

# 2019 ANNUAL REPORT



**The Scots College**  
Sydney Australia



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## School Context

The Scots College is a distinctive Australian school that respects and represents the honourable traditions, adventures and the lifelong learning of fine young men. We seek to inspire boys to learn, lead and serve in their families, society and the world.

Scots is committed to a culture that nourishes the development of creative, confident and accomplished boys. Meaningful student engagement with challenging and active learning experiences are personalised. They are designed in response to boys' stages of development, rather than their age or year level.

Our boys arrive from across Sydney, New South Wales and around the world. We are a non-selective Transition to Year 12 all-boys school for day and boarding students, established on the Presbyterian faith and values. The Scots College believes that young men discover true wisdom through reverence for God and faith in Christian principles. We are included in the Athletic Association of the Great Public Schools.

Scots boys cultivate a 'growth mindset', through an understanding of the dynamic nature of intelligence. We believe it is essential that all boys approach any challenge with brave hearts and bold minds, to succeed in a world that is constantly being reinvented. Modern technology supports this intention and is used to enhance every learning experience – as a group or individual, providing flexibility and targeted learning.

Glengarry, Scots' unique outdoor education campus in Kangaroo Valley, is home to Year 9 boys for two terms each year. All boys board for that semester and undertake a rigorous academic program, integrated with field studies and a challenging Outdoor Education Program.



Scots is committed to a culture that nourishes the development of creative, confident and accomplished boys.



On any campus, Scots' extensive Sport and Co-Curricular Activities programs provide invigorating pathways which develop young leaders.

In 2019 there were 2,062 boys enrolled at the College. This total number included enrolments at the Early Years Centre at Rose Bay and Brighton Preparatory School at Dolls Point.



## A Message from the Chairman of the College Council

Reporting on the 2019 calendar year while a global pandemic is raging in 2020 is more than a little unusual. While no one knows exactly how our nation and in particular the education sector will emerge on the other side of the COVID-19 crisis, it does not diminish God's many blessings during a very productive 2019 for The Scots College.

Growth and the financial strength of Scots was sustained during 2019 with the College investing \$8 million in new property, plant and equipment. The academic performance of the 2019 cohort continued to improve on previous years. Brighton Preparatory School continues to expand. With over 2,000 boys located over half a dozen campuses, The Scots College remains well positioned to weather any unexpected external disruptions.

The College's registration and accreditation by the New South Wales Education Standards Authority was successfully achieved in 2019 for the maximum period of five years. Additional registrations such as Teacher Accreditation Authority and as a provider of courses to overseas students (CRICOS) were similarly achieved and maintained.

There were many pleasing achievements with the Athletic Association of the Great Public Schools (AAGPS) 1sts and 2nds Tennis Premierhips, national championship titles in Sailing and Snowsports, and AAGPS 2nds XI Football Premiership being some of the key sporting highlights. Our 1st XIII Rowing crew participated in the prestigious Henley Royal Regatta in England and the Pipes and Drums participated in the Basel Tattoo in Switzerland.

The Principal, Dr Ian PM Lambert undertook a sabbatical that involved researching a model of delivery of education that reflects the contemporary needs, modern technology

use and the potential for reaching across geography, ages and stages of student development. Among other things it pursues the question: how can theology and philosophy, the sciences of meaning, provide a secure foundation for boys to play, innovate, challenge, risk, adventure and create? This is a vital piece of work to ensure that Scots remains at the forefront of character development and the wellbeing of students, alongside experiential learning and personal achievement. Mr John Crerar, Deputy Principal and Head of the Preparatory School performed the role of Acting Principal in Dr Lambert's absence during Term 2, 2019.

The vision for learning at Scots remains framed by our Brave Hearts Bold Minds education philosophy where creative and courageous thinking, rigorous and disciplined learning and adventure, courage and conviction in the world come together in a culture of passion and high expectation. As stated in the Constitution, the object of the College is: Scots shall be, "a provider of high-quality education from a Christian worldview for boarding and day scholars in accordance with the standards of the Presbyterian Church of Australia."

The College was born in a time of economic prosperity in Australia, but it was not very long afterward that saw British investors withdraw, banks collapse and the start of a severe depression. And yet, here we are 127 years later. Our founding forefathers were men of resolve and determination whose faith in Christ provided not only an immediate purpose but also an eternal purpose for everything that they did.

The relevance of this history for us today and for Scots in the future means, among other things, constant vigilance. We are all challenged to exhibit and demonstrate the very same character that parents and teachers want to see in Scots boys.

No doubt there are times when we do not live up to our own values and we need to have the humility and courage to say so and to go back to our foundations. Nothing short of constant reformation and a regular revolution should be a constant in testing ourselves against lasting truth and upright practice. We will need these foundations when education as we know it is revolutionised in the future. Our boys face an unusual conflation of negativity that seeks to undermine their wellbeing. Social forces are preoccupied with doom and darkness while we purposefully bring hope and strength regardless of global circumstances.

We all want our students to be young men of faith displaying moral integrity, taking responsibility while caring for others with the courage of brave hearts and bold minds that demonstrates courage and resilience, not just to succeed in life but to thrive with a meaning and a purpose that transcends the current zeitgeist.

In supporting the education and character development of students, there remains important physical facilities which greatly aid our educational goals that this generation of Scots parents enjoy because of past generations of parents, Old Boys and the wider Scots community. To mention just a few, Glengarry, Bannockburn, Rose Bay, Brighton and a number of 'state of the art' purpose buildings are examples. None of these initiatives can be considered small and we remain grateful to all who continue to contribute to this practical side of our endeavours. Responsible entrepreneurial endeavours will continue in good faith for the benefit of future generations of boys.

Finally, the College Council records its appreciation to the Principal, Dr Lambert, the Executive Leadership Team and all staff for their work in pursuing the outcomes which we all seek to achieve for the students at the College.

For we all need additional wisdom in these times, as the book of Proverbs exhorts us:

"To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; to give prudence to the simple, knowledge and discretion to the youth – Let the wise hear and increase in learning, and the one who understands obtain guidance." (Proverbs 1:2-5, ESV)

Mr Wayne Richards  
Chairman  
College Council



Scots remains at the forefront of character development and the wellbeing of students, alongside experiential learning and personal achievement.



*Left: Members of the College Council in 2019.*

**Back Row** Mr Bill McLaren, Dr Benjamin Jonker

**Second Row** Mr Kip Turner, Mr Geoff Gillman, Rev Thomas Wall

**Front Row** Mr Matthew Tyson, Dr Ian PM Lambert (Principal), Mr Wayne Richards (Chairman), Mr David Hastie (Deputy Chairman)





## 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 raising fine young men since 1893 from Sydney, regional New South Wales and many different nations from 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.

A quest for excellence in boys' education, both in the classroom and out of the classroom in experiential contexts, 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 the maximising of 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.

This year has been one of great challenge, blessing and achievement. We acknowledge our broad community for their support and encouragement and trust that, in spite of the devastating impact of bushfires, floods and COVID-19

on our nation and our College, 2020 will continue to strengthen and affirm our deep commitment to The Scots College and the education of fine young men.

As a leadership team, we have been consciously attempting to internally align our strategic plan with our operational effort and deliver results. Creating networks, managing relationships, remaining balanced, and adapting rapidly to change meant that mission, vision and values remained at the core of our general direction, culture and priorities.

The quest for knowledge, insight and wisdom is part and parcel of the life of the one who excels at Scots. We plan for and desire to see young men who are principled, compassionate and engaged learners striving to maintain a firm grasp of every aspect of their humanity. Our collective aim is that our boys and young men will become confident and well-grounded men of integrity with a strong sense of identity, values and character.

The object of The Scots College stated in its Constitution is "to provide a high-quality education from a Christian worldview for boarding and day scholars in accordance with the standards of the Presbyterian Church of Australia". In keeping with this object, it has been particularly encouraging to witness the development of our online and physical learning environments alongside the implementation of our educational goals and priorities as outlined in our Strategic Plan: *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*. These are based on our unique Brave Hearts Bold Minds education philosophy and ethos, and upon the foundations laid by five 'Living Framework' documents that give direction to our beliefs about and practices in:

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

At The Scots College, we believe that an effective and successful educational experience for boys, first and foremost, focuses upon relational learning, personalised and team motivation, and the development of each boy's capacity to learn and his appetite to know. We embrace and celebrate the fact that intelligence and knowledge are defined more broadly in this modern era, and excellence is achieved and recognised across many domains. We are a school community of high expectations. At the same time, we are devoted to helping a wide range of students develop intellectual, physical, spiritual, artistic and personal attributes and interests.

The College is a learning community where academic rigour, personal integrity, humour and hard work are equally encouraged. 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.

Through our Brave Hearts Bold Minds philosophy at The Scots College, we recognise that it takes a universe to nurture a boy and to sustain a boy's inquisitive nature, both in outer form and inner spirit. In building our age-relevant models of learning at Scots, we understand the need for a special journey and adventure in the hearts of young boys and men. Young men need a deeper understanding of why they long for adventures and challenges. Our College is resourced in such a way that we can open up a universe of possibility for our boys.

It has been a year of challenge, change and achievement throughout 2019. As we continue our quest to position The Scots College as a boys' school with a strong culture of excellence, we acknowledge the broad base of support that we receive from our students, staff, families and Old Boys.

Central to our efforts to build an intellectual community is our dedicated faculty and staff team. Through the provision of academic rigour and personal challenge with a caring heart, the faculty serves as teachers, coaches, advisors, mentors and friends. This has provided a powerful platform for our future growth, improvement and alignment of focus.

It is also important to acknowledge the significant work of our boarding and residential staff at Bellevue Hill, Rose Bay and Glengarry. Our substantial Outdoor Education and boarding program and facilities mean we are a residential community where life and learning continues seven days a week. Consequently, teaching and learning continues beyond the classrooms and across our multiple campuses.



For students, there is the opportunity to live with and learn from classmates from around the nation and the globe.

I acknowledge and thank our College Council, families and community for their support and encouragement during the year and trust that 2020 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  
2019 Excellence  
publication, please  
click on the icon.





## A Message from the Head Prefect

### 2019 Speech Day Address

According to Winston Churchill, the inspirational British Prime Minister who led the allies to victory in World War II, "There are two things that are more difficult than making [a] ... speech: climbing a wall which is leaning toward you and kissing a girl who is leaning away from you!" Nevertheless, as the outgoing Head Prefect, it is my great honour and privilege to address you here today.

There is also nothing difficult about standing in this wonderful room, on this fabulous occasion and being thankful for the fact that we are all here. Indeed, for the cohort of 2019, today is the culmination of our Scots journey and it would be awfully difficult to be unhappy about the experiences that we have shared together in our years at the College.

The record books show that back in 2014, 237 teenage boys came from across the city, the state and even across the world, to become part of something that is bigger than all of us. Whether we joined in Prep, Primary School or High School, we have all been fortunate enough to enjoy the College's special blend of education, faith and camaraderie to become the latest addition to the illustrious group known as Old Boys.

Today, we become history – well, a part of history anyway! We go from being at the top of the pecking order – so to speak – to the youngest members of the 126 years of Old Boys, and the youngest additions to the history and tradition upon which this great College is built.

And tomorrow, with the benefits of a Scots education behind us and the vast network of Old Boys supporting us, we start a new journey where we get to make our own contribution to

life. Winston Churchill also said, "We make a living by what we get, but we make a life by what we give."

And so, as we move into our lives beyond Scots, I ask each of you to think about what it is that you, as an individual, can give back to the big, wide world we now enter. Thousands of distinguished Old Boys have already brought about positive change to the world we live in and now it is our turn to make our own contribution.

And in this world of instantaneous, all-pervasive and ultra-invasive social media (perhaps better known at times as 'anti-social media') there is plenty of opportunity to influence those around us, both near and far.

With a dramatic spike in the instances of teenage mental illness, there has never been a better time to have a positive influence on the lives of those we come in contact with.

This is truly one of the great concerns for our generation and those that will follow. So be an 'upstander' not a 'bystander'. Put inclusion before exclusion. Ask "R U OK?" and, if the answer is, "No, I'm not," then be prepared to stand by that friend and make sure they get whatever help they need.

Talking about mental health is not something that we, as young men, are very good at. But this must change. The new John Cunningham Student Centre will house a wellness centre dedicated to the physical and mental health of all Scots boys. It will provide a sanctuary for boys to come in and discuss any matters that are concerning them. It is a wonderful initiative and is coming along at just the right time.

Many of you may not know that Winston Churchill himself, suffered from mental health issues and, throughout his



life, was struck by long periods of depression. And that was well before the internet and the anti-social behaviour that it accommodates.

How can this be? Winston Churchill was one of modern history's most important and influential figures. Well, the reality is that mental illness is a disease like any other. It doesn't only affect certain types of people. It can strike anyone. And rather than being spread by a cough or a sneeze like influenza, this disease is increasingly triggered and spread through social media. Through our phones. Through Snapchat, through Instagram, through Twitter and through Facebook.

On average, we spend 91 minutes a day using these media. On the surface, that may not sound too bad but if we convert that into hours and then days we find that, on average, we spend 23 days a year snapchatting, tweeting, sending photos, making comments or generally browsing through these platforms. That's the better part of one month.

So, boys, as you move forward in life, use these platforms for good and not evil. Use those 23 days as your own form of community service – as your way of giving back. And when you see something going on that's likely to harm someone's mental health have the courage to stand up to it and tear it down. Do your bit to make the world a better place.

Our journey at Scots has been a privilege that cannot be overvalued. Our parents and carers had the vision, and made the sacrifices, to see the importance of our schooling and they have our sincere thanks for providing the lifetime of advantage that comes from a Scots education.

Thank you to the Old Boys for their ongoing help and support which plays such a vital role in the success of the College. I can only hope that one of you might be the final decision-maker when I'm down to the last two in an important job interview in a few years' time. (Especially if the other candidate is from Joeys!)

I would also like to wish Hamish Todd, next year's Head Prefect, and his team all the very best for the year ahead. My best advice to you is to do it your own way – be true to yourselves – and support one another. You will never have this opportunity again, so have fun and make the most of it.

And a special heartfelt thanks to Dr Lambert for his inspirational leadership, and for putting together the team of wonderful teachers and staff who have played such a major part in our journey of growth and learning.

And finally, to the boys – my peers and friends. Thank you for all the highs and lows we have experienced since we came together. Our journey has been a blast, and your help and support have been amazing. We will always have these years as our common bond. Our friendships are deep and lifelong, and regardless of the direction life takes us from here, I know we will always be there for each other.

And so, I will leave you with one last quote from my favourite source of inspiration, Winston Churchill:



“

... with the benefits of a Scots education behind us and the vast network of Old Boys supporting us, we start a new journey where we get to make our own contribution to life.

”

“Now this is not the end. It is not even the beginning of the end, but it is, perhaps, the end of the beginning.”

And what a beginning it has been! Thank you!

Goodbye and good luck.

Scots to the fore!

Charlie Thompson  
Head Prefect 2019

# 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 students.

In 2019, parents and students participated in surveys and provided views on such areas as academic performance, Pastoral Care, Christian studies, co-curricular and extra-curricular activities, sport, boarding, communications, reputation and facilities.

Below is a sample of parent and student feedback respectively, on what they valued most during their College journey.

“I value the sense of community across the school. I value the tradition and values which the school continues to deliver. I value the amazing education which is provided by the school from the classroom and out across the large number of extra activities which the boys can take.” *Parent*

“The relationships with both staff and students, and the support I receive. Also, the opportunities I get.” *Student*

“I value the vast opportunities that are provided. The international programs, sporting opportunities, co-curricular activities (although it shouldn’t be compulsory) and the tailoring of the HSC program with subject selection just right for you.” *Student*

## Most Valued Aspects of Scots

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

Parents	Students
Friendships family has developed	Friendships
Son’s happiness attending school	Glengarry
The school community	Sporting activities
Academic standards and curriculum	Academic curriculum and standards
Providing a safe, caring and supportive environment	Opportunities available

## Teacher Satisfaction

The College is committed to the ongoing support and care of its teachers. Through the College Culture Program, staff have been involved in workshops, team planning days and cross-campus activities in 2019. These activities are targeted to build brave, loyal, united and engaged staff teams.

Professional development days have focused around sharing and collaboration of expert knowledge, and how to teach ‘character’ through experiential education. This was demonstrated by all teachers participating in teaching for character teams, which focused on embedding graduate outcomes in different departments and year group programs and initiatives.





## NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian Schools in 2008. Each year, all students in Years 3, 5, 7 and 9 are assessed in May using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

The overall NAPLAN results for 2019 were very positive for The Scots College, with the Years 3 and 5 cohorts charting the most significant growth.

Highlights from the 2019 results include a substantial improvement in Numeracy, especially in Years 3, 5 and 7, with Year 9 remaining well above state average.

Year 9 students demonstrated great strength in Numeracy with 62.6 percent of students achieving in the top two bands, which is eight percent higher than our most comparable schools.

Grammar and Punctuation were particularly impressive with a ten percent increase on the previous year for boys achieving in the top two bands – particularly boys in Years 3, 5 and 7.

Writing continues to be a focus of improvement for the College, with boys engaging in strategies in their English classes to continue to improve in this area. Additionally, the English assessments across Years 7, 8 and 9 now utilise the NAPLAN marking criteria in their design.

Furthermore, a pilot program for reading improvement from the Learning Enrichment Department will be launched in 2020, targeting Years 7 and 8 students. We hope to introduce this across the College in future years.

“

The overall NAPLAN results for 2019 were very positive for The Scots College, with the Years 3 and 5 cohorts charting the most significant growth.

”

## 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 and one in Year 12 who left the College during the course of the academic year for personal reasons and were issued a RoSA. Other than these two, there were no other students that required the award of a RoSA.

## Higher School Certificate Results

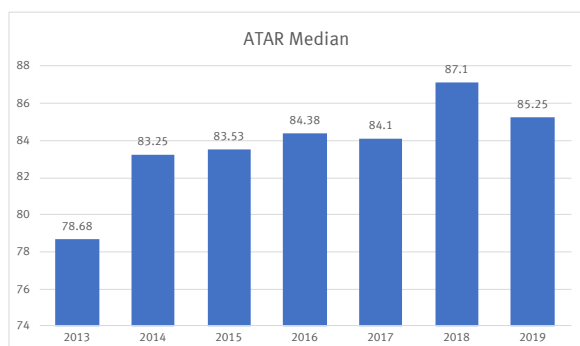
The 2019 cohort consisted of 211 students (16 more than 2018).

Although four less than 2018, 11 students still reached the Premier's List (achieved Band 6 in at least ten units of study). Eight students received an ATAR over 99 and four state rankings were awarded in Ancient History, English Advanced, Indonesian Extension and Mathematics.

A record number of Band 6 results was once again achieved with 18 more than the previous year – a total of 272 Distinguished Achievers.

### ATAR Median

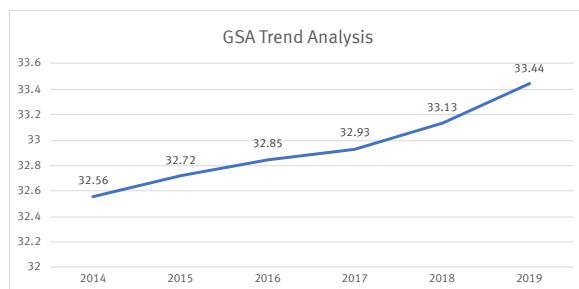
The College's ATAR average has decreased slightly to 85.25 in 2019.



- 19.9 percent of the cohort received an ATAR over 95 (25 percent in 2018).
- 29 percent of the cohort received an ATAR over 90.
- A record number of arts and design showcase nominations:
  - 4 Visual Arts: ARTEXPRESS showcase inclusions
  - 3 Design and Technology: SHAPE nominations
  - 3 Music 2: ENCORE nominations
  - 2 Drama: OnSTAGE nominations
  - 2 Visual Arts: ARTEXPRESS nominations
  - 1 Music 1: ENCORE nomination.

### Grade School Average

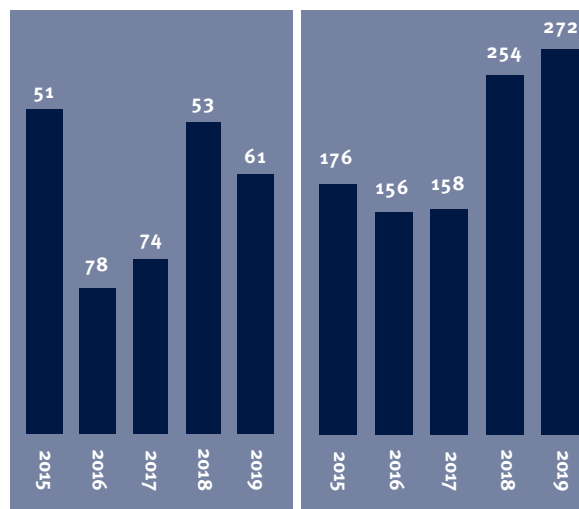
In 2019 the Grade School Average rose to 33.44 as compared to the 33.13 in 2018. This average has progressively increased year on year. The average mark per unit of 33.57 in 2019 replaced the lower mark of 31.79 from 2013 used in the calculation of this rolling average.



### Year on Year Comparison

The Scots College had a decrease of eight places in *The Sydney Morning Herald* schools lead table compared to 2018. In spite of this, a record number 272 Distinguished Achievers (Band 6) was received by the cohort across all subjects, which was 18 more than the previous year.

The Scots College continues to also perform better than the NSW state average in Bands 5 and 6 results for top performing courses in 2018, with 15 subjects having seen significant improvements in the combined number of Bands 5 and 6 awarded to Scots students compared to last year.



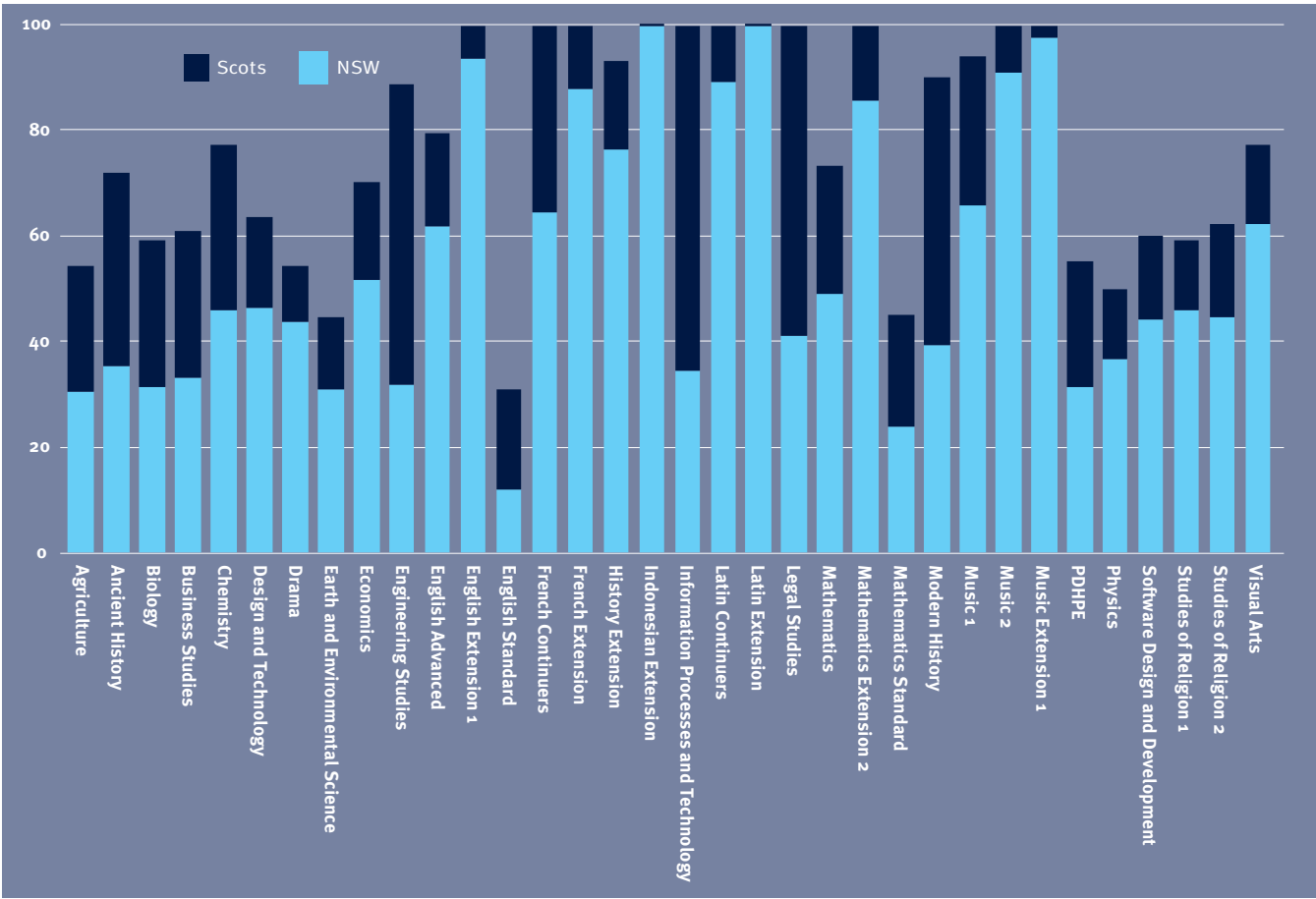
*The Sydney Morning Herald*  
HSC ranking top 100 schools

Number of Band 6 results  
awarded to Scots boys



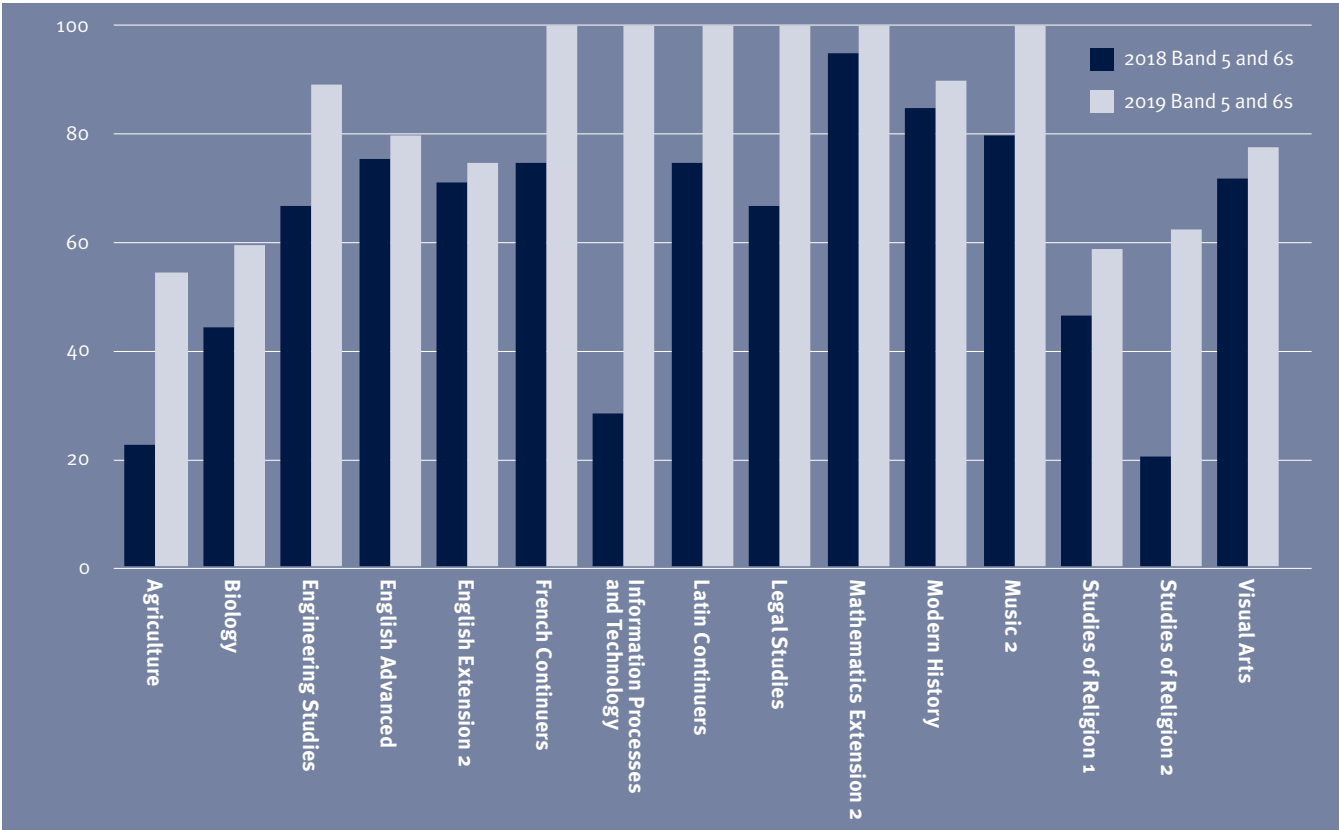
# Top Performing Courses 2019

State Versus Scots Bands 5 and 6 Combined



## Most Improved Scots Courses from 2018 to 2019

The following courses have seen significant improvements in the combined number of Band 5 and 6s awarded to Scots boys compared to the previous year.



## Attendance, Student Retention and Post School Destinations

### Attendance Policies and Procedures

Students are expected to attend all scheduled College classes and activities.

#### Monitoring the Daily Attendance/Absence of Students

- In the Preparatory Schools (Transition to Year 6), class teachers take roll call between 8:25am and 8:55am.
- In the Senior School, roll call is taken each lesson by the tutor/class teacher.
- Attendance is recorded electronically in the College's database.
- The common code approved by the Minister for Education is used.

#### Identifying Absences from School and/or Classes

- Parents or carers are responsible for ensuring that they notify the College to explain the absence of their son/s on any particular school day.
- In 2019, The Scots College implemented a mobile phone messaging system to send SMS text messages informing parents or carers about any unexplained absences for their son/s.
- Parents or carers are required to notify the College before 9:00 am using the College Attendance mobile number. Each College campus has their own attendance dashboard and these are monitored by attendance staff for incoming text messages.
- If an explanation has not been received from parents or carers, they will receive a text message from the College. Parents or carers are required to reply to the SMS and add their son/s' name, year, date of absence and the reason he is absent or late, so that attendance staff can identify the student.
- Parents or carers will not receive an SMS if a student is absent and a reason has been provided in advance via the mobile phone messaging system.

#### Follow-up of Unexplained Absences

The new message system will continue to send parents or carers a text message where an explanation has not been received for a student's absence. Senior School and Preparatory School attendance staff may also telephone or email parents or carers to seek an explanation for a student's absence or late arrival.

If parents or carers have not provided an explanation within seven days of the occurrence of an absence or if the Principal, Heads of the Preparatory School or Head of Senior School does not accept the explanation, the absence will be recorded as unexplained or unjustified using the appropriate Minister for Education code.

### Requesting Medical Certificates

Students in Years 7 to 12 who are absent for two consecutive days of illness are required to provide a medical certificate to substantiate such absences. 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.

#### Notifying Parents or Carers Regarding Poor Attendance

The College encourages parents or carers to understand their obligations to ensure their son/s attends school and has implemented strategies to improve unsatisfactory attendance.

#### Monitoring Attendance of Full Fee Paying Overseas Students

The College monitors overseas students' course attendance by regularly checking the attendance register to assess whether these students meet the minimum attendance requirement of 80 percent of the scheduled contact hours.

Minimum course requirements are set down for Full Fee Paying Overseas Students by visa condition 8202 (attached to the visa of the primary student visa holder). The College has documented intervention strategies where students are at risk of not meeting course attendance requirements.

#### Sport, Co-Curricular and Extracurricular Activities Attendance

Sport, Co-Curricular and Extracurricular Activities form a part of the normal school day. As such, if a student is present at school, he must attend any sport, co-curricular and extracurricular activity in which he is enrolled that day. At every session, a roll is taken to ensure that each student's presence is recorded. Unexplained absences are followed up.

#### Attendance Information in Student Files

All information in relation to unsatisfactory attendance is recorded on student's files, and information with respect to attendance is provided in each student's College Report in Semester 1 and Semester 2.

#### Leave Requests

Families are encouraged to travel or take leave during school holidays. If the holidays must be taken in school time, parents or carers are asked to contact the Head of Students (7-12), Head of Preparatory School (T-6), Director of Glengarry or Head of Brighton Preparatory School in writing, at least ten days ahead of the requested leave for an Application for Extended Leave.

Families are notified in writing if the leave has been approved or declined. Absences related to travel will be marked as leave on the roll and contribute to the student's total absence for the year.



### Student Retention Rates

The Scots College continues to maintain a high retention rate. In 2019 the retention rate of students who completed Year 10 and went through to complete Year 12 was 100 percent.

The College commenced Year 10 2017 with 211 students and finished Year 12 2019 with 212.

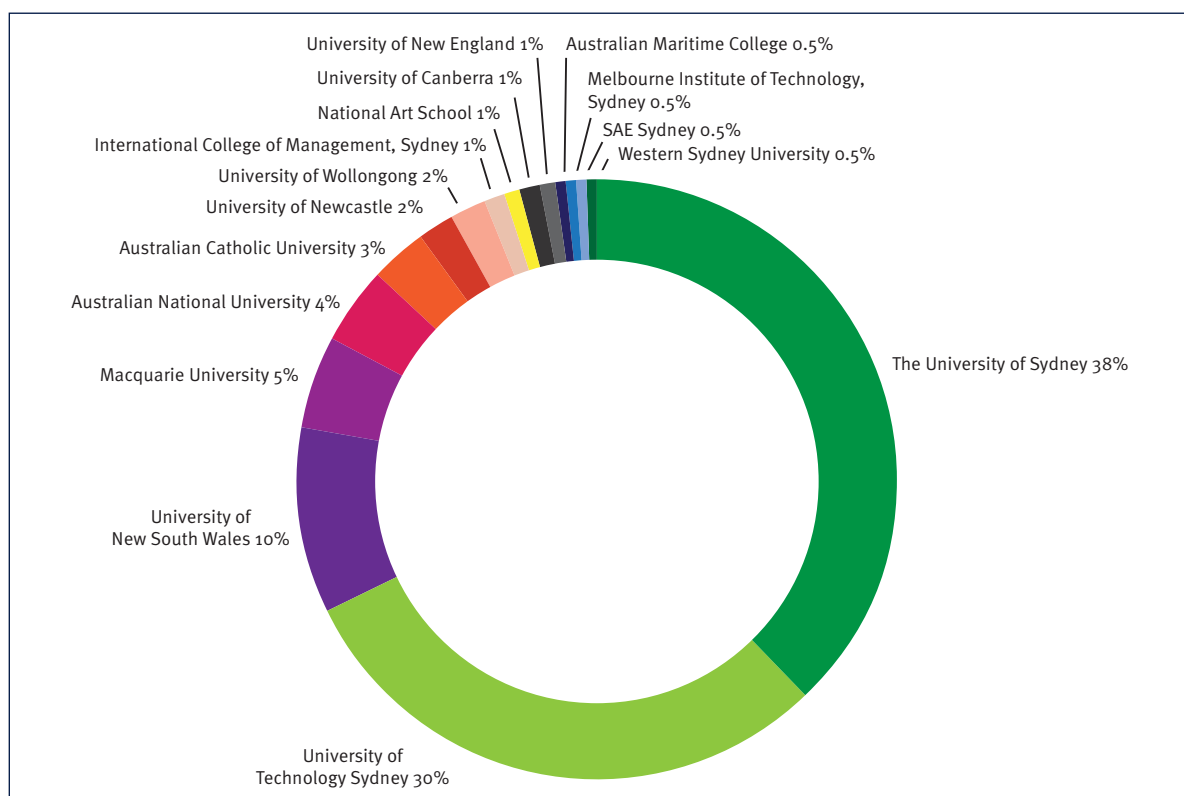
### Student Attendance

The table to the right is the student attendance data for 2019 and covers the period from 1 January 2019 to 31 December 2019 inclusive.

### Post School Destinations

The Scots College does not receive formal notifications of Universities Admissions Centre (UAC) offers to students, but there is a tradition of boys sharing their successes with the College. The Class of 2019 cohort who completed Year 12, received over 207 university placements, with 13 offers from tertiary study pathways. See graph below.

Year	Students	Percentage Attendance
Transition Cubs – 2 Days	6	94%
Transition Cubs – 3 Days	9	96%
Transition Cubs – 5 Days	12	92%
Transition Lions – 5 Days	49	91%
Kindergarten	59	95%
Year 1	75	96%
Year 2	79	97%
Year 3	94	97%
Year 4	98	97%
Year 5	127	97%
Year 6	113	96%
Year 7	206	96%
Year 8	187	96%
Year 9	198	96%
Year 10	209	94%
Year 11	199	96%
Year 12	188	96%
<b>Total</b>	<b>1,908</b>	<b>95%</b>



# Staff and Professional Learning and Growth



## Overview of the Professional Learning Program

The Scots College continues to be committed to a culture of excellence in professional learning. *The Strategic Intent of The Scots College 2016-2025*, provides a vision of aligning staff growth and performance to the Brave Hearts Bold Minds education philosophy, our knowledge model and our strategic priorities. We have continued to realise our intent through 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 2019 continued to centre on the six annual professional learning days, which aim to align and deepen staff immersion in the College's vision, culture and strategy. The 2019 theme launched our Framework for Education, fleshing out the Brave Hearts Bold Minds philosophy and its Graduate Profile, with a particular focus on the Quest for Excellence quality of curiosity.

Term 1 launched this theme with 'Curious Sydney', our staff culture day. This day saw teams from across the teaching and support staff undertaking explorations through Sydney that provoked curiosity, creating a stimulus for further reflection. The following day featured an update on plans for 2019, as well as a more detailed introduction to the Graduate Profile.

The teacher learning communities program, which began in 2017, was relaunched as the Teaching For Character program. Throughout the year, all teaching staff worked in department teams on a mini project. The aim was to redesign an aspect of their teaching and learning to deepen boys' engagement in the character quality of curiosity. Supported by extensive training for facilitators, these groups met at least monthly to discuss and design their intervention, building up towards a presentation at the Term 4 professional learning day.

Term 2's professional learning day involved a 'deep dive' into the nature of curiosity through an interactive presentation by staff. 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, provided an opportunity for staff to work in teaching departments to undertake context-specific learning in curriculum and pedagogy.

The professional learning day in Term 3 focused, as is our custom, on the faith and values of the College. Professor of Education and Kuyers Institute for Christian Teaching and Learning Director at Calvin College in the United States, Professor David Smith gave the keynote address on 'Curiosity, Character, and Classroom Choices', followed by an extended Q&A. Teaching staff also enjoyed a presentation on 'Caring for International Students: Cross-Cultural Awareness' by CLCA Managing Director and Partner, Mr Jing Cao, followed by a more residential-oriented workshop with boarding staff.

The final professional learning day, in Term 4, celebrated the work staff had done in Teaching for Character teams across 2019. This involved a showcase of their projects and the curriculum and pedagogy interventions they had trialled with their students. A highlight was seeing the way teachers had engaged in reflective practice and utilised data thoughtfully to evaluate their impact.

Beyond these days, staff engaged in professional learning in a range of other formal programs, supported by The Scots College Research Office, including:

- 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 Action Research Program: An 18-month introduction to research partnering with boys' educators around the world.
- Seminars and coaching with visiting experts: ScotsIdeas and Clark Lectures programs were the key forums that involved visiting experts. Guests in 2019 included Professor Nicholas Aroney (University of Queensland), Dr Loretta Giorcelli OAM (Inclusive Education Consultant), Professor Christian Miller (Wake Forest University) and Professor Yong Zhao (The University of Kansas).

All staff also engaged in compulsory 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, College 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	3
Provisional	6
Proficient	228
<b>Total number of teachers*</b>	<b>237</b>

\*Total teacher numbers are available at the My School website at [myschool.edu.au](https://myschool.edu.au).

## Teacher Qualification

Qualification 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.*	215**
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 qualification.	0

\* 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.

\*\* 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.

## Workforce Composition

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



## Student Welfare and Pastoral Care Policy Initiatives

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. To support this aim, the care and wellbeing of students shapes all of the College's policies and practices.

### Student Welfare: Counselling

#### *Preparatory School*

In Term 1 2018, Ms Emma Fitton joined the Counselling team on a full-time basis as the Preparatory School Counsellor and continued throughout 2019. *A Fine Scots Boy! The Positive Behavioural Plan* has continued to be successfully implemented within the Preparatory School. Currently students of concern are referred to Counselling Services by their classroom teacher. Each referral is discussed at the weekly Preparatory School Student Welfare Meeting, which is attended by the Head of the Preparatory School, Preparatory campus leaders, and Learning Enrichment staff. A mental health forum was organised by Mr Duncan Kendall for Years 5 and 6 students.

#### *Brighton Preparatory School*

From 2018 till 2019, former College Counsellor, Ms Mia Airth, has been heavily involved in establishing counselling at the Brighton Preparatory School. Brighton Prep now has a full cohort of students from Kindergarten to Year 6, and students of concern are referred to the Counselling team when necessary by staff. Referrals may come from classroom teachers, Learning Enrichment staff or the Head of the Brighton Preparatory School, Mr Rod Stoddart.

#### *Glengarry*

In May 2019, Counselling Services became more established at Glengarry. College Counsellor, Ms Savanti Amaratunga visited Glengarry on a fortnightly basis, providing students access to a counsellor. In October, Mr Samuel Ellerton became the second College Counsellor assigned to Glengarry. This enabled visitations on a weekly basis, alternating between Mr Ellerton and Ms Amaratunga. They followed up their own case load at each visit. However, access to a counsellor was still available on a weekly basis.

#### *Senior School*

Presenters from Batyr (a Sydney-based preventative mental health organisation) visited the school and spoke to students in Years 11 and 12 on mental health and the stigma surrounding mental health. A number of guest speakers spoke to students about their experiences with mental health. A mental health and wellbeing forum was organised for Year 10 students by Mr Nicholas de Bres ('16).

#### *New Staff*

Two new staff members joined the Counselling team during 2019 – Ms Savanti Amaratunga commenced in May and Mr Samuel Ellerton in October.

### Pastoral Care

In 2019 the key pastoral leaders in the Senior School were:

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

#### *Tutor Program*

The successful reintroduction of Year Coordinators in 2018 delivered a renewed focus on the role of the tutor as a central figure in a boy's day-to-day time at school in 2019. Year Coordinators and Housemasters worked collaboratively to develop age-group appropriate content for the tutors to deliver.

Programs included Decision-making, Respect and Staying Safe and had the intent of engaging boys in conversations focused on their wellbeing.

Each tutor group has a ratio of about one teacher to 12 students, which allows for a safe sharing environment. The House structure fosters a sense of community for the boys and provides opportunities for student leadership, peer support and service – both to the College community and the wider community. Tutors are an important conduit between the boy's home and their school lives, and tutors are encouraged to keep in regular contact with the boys' families.

#### *Mental Health First Aid*

Mrs Sue Sidaway became an accredited Mental Health First Aid (MHFA) trainer – the College now has two MHFA trainers on staff. Mrs Sidaway and Mr Bowles ran sessions for both staff and parents during 2019. More than 50 percent of Scots' staff now have MHFA qualification.

#### *Batyr*

Batyr is a mental health organisation that has been established by young people for young people. Its intention is to 'smash' the stigma around mental illness. Batyr staff conducted presentations to Years 11 and 12 over the course of the year and also held parent and staff forums. Batyr's CEO, Mr Nicolas Brown spoke at our annual Father's Day breakfast about boys' mental health.

#### *Facebook/Project Rockit*

In December 2019, 15 boys nominated themselves as Digital Ambassadors for Years 7, 8 and 9. The role of a Digital Ambassador entails having a positive mindset about online interactions and being prepared to 'call out' unkind or offensive behaviour. The boys were trained in a joint session between Facebook and Project Rockit (an Australian organisation empowering young people) and armed with the skills and a toolkit of suggestions to be used when they see something inappropriate online.

#### *Anti-bullying*

An online reporting system has been implemented that allows victims and witnesses of bullying to make a report to the school. The tutor program and peer support leadership have provided the school community with the tools for empowering Scots boys to be 'upstanders' when they witness conflict or bullying.



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.







## Access and Changes to College Policies

A 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, 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 yearbooks and diaries.

To view the full text 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 wellbeing of all students at The Scots College is of paramount importance to ensuring the healthy functioning, development and education of all boys. The counselling service at the 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.

The College commenced a review of the Child Protection Policy as well as The Scots College Child Protection Program and other related policies. These final changes were made in March 2019.

The policy amendments captured the following national changes which were made in 2018:

- The national standards for Working with Children Checks and the development of a scheme to regulate the Child Safe Standards changed.
- The NSW Government passed further legislation to implement the Royal Commission's civil litigation recommendations in full.
- Changes to the Australian criminal law 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.

Furthermore, the College undertook a comprehensive review in 2019 of all student welfare policies to ensure that consistent practices are implemented across all campuses.

The full text of certain student welfare policies (Student Duty of Care and Child Protection Policies) can be obtained from The Scots College website, Schoolbox 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.

### **Bullying Prevention 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.

The College undertook a comprehensive review of the Bullying Prevention Policy in 2019 to ensure that consistent practices are implemented across all campuses.

The full text of the Bullying Prevention Policy can be obtained from the College website, Schoolbox 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 Scots College that corporal punishment is strictly prohibited and the College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents.

The College undertook a comprehensive review of the Student Discipline Policy in 2019 to ensure that consistent practices are implemented across all campuses.

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



The psychological and emotional wellbeing of all students at The Scots College is of paramount importance to ensuring the healthy functioning, development and education of all boys.



### **Complaints Handling and Appeals Policy**

The Scots College has a comprehensive Complaints Handling Program that ensures parents/carers and other external complainants can raise matters of concern, lodge complaints, and have them dealt with and responded to fairly and efficiently. It is the College's policy that if a formal complaint is not resolved to the satisfaction of the complainant, it may, at the request of the complainant, be escalated to an internal Appeals Panel.

The College performed a review of the complaints and appeals handling process. The Complaints Handling and Appeals Policy procedures identifies how the School handles complaints, the key steps in the College complaints handling process, timeframes for managing complaints internally and also refers to the overseas students external appeals process and privacy complaints process.

In early 2019 the College implemented a change to the policy and process for recording complaints online using the 'The Scots College Complaint Handling Report Form' in the online complaints management system, CompliSpace Assurance.

The full text of the College's Complaints Handling and Appeals Policy can be obtained from the College website, Schoolbox or by contacting the Office of the Principal.

## College Determined Improvement Targets

In 2019 the College continued to focus on the implementation of its strategic plan, *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*. 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 2019:

Area from Strategic Plan	Goals	Achievements in 2019
Our Faith and Values	Educate our students, staff and community in the Christian heritage; the beliefs, faith and worldview that underpin the College's vocation in serving God, our society and the world.	<ul style="list-style-type: none"> <li>Strengthening the presence and voice of a range of Senior staff in the Chapel program.</li> <li>Establishment of a pilot student exchange program between the Glengarry campus and Baltimore Collegiate School for Boys, USA.</li> <li>Staff Leadership Program capstone project in Vanuatu, based on Scots Service Learning Framework.</li> <li>Development of new scope and sequence for the Christian Studies curriculum in Years 7 to 12.</li> </ul>
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"> <li>Completed comprehensive Graduate Profile with articulated character outcomes for students at each Brave Hearts Bold Minds developmental learning phase.</li> <li>Completion of a review of professional learning for teaching staff.</li> <li>Established the Applied Entrepreneurship Program Plus, which continues to build provision of alternative pathways for our students.</li> </ul>
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"> <li>Continued expansion of educational provision at the Bannockburn active learning site.</li> <li>Expanded global learning experience partnerships.</li> <li>Establishment of pilot programs across each of the five Patribus Initiatives to inform future educational practice across the curriculum.</li> </ul>
Opportunity, Safety and Security	Strengthen our culture of organisational care, character and learning, especially our service orientation, by refining our approaches to optimising opportunity, safety and security in relation to key areas of strategic performance.	<ul style="list-style-type: none"> <li>The Staff Leadership Program's second cohort graduated and leadership summits for the advancement and alignment of leadership practice across the College were established.</li> <li>Establishment of a team to develop the College's People and Culture plan.</li> <li>Update of child protection induction and training for casual staff, based on recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.</li> <li>NSW Education Standards Authority school registration after a comprehensive review of policies, evidence of compliance, and curriculum, resulting in five-year renewal of accreditation across all areas of the College.</li> </ul>
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"> <li>Consolidation of the College's Advancement team.</li> <li>Establishment of the Heritage Chronicle, a searchable collection that shares the many inspiring stories, images, objects and videos that convey the history of The Scots College.</li> <li>Continued fundraising and the beginning of works for the John Cunningham Student Centre.</li> </ul>



## Initiatives Promoting Respect and Responsibility

The Scots College strives to be a community that fulfils the vision of its founders: to educate students and help them 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. 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). We believe that all this is achieved first and foremost through a relationship with Jesus Christ. 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 to bring benefit to others and serve God.

Our Christian education programs promote an examination of the person of Jesus, our relationship with Him and the nature of His world. Such understanding seeks to build a sense of connectedness to God and others, an understanding of our need for Jesus and a responsibility to work with and care for others.

During the course of 2019, a number of initiatives and programs continued to be focused upon the achievement of such ends. Within the Preparatory School, *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 remained on display 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 in recognising positive behaviours and character. House meetings also provided opportunities for cross grade interaction and peer support to promote role modelling and respect across age groups.

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 world. In Transition to Year 6, boys raised funds through an annual walkathon in support of SEWAH (Society for Education and Welfare Activities in the Himalayas) schools in India. Our youngest boys (Transition to Year 1) raised funds through the production and selling of blanket badges, while boys from Years 2 to 6 held their own stalls to assist the Allowah Presbyterian Children's Hospital in Dundas. The boys also supported organisations in person, by visiting the elderly at the Presbyterian Aged Care facility in Paddington to participating in The Salvation Army Streetlevel Mission to assist the homeless.

In the Senior School, programs and initiatives also ran throughout the year to promote respect and responsibility. Many of these initiatives were delivered through the house system. It promoted and encouraged boys to be involved in peer support programs, where 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. Each house group also have their own charities they support to raise much needed funds and awareness. These organisations include 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?, Boots for Ghana, Presbyterian Church Christmas Hamper Appeal, Rural Aid, Cancer Council and Rio's Legacy. The Prefects were at the forefront in organising major fundraising projects that engaged the whole College community. In the final week as students at the College, the Class of 2019 embraced the spirit of gratitude and service during the College's annual Giving Back Day, whereby boys could choose local organisations to help and make meaningful contributions to the community. This included walking dogs for Monika's Doggie Rescue shelter at Sydney's Northern Beaches, to bush care at Cooper Park in Woollahra.

Service Learning trips are also a key aspect of the College. It is a way to help boys look outside of themselves to the needs of others as well as cultural exchange. The Vanuatu Mission trip is one such trip. The boys had the opportunity 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. Another such trip is the Solomon Islands Service Learning trip. The boys visited the village of Chubikopi and prepared and taught lessons for students at Chubikopi Primary School. This gave them the experience of schooling in a culture and environment completely different to Scots. Through these trips we hope to give the boys an insight to what is really important in life and the villagers the boys come into contact with certainly display this.

Through our weekly Chapel service, we continue to preach from the Bible showing the boys how it is applicable for today. We have also seen boys from Scots Christian Union groups lead Bible studies, give the devotion at Assembly and preach at Chapel. These are foundational learning experiences for the boys undertaking the task and boys hearing their peers speak about the gospel of Jesus.

“

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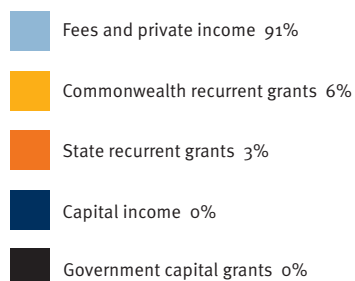
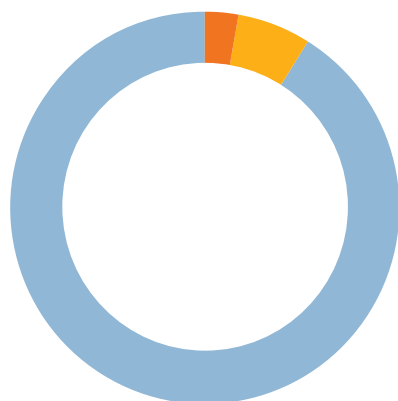
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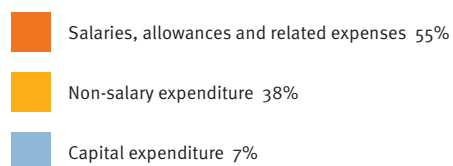
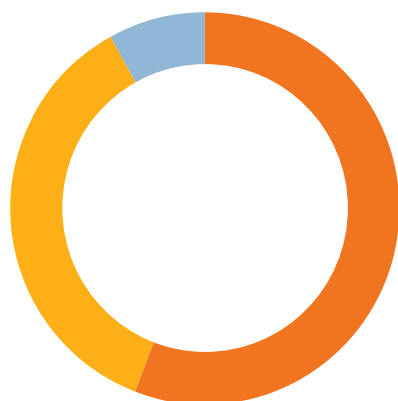
# Financial Strength – Building for the Future

## The Scots College Audited Financial Results

Recurrent/Capital Income 2019



Recurrent/Capital Expenditure 2019





## 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 background.

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:

- 'parents' include legal guardians who have applied to have a student placed on the Enrolment Register or enrolled at the College and, where the student has only one parent, means that parent
- 'disability', in relation to a student, is that as defined by the *Disability Discrimination Act 1992* (Commonwealth).

### 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:

- As a domestic student.
- As an overseas student.

The College allocates a range of resources for students with special needs. This allocation considers the capacity of the College to ensure appropriate resources are available for all enrolled students. Parents should study the Prospectus

carefully to understand what the College can offer and to assess whether we can provide a suitable academic program to meet each student's needs.

#### Relevant Legislation

- *Disability Discrimination Act 1992* (Commonwealth)
- *Disability Standards for Education 2005* (Commonwealth)
- *Race Discrimination Act 1975* (Commonwealth)
- *Anti-Discrimination Act 1997* (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 Student Visa (subclass 500) and is not eligible to enrol as an overseas student. These students may include students on other types of visas as well as Australian citizens. Domestic students applying for enrolment whose first language is other than English may be required to be enrolled in an intensive English college prior to entry and/or may be required to receive extra English tuition once enrolled at the College at a cost to the parents.

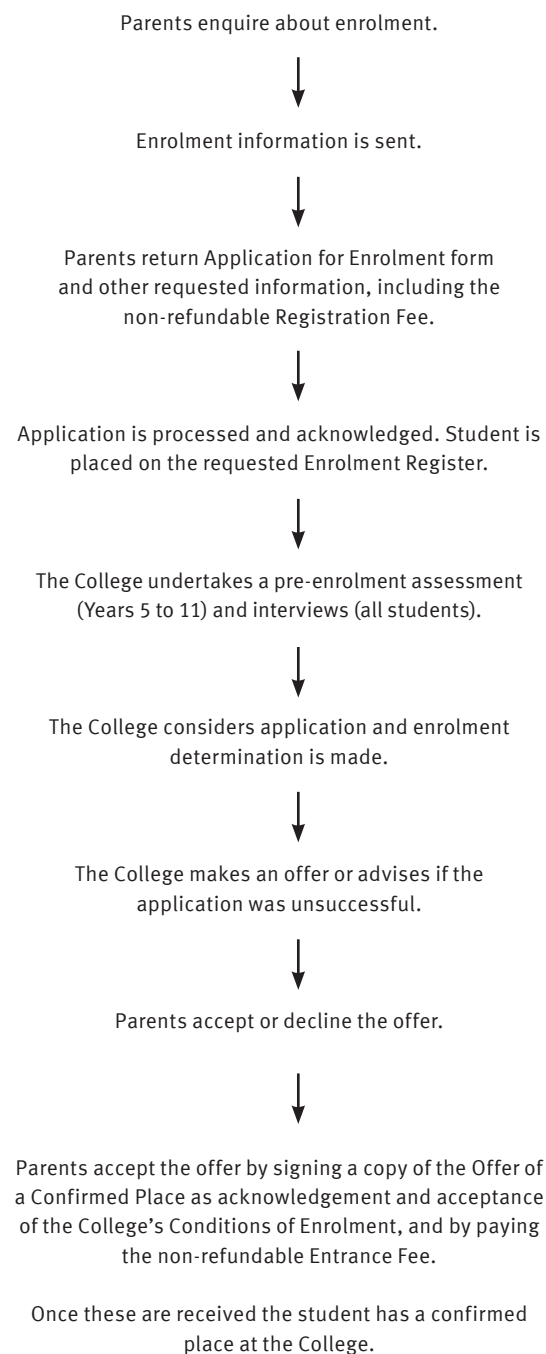
##### 5.1.2 Overseas Student

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

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

Once enrolled, overseas students undertake the mainstream program of study. Some overseas students may be required to undertake an 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 after-school 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 the 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:

- the College Prospectus
- the Application for Enrolment form which details the Conditions of Enrolment
- the most recent Schedule of Fees
- online payment of the non-refundable Registration Fee (currently \$500)
- the College bus routes
- information regarding the College's Outdoor Education Program delivered at the Kangaroo Valley campus, Glengarry
- information regarding Scots Indigenous Education Program
- and any other relevant material based on the academic year requested.

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

### 5.4 Assessment Review

Approximately two years prior to entry, students on Enrolment Registers in Year 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 latest three school reports.

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

- the Principal of the student's previous school to obtain or confirm information pertaining to the student or his enrolment
- 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 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
- the parents may not be able to meet the financial commitment required by a having a student at the College, or
- 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 requires some measures or actions to assist the student to participate in the College's courses and programs or to use the College's facilities and 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:

- require the parents to provide medical, psychological or other reports from specialists outside the College, and/or
- 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 College's courses and programs, or to use the College's facilities and 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 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 is 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:

- families whose values are congruent with those of the College
- the academic progress of the student, including grades, comment on attitude and behaviour and in particular, effort
- the social development of the student as evidenced by his involvement in activities out of the school arena
- 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:

- grandsons and sons of Old Boys
- brothers of current students
- boarders
- academic and/or music scholars
- sons of ministers of recognised Protestant churches.

The College will also take the following into consideration:

- a student's willingness and ability to contribute to the wider life of the College
- evidence of good leadership and good character
- the date of lodgement of the Application for Enrolment form, providing the family has not been offered a position previously and deferred it 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 an Offer of a Confirmed Place with the following documents:

1. Offer of a Confirmed Place – the College requires 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. Please note, 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.
2. Conditions of Enrolment – for parent information and retention (also contained in the original Application for Enrolment form).
3. Data Collection Form – it is a government requirement that this is completed and returned.
4. The Scots College Privacy Policy – for parent information and retention (also available on the website).
5. Online payment of the non-refundable Entrance Fee (currently \$5,000).
6. The Scots College Deferral and Withdrawal Policy – also available on the College's website.

### 5.7.1 Offer – Overseas Students

1. 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).
2. Full CRICOS course details.
3. Statement of Fees.
4. The Scots College Default Policy.
5. The Scots College Refund Policy.
6. Acceptance of Place form – Conditions of Enrolment (also contained in the original Application for Enrolment form). Please note, 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.
7. Data Collection Form – it is a government requirement that this is completed and returned.
8. The Scots College Privacy Policy – for parent information and retention (also available on the website).
9. Overseas Students Complaints and Handling Policy and Procedures.
10. 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:

1. signed (original signatures by both parents) copy of the Offer of a Confirmed Place as acknowledgement and acceptance of the then current Conditions of Enrolment
2. completed Data Collection Form, as required by the government
3. non-refundable Entrance Fee (currently \$5,000).

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 re-offered to another student awaiting entry into the College. The non-refundable Entrance Fee is additional to tuition and other fees and is not credited to the first term fees.

#### 5.8.1 Discounts

- 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.
- 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.
- 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 Scots College Rose Bay, Early Years Centre), 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 – it is also available on The Scots College website.

#### 5.10 Overseas Students Handbook

The Scots College Overseas Students Handbook is given to all overseas students on enrolment – it is also available on 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 onsite 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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