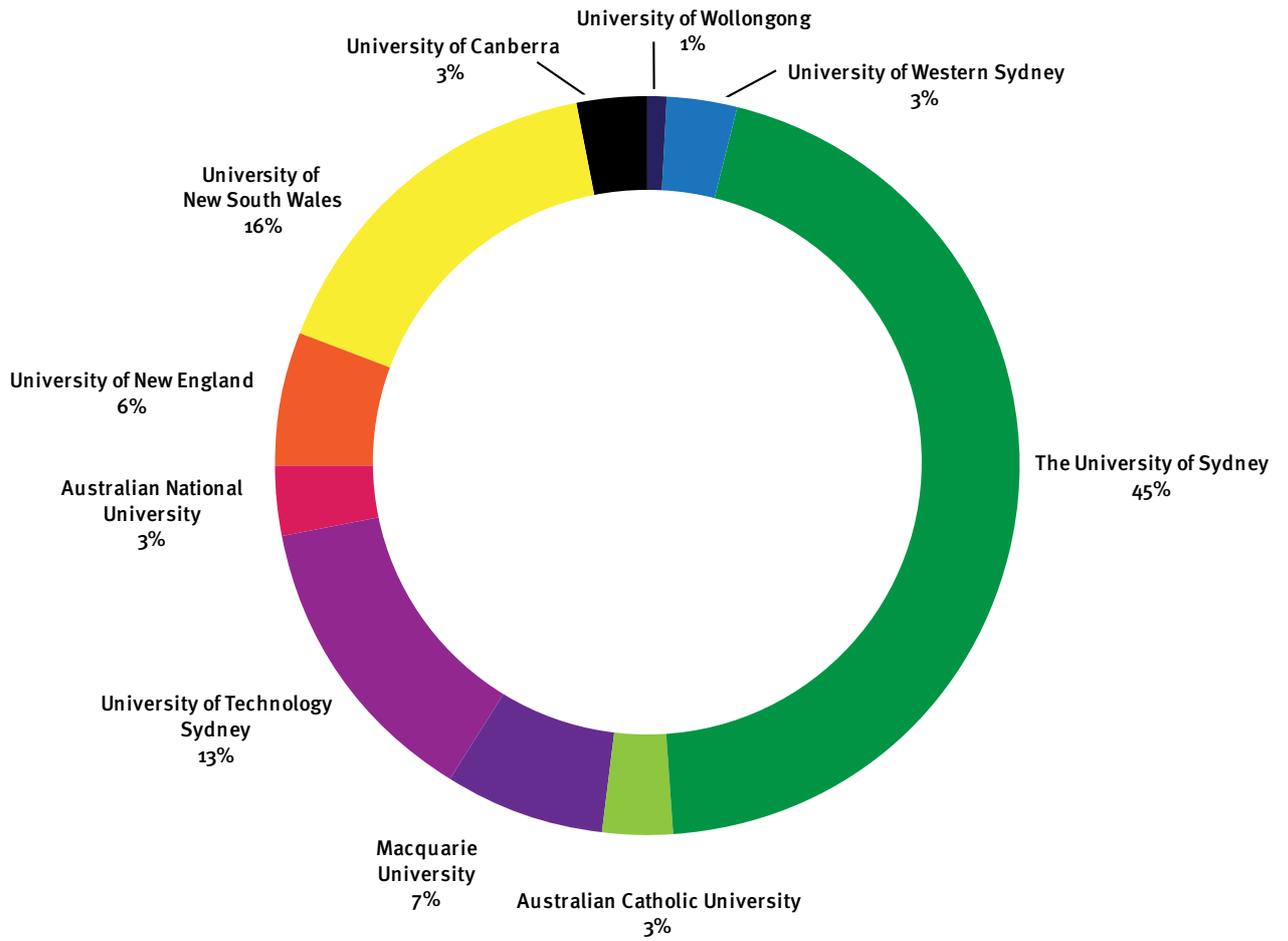
## 2014 HSC Results



## Student Retention Rate

The Scots College continues to maintain a high retention rate (the percentage of students who completed Year 10 and went through to Year 12). In the 2014 cohort this was 93.7 percent.

## Post School Destinations





# Staff and Professional Learning and Growth

## Overview of the Transition to Year 12 Professional Learning Program

2014 has seen a continued emphasis upon staff professional learning and growth with targeted Transition to Year 12, Senior School and Preparatory School programs and initiatives.

August 2014 saw the launch of The Scots College Lectures and Professorial Fellowship, an annual visiting scholar program seeking to inspire the best of thinking about faith, learning and leadership. The inaugural Scots Distinguished Fellow was Professor John G Stackhouse who holds the Sangwoo Youtong Chee Chair of Theology and Culture at Regent College, Vancouver, within the University of British Columbia. Professor Stackhouse engaged in a range of speaking engagements with staff, students and parents, including the public lectures and an interdisciplinary conference hosted by the College on Faith, Intellect and Vocation.

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

In Term 3 the College held culture coaching seminars with Adrian Lister and Human Synergistics Australia. This initiative was followed up with the coaching of staff using the Life Styles Inventory survey responses. Human Synergistics Australia continue to assist the College as we further develop

a school culture that builds staff capability through a whole College program of individual and collaborative goal-setting and reflection.

Term 1 2015 commenced with a two day induction session for new or recently new staff and an executive retreat focusing upon the continued development of our academic program (Transition to Year 12).

The staff development days at the beginning of each term provide an opportune time for Transition to Year 12 initiatives including teaching and non-teaching staff.

In Term 1 2015, Author and Psychologist Mr Peter Janetzki facilitated sessions looking at authentic masculinity, boys' brains and learning, and boys becoming men.

In Term 2 we were pleased to welcome Dr Ron Ritchhart, Principal Investigator and Senior Research Associate for Project Zero – Cultures of Thinking Project at Harvard Graduate School of Education. Dr Ritchhart's emphasis was upon developing intellectual character, mindfulness, thinking dispositions, teaching for understanding, creativity in teaching, and developing cultures of thinking. Interestingly, schools that have applied the 'Cultures of Thinking' principles have not only seen development in the aforementioned dispositions but have also improved in standardised testing results and major assessment and examinations including such assessments as the HSC. The College will continue to work with Dr Ritchhart as we look to further developing a culture of thinking at Scots.

## Overview of the Professional Development Activities

Course Category	Number of Staff	Total Number of Staff Days
<b>General Pedagogy</b>		
Curriculum	12	19
Executive Conference	9	24
Learning Enrichment	13	21
ICT Conference	10	31
Teaching and Learning	30	37
<b>Pastoral Care</b>		
Behaviour Management	6	11
Pastoral Care Conferences	15	26
Psychologists' Conferences	4	12
<b>Subject Specific Inservices</b>		
Design and Technology	1	1
English	8	11
History	3	6
Mathematics	4	9
Music	4	9
PDHPE	2	2
Visual Arts	6	6
Science	10	18
Geography	3	2
Drama	3	8
Divinity	7	12
Languages/LOTE	1	1
Economics/Business	5	6
Agriculture	1	5
<b>Workshops</b>		
Administration	3	5
Indigenous Program	1	6.5
Leadership	5	5
Library	3	3

## Teacher Standards

Teaching staff who have responsibility for delivering Board of Studies Curricula.

Teaching Standards	No. of Teachers
Staff having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	213
Staff having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lacking formal teacher education qualifications.	5
Staff not having qualifications as described above, but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## Workforce Composition

The College also employs qualified teachers who teach Transition (preschool classes), teacher's assistants, counsellors, librarians, ICT integrators and Chaplains (35 additional staff fall into this category).

## **Access to College Policy**

Full text relating to student welfare, discipline, complaint and grievance policies is located on the College's intranet (Pipeline) and can be accessed by staff, students and parents of the College. Revisions to any policy are developed in consultation with staff and final copies of revised documents are circulated to all staff. Copies of all College policies are provided to the College Council. Parents may request further information by contacting the College.



## Student Welfare and Policy Initiatives 2015

The College fundamentally believes that a close alignment between the academic progress and welfare of a student can be achieved via pastoral care. In 2014 the College consolidated the roles of the Student Academic and Welfare Coordinator, the Middle Years' Student Coordinator and the Glengarry Student Coordinator to deliver pastoral care across all Senior campuses. Working in conjunction with the housemasters and tutors this team was able to review the pastoral program and make some significant changes – mainly surrounding the issues of effort, academic progress and bullying. Each fortnight the Student Academic and Welfare Coordinator compiles a student tracking report in conjunction with housemasters, the Learning Enrichment Department and the counselling team. This report is distributed to all key leaders at the College and has proved to be an invaluable method for communicating pastoral care issues.

### Effort

A term-based effort grade for each subject was implemented in 2014. This report, which is available to tutors, housemasters and parents was used extensively to develop a tracking system whereby boys were able to work with their tutors to see their progress. This proved to be a highly successful pastoral tool and was widely supported. Students who regularly demonstrated poor effort were required to attend a weekly effort club designed to address underlying issues regarding their level of effort. This was run by the Head of Middle Years.

### Academic Progress

Housemasters, in conjunction with academic staff, developed a tracking process, especially for the Senior students in Years 11 and 12 that enabled conversations around potential and progress. By integrating the housemasters into this process the students were able to work more effectively on their approach to all subjects.

### Bullying

The College continues to review its approach in the area of bullying. Whilst a 'shared concern' approach is our first intervention a committee of housemasters and teachers was set up to investigate and review this policy area. We expect that an updated policy will be implemented in 2015.

Pastoral care and student welfare programs are applicable to the whole College. The health, wellbeing and safety of students is managed through a carefully planned cross campus pastoral care program. Whilst every staff member has a responsibility for the pastoral care of students, specialised pastoral care teams in the Early Learning Centre, Preparatory School, Glengarry and Senior School campuses oversee a comprehensive and proactive pastoral care and welfare system. Pastoral Care leaders in each campus work with housemasters, house tutors, counsellors, classroom teachers and chaplains to implement a pastoral care system that fosters growth of students by incorporating the following key elements:

- A strong pastoral care ethos and pedagogy to ensure that each student is encouraged; his efforts and achievements acknowledged; and that needs are identified and effectively addressed.
- Develop and implement an appropriate pastoral care program with formal and informal elements.
- A range of health promoting policies, practices and processes that enhance coping and resilience; develop identity and self-worth; and build socially responsible lifestyles.
- Daily contact between the house tutor/class teacher and students, enabling close monitoring and feedback on performance and progress; and setting up systems of guidance and support.
- Use of conflict resolution and restorative methods to resolve conflict and respecting individual differences.
- Weekly Chapel services and Christian studies lessons that promote the Christian values that underpin all aspects of the College.
- The promotion of positive peer relations through peer support, leadership and mentoring systems.
- A comprehensive student leadership training and development program.
- Catering for individual abilities and needs of students through the Honours Program, Learning Enrichment, Indigenous Education Program and International Students Program.

The Pastoral Care Program includes formal, as well as informal elements. The Program involves activities, presentations and workshops covering areas such as life skills, mental health, emotional literacy, student motivation, anti-bullying, diversity in the community, positive peer relationships, alcohol and drug education, driver education, management stress and careers planning.

All staff appointed to the College participate in child protection screening and training. They are also issued with copies of staff codes and given the opportunity to discuss guidelines. All excursions and variations to routine require full risk assessments to be completed.

### **Chaplaincy Team**

- Bible Study and Crusader groups continued to flourish in 2014. The Year 1 Crusader Group enjoyed craft activities and games while learning about God's love for them. 'Pit Stop' (Junior Prep) and Crusaders (Senior Prep) had strong numbers and growth indicative of the value and importance of these voluntary ministries.
  - The Christian Union Mentor Program was further expanded, with members of staff from the Chaplaincy team mentoring Year 12 student leaders within the Christian Union.
  - A second Vanuatu Christian mission trip was conducted, and students of the College engaged in fundraising activities to assist with the building of a Science classroom at the Tata Presbyterian School on the island of Espiritu Santo.
  - Leadership training within the Christian Union was further developed, and a Year 4 Christian Leadership group was established and began meeting weekly.
  - A Christian Union dinner was held with the purpose of bringing together Old Boys, senior students and members of staff for an evening of inspiration. Professor Graeme Clark was guest speaker and told of his journey of scientific research and Christian faith.
  - Scots hosted a number of Prayer and Fellowship evenings and afternoon teas to bring together students, parents and staff from a number of schools and churches in the Eastern Suburbs.
  - A Boarders' Chapel Band was formed to further support the Chapel Music Program.
  - A number of student leaders from the Christian Union visited the Sydney University Evangelical Union Annual Conference, in order to meet leaders and learn about opportunities for Christian fellowship and ministry at the University.
  - Several members of staff meet weekly for a Bible Study, and regular prayer meetings for staff and students are held on each of the campuses.
- A Balanced Score Card (BSC) was developed as part of the counselling team performance management system. The BSC assisted team members in reflecting on four perspectives including: community, client, internal, and innovation and learning.
  - The counselling team commenced working on a book project. The book consists of strategies that can assist parents in engaging their teenage sons to reach their full potential.
  - The counselling team commenced researching ideas for a parenting program that will be developed during 2015.
  - The counselling team also commenced working on a policy, the purpose of which is to explain the role of the counselling team, including: common reasons for referrals and scope of the service, the referral and booking process (for non-urgent referrals), and confidentiality of the service.

### **Peer Support Team**

Peer support is an important element of the pastoral care and student leadership programs at The Scots College. Year 11 peer support leaders take on a 'big brother' mentoring role providing encouragement, guidance and support to the new Year 7 boys as they settle into the Senior School. The main role of the peer support leaders is to assist the Year 7 students in their House feel welcome, secure and valued so that they can feel that they belong to the College. This is achieved by leading a structured program of activities during tutor groups and by getting to know the boys in their House over the year.

Peer support leaders make a significant contribution to the growth and wellbeing of the younger students in their House. Peer support leaders positively impact the culture at The Scots College by the way they connect with and encourage the younger students. To illustrate this, in Term 2 students undertook an anti-bullying course titled 'Scots Boys Say No To Bullying'. The aims of the module were to increase students' understandings of bullying behaviours and to decrease incidents of bullying. It had a major focus on introducing helpful strategies for students who may be experiencing bullying. Students learnt that bullying comes in many forms and that it is not an accepted or tolerated behaviour at Scots. Students also learnt that they have a right to feel safe and secure, be treated with respect, discover how to identify and report a bullying incident, the role of bystanders in the prevention of bullying, and assertiveness skills for dealing with bullying behaviour. Reinforcement of the program came through presentations made at the Middle Years Assembly. In addition, other year groups looked at responsible technology use during tutor periods to develop an understanding of the issues surrounding cyberbullying.

### **Counselling Team**

- During the year members of the counselling team participated in conferences, including the 2014 Association of Independent Schools (AIS) Counsellors' Conference, and various workshops, for example, the Bayley-III Accreditation workshop, enabling the team to meet continued professional development requirements with the Australian Psychological Society and the Psychology Board of Australia. Dr Tom Cerni had some of his research published in the *Journal of School Leadership*, 24, 267-310.
- A new Adolescent Consent Form was developed for students over the age of 15.
- Members of the counselling team were issued with iPads to trial Q-Interactive, a new app that allows the administration of psychometric tests.

#### **Tutor Program Initiatives 2014**

Year 7 tutors, along with peer support work, focused on values during Term 3 as they worked through a unit of work titled 'Behaving with Integrity'. Students focused on themes of care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

Years 8 and 9 worked through a module during tutor periods titled 'Don't Be a Bully Bystander'. This unit is a follow-up to the Year 7 anti-bullying modules covered in peer support. Evidence shows that the majority of bullying behaviour is observed in one way or another – the bystander plays a critical role in reporting incidents or through positive intervention and support. The main aims of this resource are to help students:

- Understand that every person has the right to be in a safe and secure environment
- Be able to identify what bullying behaviour is and where it occurs in their lives
- Be aware that they have a responsibility to make a decision about whether to act or not when faced with bullying situations
- Adopt responsible strategies that will empower them to deal with it in a way that maintains their safety and security as well as helping to create the type of society they want to live in

Students also worked through a cyber safety module. The focus of this module was the issues, risks and dangers associated with using the internet. It also aimed to advise on how to minimise risks, avoid problems and use the internet safely and responsibly. Students looked at issues such as:

- The impact of cyber bullying, rights and responsibilities as well as strategies to avoid cyber bullying; and
- Online safety issues such as protection of personal information, identifying theft and fraud.

#### **Personalised Learning Plan**

One of the major aims of the Preparatory School staff in 2014 was to prepare and implement the Personalised Learning Plan (PLP). The Response-to-Intervention model allows schools to identify students across all spectrums of learning and to plan appropriate programs for those students. The Preparatory School has benefited greatly through the assistance and guidance of Professor Loretta Giorcelli OAM in implementing a Personalised Learning Plan. Professor Giorcelli is a leading educator in Australia.

#### **Catalyst for Learning**

With a focus on learning enrichment strategies, many boys benefited from the expertise and commitment of our Learning Enrichment team. As a result, group and individualised support in numeracy and literacy has seen improvements. The newly established 'Catalyst for Learning' initiatives focusing on reading and writing development have been popular across the Preparatory School. These sessions are held before and after school for selected boys.

#### **Program Achieve**

In the Early Learning Centre and Early Years Centre, the Fine Scots Boy Program was complemented through 'Program Achieve', with its five keys of success being confidence, persistence, resilience, organisation and getting along.

#### **Student Leadership Program**

Central to the pastoral and student management at Scots, training programs were provided in 2014 including the Year 6 Leadership Camp and house leaders attended at the National Young Leaders Day at the Sydney Entertainment Centre.

#### **Peer Support**

Buddy classes continued to gain emphasis throughout the year. The Peer Reading Program was widened to include the Junior and Senior Prep and this proved a popular and valuable program for all boys involved.

#### **College Clinic and Health Care**

The Preparatory School reviewed its policy for communicating and monitoring students with health alerts.

#### **Values Education and Character Development**

Weekly Chapel services for the Early Learning Centre, Junior Prep and Senior Prep have been highlights of the week for staff and boys. Family services at Easter and Christmas were well attended and St Andrew's Scots Presbyterian Church in Rose Bay, was full at our Preparatory School Family Chapel Service. During 2014 the families of the School generously supported Allowah Presbyterian Children's Hospital, TEAR Fund, Operation Christmas Child, Kokoda Walk Challenge, and SEWAH Schools in the Himalaya Mountains in India. In Term 3 the College was thrilled to welcome Reverend Bali and Mrs Shepherd, founders of SEWAH schools, to the College. Reverend and Mrs Shepherd enjoyed visiting the campuses of the Prep School and were a wonderful encouragement for boys at our annual walkathon. The College raised an incredible \$30,000 for the establishment and maintenance of schools in the Himalaya Mountains in India.

#### **Notebook Computer Environment**

ICT and coordinated programs continue to complement the educational aims for all students. In 2014 the use of iPads was increasingly implemented across the Preparatory School, particularly in the Early Learning Centre and in the Junior Prep classrooms. The College's laptop program saw improved and innovative use of programs in the Senior Prep.

#### **Anti-Bullying Policy**

A review of the Anti-bullying Policy commenced in the Preparatory School using the 'Shared Concern' approach.

#### **Child Protection**

Child protection seminars were presented to all staff. The annual review of procedures was implemented.

#### **Excursions and Incursion**

The College has continued its implementation of the Excursion/ Incursion Policy.

## Student Management and Pastoral Care

The key pastoral focus across student management and discipline continued to maximise face-to-face time for students with key staff across a range of activities. This strategy recognises that the key to the development of sound discipline and respectful relationships is the connectedness between young people and 'significant adults'. This contact with 'significant adults' is widely viewed as a factor which aids in the healthy development of adolescents, particularly males. Scots' pastoral structures seek to increase the contact students make with adults via direct face-to-face time in tutorials, assemblies and key teacher follow-up. All student management and discipline protocols are centered around the core aim of building support structures behind the scenes that foster key relationships with adults.

The discipline and management of students at The Scots College is closely linked with student welfare. Management and discipline policies are guided by a strong pastoral care ethos and are closely linked to programs that build and enhance wellbeing, values and character. The College aims to provide meaningful opportunities and worthwhile challenges for every student's growth and development.

Student management and discipline at The Scots College has at its core a 'code of responsible behaviour' which outlines the rights and responsibilities of all members of the College community. The code is framed within a pastoral system designed to support and nurture personal development and promote pro-social values, including personal responsibility, social responsibility, respect for self and others. A positive behaviour system operates in the Senior School and Preparatory School to recognise, affirm and reward responsible behaviour. In the Senior School, a system of awards and merits are used to acknowledge good citizenship, service, attitude and conduct. The Preparatory School has developed the *A Fine Scots Boy! The Positive Behavioural Plan* which links awards to positive attitude and core values as a way to build incentive and promote positive student behaviour.

Parental involvement and support in the management of students is critical to the success of the interventions and strategies used. The disciplinary process works to promote the social, moral and character development of students. All disciplinary action incorporates procedures based on restorative justice and the principles of procedural fairness, including the 'right to be heard'. The College does not permit corporal punishment.

The disciplinary process is overseen by the Head of Students (7-12), the Middle Years Student Coordinator, the Head of the Preparatory School or their delegated representatives. A review process exists to ensure a procedurally fair and unbiased assessment. A system of consequences includes formal sanctions which operate on progressive levels and incorporate after school and Saturday sanctions.

Throughout the year the behaviour of all students on formal stages of discipline continued to be reviewed every five weeks (minimum frequency of review) by the Student Academic and Welfare Coordinator in the Senior School or the Head of Preparatory School for Transition to Year 6 students. Within the stage system, the emphasis is on pastoral support with strategies implemented to monitor progress, provide specific guidance and direction, and to affirm positive change and improvement. The Head of Students (7-12), the Head of the Preparatory School or the Principal of the College has the right to suspend a student. The Principal alone has the right to recommend to the College Council that a student be expelled from the College.

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

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

2014 saw the refinement of certain parts of the *A Fine Scots Boy! The Positive Behavioural Plan* including the House Points and Lion Badge system. This plan remains central to the pastoral character development of the boys. Framed within a House Pastoral Care system, the plan is designed to support and nurture individual student development towards the exercise of wisdom, compassion and tolerance.

## Reporting Complaints and Resolving Grievances

The overarching policy, philosophy and strategy the College seeks to provide in responding to complaints and grievances is one that promotes fairness and respect, protects privacy and leads to improvements and beneficial outcomes. The processes for dealing with matters of concern (related to services, behaviour, faculties, policies or procedures) identified by parents, staff and/or students include:

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

Daily contact with carers and students is primarily managed through The Scots College school management system branded as 'Pipeline'. A link to the Pipeline general feedback system is prominently available at the centre top of the landing and home page. Parents and students and other Pipeline users are able to submit general free-text feedback to the College without constraints.

The Pipeline Feedback Form has been available for some time but in 2014 it was reworked to support specific categories of feedback. In addition a process was implemented for delivering the feedback to identified staff, enabling them to respond to each relevant category in a timely manner. These categories include the Senior School, Middle School, Prep School, co-curricular, sport, pastoral (Transition to Year 6), pastoral (Years 7 to 12), transport, Glengarry, boarding and other. Feedback is submitted to the appropriate staff with stated expectations to respond to the consumer within 48 hours.

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

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

In relation to grievances and/or complaints from members of staff, the procedure guides staff to report concerns in the first instance to their line manager. If the matter is of a sensitive nature or involves the line manager, staff can approach the Director of Curriculum and Staffing. Accurate and accessible records (under guidelines of privacy and freedom of information legislation) will be maintained. The policy also makes it clear that any form of harassment will result in disciplinary action.

### Access to Full Text

The full text of the College policy and procedures for dealing with complaints or grievances are provided in the:

- Human Resources section of Pipeline
- College Council files

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

- Parent Handbook
- Staff Handbook

## Attendance Policies and Procedures

### Attendance Policies and Procedures: Senior School

Students are expected to arrive for all scheduled College classes/activities.

Rolls are taken each period. The Attendance Office correlates any record of absence with the lists of students attending music lessons or students who may have been at the Clinic.

Students who arrive late to the College are required to bring a note of explanation (if circumstances permit). Unexplained or regular lateness will result in disciplinary action.

Students who become ill during the day must report to the Attendance Office with a note from their classroom teacher.

Leave for appointments or early departure are conferred at the Attendance Office prior to the student being granted leave to sign out and depart the College.

### Requests for Leave

Requests for leave of more than one day must be made through the Head of Students (7-12) in writing.

Requests for less than one day of leave can be made to the appropriate housemaster. If the leave is approved, students will be expected to sign in (upon their return) or sign out (prior to their departure) at the Attendance Office. Whilst leave will be approved for medical appointments, parents are encouraged to seek times outside of school hours, to minimise the disruption to the Senior School Academic and Co-curricular Programs.

Housemasters are informed if a student is absent from a specific class without permission. They will then investigate why, amend the records if appropriate and/or take disciplinary action.

### Unanticipated Absences

On the morning of an absence parents or guardians are required to notify the College Attendance Office by phone or email before 9:00am. On their return, students need to bring a note (signed by a parent or guardian) that outlines the reasons for their absence (illness etc). The note is to be given to the Attendance Office. When a student is absent on the day or days on which official assessment tasks are scheduled or due (Years 10 to 12), a medical certificate will be required to substantiate any absence due to illness.

### Attendance Policies and Procedures: Prep School

Students are expected to arrive for all College classes and activities. The school day begins with an administration class with the class teacher. Students who arrive late or are permitted to leave early must sign in or out at the office on the appropriate campus.

### Requests for Leave

Requests for planned leave are made through the Campus Head at least ten days in advance and are only granted in exceptional circumstances.

### Unanticipated Absences

On the morning of an absence parents or guardians are required to notify the Prep office, preferably by email, [attendprep@tsc.nsw.edu.au](mailto:attendprep@tsc.nsw.edu.au) before 9:00am stating the boy's name, class and the reason for his absence. If a student is absent due to illness for three or more days, a doctor's certificate is required on the student's return to school.

Form	Students	Percentage Attendance
C2	22	98
C3	24	95
C5	10	94
T2	3	98
T3	2	95
T5	57	93
K	60	95
1	75	96
2	74	96
3	101	97
4	101	98
5	124	96
6	126	96
7	207	97
8	195	97
9	199	96
10	212	96
11	192	97
12	176	97

## College Determined Improvement Targets

In 2014, the College maintained a traditional academic culture of high expectations, respect, courtesy and care among students, and a common culture of professional practice and effective communications by the staff of the College. The Brave Hearts Bold Minds education philosophy, was further developed with the boys' demonstrating a desire to learn, lead and serve in the community.

Area from Strategic Plan	Priorities	Achievements in 2014
The Christian Foundation of the College	Improve the culture of respect within the College, community towards self, others, sustainable futures, God.	<ul style="list-style-type: none"> <li>Strengthened the College's culture of prayer.</li> <li>Extended and further developed the College's Service Learning Program.</li> <li>Focused Chapel, assemblies, youth groups, the Christian Union, prayer, excursions, mission trips and service learning around foundational principles, values, teachings and expressions.</li> <li>Strengthened Christian ministry among Old Boys.</li> <li>Reviewed and further developed the gap students and Christian program.</li> <li>Strengthened the student Pastoral Care Programs.</li> </ul>
The Learning Environment	<p>Develop a classroom culture of curiosity, inquiry, research and encouragement.</p> <p>Share and encourage creativity in the classroom through faculty celebrations, initiatives and opportunities to present workshops at national and international conferences.</p>	<ul style="list-style-type: none"> <li>Further developed the distinctiveness of a Scots education, embedding collaborative inquiry based learning, creativity and teamwork into classroom practice.</li> <li>Initiated a program of action research into classrooms at the College.</li> <li>Strengthened our focus on learning programs, planning, teaching and learning in the classroom and feedback to students.</li> <li>Completion of the annual review of accreditation and registration by the Board of Studies Teaching and Educational Standards (BOSTES).</li> <li>Further development of the Brave Hearts Bold Minds education philosophy based on student identity, personalised learning, collaborative inquiry, contemporary literacies, stages of boys' learning, and ICT.</li> <li>Annual external HSC data analysis and improvement plan.</li> <li>Transition to Year 12 sports development and review strategy.</li> </ul>
Staff Professional Learning and Growth	<p>Build strong faculty and House teams through appraisal, reflection, goal-setting and culture expectations.</p> <p>Build a program of professional trust and growth.</p>	<ul style="list-style-type: none"> <li>Refined professional learning priorities, aligned with teaching standards and the College's strategic plan, BOSTES and National School Improvement Program.</li> <li>Enhanced staff leadership training that included offering a Masters in Educational Leadership and Management in conjunction with The University of Sydney.</li> </ul>

<p>Financial Strength – Building for the Future</p>	<p>Grow capacity of the financial team and refine systems that serve the educational program.</p> <p>Develop a systematic process of review to identify waste and improve efficiencies.</p>	<ul style="list-style-type: none"> <li>• Continuance of an excellent service culture and team in all administrative areas.</li> <li>• Reviewed the financial systems and processes.</li> </ul>
<p>Community Engagement and Partnerships</p>	<p>Connect parents through communication, support groups, College events and vision.</p> <p>Develop a clear program of parent and community connection activities.</p>	<ul style="list-style-type: none"> <li>• Communicated a vision of engagement in the College community.</li> <li>• Strengthened the culture of the College through the international and Indigenous programs.</li> <li>• Developed a clear national and international profile for the College.</li> <li>• Developed opportunities to present workshops at national and international conferences.</li> </ul>
<p>Leadership and Governance</p>	<p>Enhance confidence of College leaders through vision and culture clarification, and personal and team leadership development plans.</p> <p>Focus Council on governance functions that build capacity to deliver the College's vision and mission.</p>	<ul style="list-style-type: none"> <li>• Continued implementation of the College governance leadership program.</li> <li>• Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.</li> <li>• Continued implementation of the College leadership goal setting and reflection system across the College.</li> <li>• Embedded College planning processes and systems.</li> </ul>

## College Determined Improvement Targets for 2015

In 2015, we will continue to implement our Strategic Intent, focusing the development of Scots culture, people and structures.

Area from Strategic Plan	Implementation Goals for 2015
The Christian Foundation of the College	<ul style="list-style-type: none"> <li>• Strengthen Christian Studies programs to further integrate faith, character and intellect.</li> <li>• Establish closer relationships with the Presbyterian Church, particularly Christ College and Presbyterian Youth.</li> <li>• Establish Christian Union leadership groups within the Preparatory School.</li> <li>• Initiate peer mentoring program within the Christian Union.</li> <li>• Refine Chapel program to strengthen opportunities for College families to engage in worship.</li> </ul>
The Learning Environment	<ul style="list-style-type: none"> <li>• Accreditation and registration compliance processes as required by regulatory bodies.</li> <li>• Development of a 'Culture of Thinking' in Kindergarten to Year 6 through involvement with Harvard University Project Zero.</li> <li>• Annual external HSC data analysis and improvement plan.</li> <li>• Annual plan for faculty and individual teaching academic goal-setting.</li> <li>• Academic tracking of all students in Years 7 to 12.</li> <li>• Academic expectations communications strategy.</li> <li>• Summer Schools Program.</li> <li>• Master Plan building and works projects.</li> </ul>
Staff Professional Learning and Growth	<ul style="list-style-type: none"> <li>• Protocols, guidelines and systems for the development of the College staff and service culture.</li> <li>• Staff and College goal-setting and reflection programs.</li> <li>• Creativity and innovation framework.</li> <li>• Evidence-based learning and decision-making framework.</li> <li>• Staff publications and presentations.</li> <li>• The College will continue to pursue diversification and innovation in the curriculum, providing a number of pathways suited to the skills and aspirations of boys.</li> </ul>

Financial Strength	<ul style="list-style-type: none"> <li>• General ledger, client payment and purchase order systems.</li> <li>• Review of policies and procedures of business and financial services of the College.</li> <li>• Community engagement, marketing and development strategies.</li> <li>• Annual specific fundraising projects.</li> <li>• Community engagement including review of guidelines for fundraising and events for support groups and parent activities.</li> <li>• Scholarships and bursaries strategies.</li> </ul>
Community Engagement and Partnerships	<ul style="list-style-type: none"> <li>• Alumni strategy.</li> <li>• Boarding and day boy family strategies.</li> <li>• Parent support group strategy.</li> <li>• Alumni coordination strategy.</li> </ul>
Leadership and Governance	<ul style="list-style-type: none"> <li>• Strategic plan, operational plan and Master Plan.</li> <li>• Leadership capability.</li> <li>• Risk Framework.</li> <li>• Review Framework.</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Appointment of team manager and integrators for e-learning, Kindergarten to Year 12.</li> <li>• Internet upgrade across all College facilities.</li> <li>• Completion of Google, learning management system and intranet rollout.</li> <li>• Upgrade to iCloud storage technology.</li> <li>• Review of the Bring Your Own Device (BYOD) Program.</li> </ul>



# The Christian Foundation of the College

## Initiatives Promoting Respect and Responsibility

The Scots College strives to be a Christian community characterised by a growing sense of respect and responsibility toward others. We aim to nurture within students the understanding that our education is not merely for ourselves: “The ultimate aim of our education is to help students acquire a knowledge of the truth – of God, society and the world – so that they are better prepared to serve in their families and the wider world, to the glory of God and for the welfare of others.” (*Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2010-2014*).

We seek to foster within boys a commitment to justice, together with a spirit of generosity and service, and an appreciation of vocation that leads to the use of our God-given abilities to make a positive difference in the lives of others. Our belief that human beings are created in the image of God is fundamental to having respect for self and others, and provides the basis for a sense of responsibility, care and support in all our relationships.

A number of programs and activities conducted throughout the year have assisted in developing responsibility in caring for self, peers and the wider community. Several initiatives have focused attention on the importance of empathy and provided contexts in which students can demonstrate compassion towards others and give practical expression to Christian faith and leadership.

Within the Preparatory School, 2014 saw the refinement of elements of the *A Fine Scots Boy! The Positive Behavioural Plan*, focus on character development and attributes such as compassion and tolerance. In the Early Learning Centre

and Early Years Centre, the program was complemented through ‘Program Achieve’, with its five keys to success being ‘confidence, persistence, resilience, organisation and getting along’.

Through the House system in the Senior School, initiatives were put in place to complement the Peer Support Program. During tutorial periods, Middle Years students worked through a number of anti-bullying modules aimed at increasing awareness of inappropriate behaviours and developing strategies to promote more healthy relationships. Programs on ‘cyberbullying’ and ‘behaving with integrity’ were important components of this.

The fostering of respect and a spirit of generosity occurred in a number of ways throughout 2014. The Preparatory School was engaged in supporting organisations and projects such as Allowah Presbyterian Children’s Hospital, TEAR Fund, Operation Christmas Child and SEWAH Schools in the Himalaya Mountains in India.

The Houses of the Senior School supported a number of charities, including the Cancer Council of NSW, on behalf of students who prepared and sold merchandise for Daffodil Day, ran a cake stall for Pink Ribbon Day and held a Biggest Morning Tea barbecue. College families strongly supported the Christmas Hamper Appeal of the Presbyterian Social Services committee. In addition, a number of students oversaw a range of College recycling programs as well as the sustainable community garden, and many participated in The Salvation Army Red Shield Door Knock Appeal.



The fostering of respect and a spirit of generosity occurred in a number of ways throughout 2014.



During 2014, close to 400 boys were involved in the the Duke of Edinburgh Award scheme. As part of this program, students undertook a range of volunteer service activities, including working with children with disabilities through the Holdsworth Community Centre, serving in soup kitchens, assisting in Church Sunday School programs and tutoring Junior students in academic pursuits.

The College continued to build relationships with a number of communities within Australia and overseas. Through these relationship and associated initiatives, students were able to grow in their understanding of and respect for others, and also had opportunities to both serve and learn from these communities.

Several students regularly visited The Salvation Army's Streetlevel complex and prepared food for evening meals. Others were involved in fundraising to assist with the building of a new kitchen at the Streetlevel centre, and in preparing food and serving meals at the Easter luncheon held there. Other students visited and worked with people at Sunnyfield, an organisation that supports those with intellectual disabilities and focuses on breaking down social barriers and developing positive relationships.

Through the Indigenous Education Program at the College, a group of students (including Yolngu boys from Arnhem Land) regularly met together to work on a 'Community Living Project' in support of remote Aboriginal housing. These students have been seeking to develop a design specifically tailored to the social, practical and cultural needs of Indigenous communities in remote areas.

In April 2014, students from the College's Pipes and Drums and Cadet Unit visited the Ok Tedi-Tabubil community in north-west Papua New Guinea. They played an integral part in the Anzac service for the community. In December, ten members of staff visited Tabubil and ran professional development programs for the local teachers. During the course of the year, two children from the Ok Tedi-Tabubil community commenced as Year 7 students at Scots.

Our relationship with communities in the Solomon Islands has continued to grow. In 2014, a group of Scots students visited and worked with students at Chubikopi Primary School and Patukae High School. The Scots students helped teach local students and assisted local staff in upgrading computer skills and systems. In addition, they were involved in a range of cultural exchange activities and studied issues related to environmental sustainability.

2014 saw the second Scots Christian Mission trip to Vanuatu. A team of boys visited the Paton Memorial Church in Port Vila, as well as two Presbyterian Church schools – the Seaside Paama School in Port Vila and the Tata School on the island of Espiritu Santo. Scots boys taught lessons on Easter, carried out maintenance work on buildings, assisted with the construction of a science classroom at Tata and met with residents of local communities in order to learn more of their culture and history. A special ceremony conducted by residents and elders of the Tangoa Island community recognised and celebrated the relationship between The Scots College, Tata and Tangoa.

The College's Christian foundation challenges us to see our talents and opportunities as gifts from a generous God, and to seek to use them in such a way as to be equipped for leadership and service, so that we might be a source of inspiration and blessing to those communities with which we work and interact. In learning to serve, in our families and the wider world, and in developing and using what has been entrusted to us to honour God and bring benefit to others, our education finds its true meaning and purpose.

Reverend Conrad Nixon  
Senior Chaplain

# Financial Strength – Building for the Future



## Admission Protocols

### Intake Years

The College intake years are as follows:

- Rose Bay Cubs (3 year old program)  
Rose Bay Early Years Centre
- Rose Bay Lions (4 year old program)  
Rose Bay Early Years Centre
- Transition Cubs (3 year old program)
- Transition Lions (4 year old program)
- Kindergarten
- Year 3
- Year 5
- Year 7

The enrolment process for all prospective students commences with the receipt of the Application for Enrolment Form, together with a copy of certified Birth Certificate, three latest school reports where applicable and the registration fee. Families who applied for intake years are contacted 18 months prior to entry regarding the prospective enrolment of their son.

### Senior School

All students seeking entry into the Senior School are required to undertake a pre-enrolment assessment. The assessment is not selective and is academic year and age related. Once the results are received, a copy is sent to parents inviting them and their son in for an interview with the appropriate Head of Campus. It is only after this process has occurred that an offer may be made.

### Preparatory School and Early Learning Centre

All students seeking entry into the Early Learning Centre (ELC) and the Prep School are required to have an interview with the Director of the Early Learning Centre (Transition to Year 1) and the appropriate Heads of Campus for Years 2 to 6. It is only after this process has taken place that offers may be made.

### Early Years Centre (Rose Bay)

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

### Scholarship Process

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

Currently, academic candidates register online to sit the Australian Council for Educational Research (ACER) Cooperative Testing. Upon receipt of the results, all candidates are forwarded a copy with an interpretation of the scholarship data. Selected candidates are short-listed and invited for an interview with the Director of Admissions, Residential and International Programs and the Head of Curriculum. Scholarships may then be awarded based on performance in the examinations and interview.

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

## 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 make 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 2 August 2014**

Year Group	As at Census Date 2 August 2014	FFPOS*	Boarder	Indigenous
Rose Bay Cubs 2 Days	4.4	0	0	0
Rose Bay Cubs 3 Days	10.8	0	0	0
Rose Bay Cubs 5 Days	1	0	0	0
Rose Bay Lions 2 Days	3	0	0	0
Rose Bay Lions 3 Days	3	0	0	0
Rose Bay Lions 5 Days	3	0	0	0
Transition Cubs 2 Days	3.2	0	0	0
Transition Cubs 3 Days	12	0	0	0
Transition Cubs 5 Days	8	0	0	0
Transition Lions 5 Days	58	0	0	0
Kindergarten	60	1	0	0
Year 1	76	1	0	0
Year 2	74	0	0	0
Year 3	102	0	0	0
Year 4	101	0	0	0
Year 5	124	1	0	0
Year 6	126	0	3	0
Year 7	208	3	21	3
Year 8	194	1	30	4
Year 9	199	3	34	4
Year 10	209	5	59	4
Year 11	190	10	54	3
Year 12	175	11	58	2
<b>Total</b>	<b>1944.4</b>	<b>36</b>	<b>259</b>	<b>20</b>

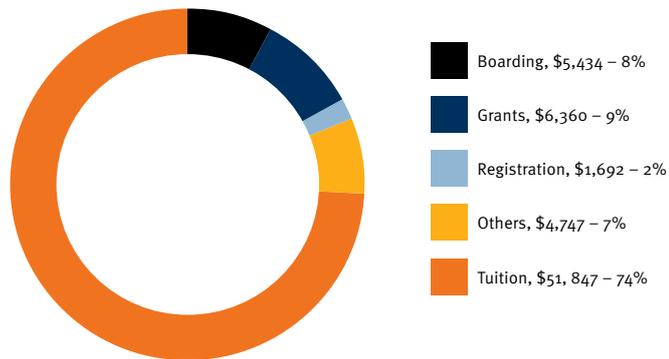
\* Full Fee Paying Overseas Student

## The Scots College Audited Financial Results

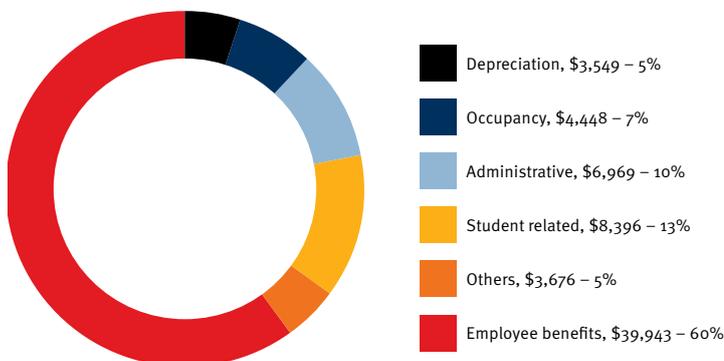
The 2014 financial results for The Scots College were satisfactory with an income of \$70m leading to a net operating surplus of \$2.5m. The increased income from the larger student population and tuition fee increases was further bolstered by strong enrolment interest and submission of applications resulting in associated application and registration fee revenue increases. Employment related costs, which make up a significant proportion of the cost base, increased with the addition of numerous additional programs which contributed to the favourable net operating result. Other net operating costs were also managed within budget, while occupancy and maintenance costs saw a combination of factors increase, including gas and electricity price increases, cleaning cost increase and catch-up maintenance works on many of our older buildings.

During the year there were a number of smaller capital projects completed, including the renovation of boarding houses; the purchase of another unit in Aston Gardens; and various smaller refurbishment projects, including the Blackwatch Café, the Dining Room, classrooms and staff facilities. Another key initiative has been the development of the Business Studies Centre, with site works undertaken during the year. Completion of the building project is expected in 2016.

### Total Income 2014



### Total Expenses 2014





# The Scots College

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