

Annual Report

2020



The Scots College
Sydney Australia

Contents

3 School Context

The Christian Foundation of the College

5 Message from the Chairman

7 Message from the Principal

9 Message from the Head Prefect

11 Community Engagement and Partnerships

Parent and Student Satisfaction

Teacher Satisfaction

13 The Learning Environment

NAPLAN Results

Record of School Achievement

Higher School Certificate Results

Top Performing Courses 2020

Most Improved Scots Courses from 2019 to 2020

Attendance Policies and Procedures

Student Retention Rates

Student Attendance

Post School Destinations

21 Staff and Professional Learning and Growth

Overview of the Professional Learning Program

Teacher Accreditation

Teacher Qualification

Workforce Composition

24 Student Welfare

Student Welfare and Pastoral Care

Policy Initiatives

Senior School

Preparatory School



27 Leadership and Governance

College Policies

College Determined Improvement Targets

32 Financial Strength – Building for the Future

The Scots College Audited Financial Results

33 Appendix

The Scots College Enrolment Policy

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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.

The mission of the College is to inspire boys to acquire a knowledge of the truth through faith in Jesus Christ so that they might learn, lead and serve families, society and the world as they strive for excellence together.

The ultimate aim of our education is to help students acquire 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. Expressed through our Brave Hearts Bold Minds values framework:

The Quest for Excellence through adventure, curiosity, creativity and personal growth.

Our Faith and Tradition which inspire truth, honour, loyalty and commitment.

Leadership Through Teams in a spirit of service, compassion, humour and community.

Scots boys arrive from across Sydney, New South Wales and around the world. We welcome boys from a diverse cultural, faith, socio-economic and geographic background. We are philosophically committed to non-selective boys' education and operate in a network of leading boys schools around Sydney and across the world.

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 2020 there were 1,977 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.



The Christian Foundation of the College

Initiatives Promoting Respect and Responsibility

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

Our Christian education programs promote an examination of the person of Christ and the nature of His world, as well as a deeper understanding of our place and purpose within it. Such understanding builds a sense of connectedness to others and of our responsibility to work with and care for others. During the course of the year, a number of initiatives and programs focused upon the achievement of such ends. The unique

challenges of 2020 sharpened our focus on the importance of relationships and the need for a sense of community.

Throughout 2020, the College continued to strive to be a community in which we see our learning and education as being not merely for ourselves, but a means of preparing boys to live well in God’s world. Our desire is that their education will not only positively shape them but equip them to positively shape the communities in which they will lead and serve.

Message from the Chairman



The College Council formally recognised the superb efforts of the Principal, Dr Ian PM Lambert and his staff in protecting Scots boys whilst providing an effective education for them in 2020, during the COVID-19 pandemic.

The Executive and College staff rose to the many unexpected challenges that required innovation and hard work during a period of ambiguity, risk and constant change. They went above and beyond their duty on many occasions. The College Council and parents were grateful for these extra efforts in maintaining standards and values, coupled with clear communication and care shown to all stakeholders, especially the boys and their families, which provided a living example of self-sacrifice and service to the honour of God and for all that

The Scots College represents. Operationally, the high educational outcomes planned were delivered. This was also the case for the HSC, Sport and all Co-Curricular Activities.

It is not unreasonable to fear the disruption of learning and socialising for our boys. The Scots College has done its most to minimise disruption from COVID-19, maximising continuity in learning and gathering together safely for the wellbeing of all students. This has required some creativity and will continue to do so. No one is clear as to what the 'new normal' may look like, but the best interests of the boys shall always be the paramount driver.

Some financial reprieve was provided to families who were financially overwhelmed. This helped to keep some of our longstanding and loyal families remaining within our College community. Due to the unusual circumstances of 2020, the budget was recut midyear applying frugal and prudent measures to offset unexpected costs. This kept the College financially strong.

The College was grateful to be beneficiaries of the late Mr Warren Halloran (*44) AM and his generous bequest to the College for the Bannockburn site. This placed The Scots College in the position of being able to develop purpose-built accommodation for students, free of any debt on the rural property. Surprising generosity continued throughout 2020 enabling the John Cunningham Student Centre construction to commence, along with the refit of the Auditorium and other investments in educational facilities. The reconstruction of the bushfire ravaged Glengarry site began in 2020 with the fully insured funds provided for that purpose.

As is common practice in large organisations, an outside independent professional firm was engaged to conduct a periodic performance review of the Principal. Feedback was helpful and pleasing, providing endorsement of the Principal's high standing in the College. At year end Dr Lambert completed his 14th year as Principal of the College. He has now become the second longest serving Principal in the history of The Scots College.



He was heartily congratulated on attaining this impressive milestone.

A mid-term review of the *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025* was undertaken to ensure the right priorities are being achieved. The current vision that by 2025 we are “an integrated, multi-campus web of active learning opportunities recognised globally as a leading, caring school for boys” is already a reality. Therefore, an opportunity was seen to continue to develop the vision and mission statements as a legacy that drives the remainder of the plan.

The vision and mission statements were updated to read as follows:

Vision: The Scots College is a distinctive Australian boys’ school promoting the lordship of Jesus Christ in all things.

Mission: The Scots College exists to inspire boys to acquire a knowledge of the truth through faith in Jesus Christ so that they might learn, lead and serve their families, society and the world as they strive for excellence together.

The history of The Scots College was captured and published in an outstanding large glossy book titled *Worthy of our Forefathers*. This was the completion of a project commenced during the College’s 125th anniversary year, remembering the founding fathers focus on Christ, character and intellectual rigor.

A big lesson from 2020 is to remain vigilant and to think for ourselves. While assuring compliance to regulations, we need not trust solely on external officials. At times we need to do more than is asked and at other times to do it differently. We need to take personal

responsibility and act with integrity at all times. What a great lesson for Scots’ boys!

The life of the College is robust. We continue to thrive at Scots. Teachers are eager to teach, and the boys are keen to learn. We have been blessed even during demanding times.

Mr Wayne Richards
Chairman
College Council

Message from the Principal



2020 was a challenging year for educators around the world. The Scots College experienced the impact of an extended drought, the loss of a number of buildings and infrastructure at our Glengarry Outdoor Education Program campus due to bushfires, and modified learning opportunities as a result of the COVID-19 pandemic.

The determination of the teaching and support staff to keep our programs operating at a high standard was impressive. Our parent body uniformly assisted by maintaining safety protocols necessary to ensure the boys finished the year uninterrupted. We managed to deliver face-to-face learning for all but two weeks of the Academic year and provided a full Sport and Co-Curricular Activities program. Excellent pre-emptive work done by

our risk and compliance team undergirded our planning, communication and program delivery. In more ways than one, 2020 was a year where teamwork, innovation and determination provided us all with a stimulus to continue our vision for reinventing educational structures, programs and practices.

The Scots College was founded on a Presbyterian vision of vocation and scholarship to educate students and leaders who serve the ‘common weal’ by participating in the creative work of God in the world. The common weal refers to the good of the nation and the world, a concept that binds the past, present and future of The Scots College through a continuing narrative of our commitment to service and excellence. As we continue to honour our motto that we might be worthy of our forefathers, we seek to educate boys with brave hearts and bold minds.

Our College vision is singularly focused on the education, nurture and development of fine Scots men who will generously learn, lead and serve in the

community. To this end, we strive to enhance the learning of our boys through five expert communities of knowledge, practice and formation – The Patribus Initiatives. In educating for the character and care of fine Scots boys, we provide rigorous, high-quality teaching and learning with an outward orientation; a focus on the achievement of excellence relevant to the diverse needs of our boys; and a balance of individualisation, care and innovation. In engaging with our society and the world, Scots boys come to learn to embrace significance through active and immersive experiential learning across all aspects of what we do, and particularly through global learning, sport and outdoor pursuits. By inspiring design thinking and creativity, we are committed to fostering a culture of high expectations in which boys can become confident and accomplished innovators and problem-solvers. By encouraging physical, mental and spiritual wholeness, our desired learning outcome is a young man who strives to maintain a firm grasp of every aspect of his humanity, working to develop his true masculinity and to strengthen



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himself in every way possible. By promoting entrepreneurship and social leadership, we strive to foster a spirit of contribution and outward orientation that will define their aspirations for life.

At the end of their time with us, we encourage our young men

to reflect on the metaphor of a rope with three strands. One strand represents the Spirit they have within them and acting upon them, directing their faith perspective, values and moral compass, and their capacity to carry this spirit into the lives of those around them. The second strand represents the Word – spoken, written and evident in the natural laws of the creation, given to them that they might know the truth through faith, reason and scholarship, and carry and share this knowledge through all the days of their lives. The final strand to the rope represents the World – this is their opportunity to connect with and serve those around them and to seek to enhance the lives of others.

Occasionally, this type of transformation can happen in moments of great epiphany. Most of the time, however, boys will grow into themselves little by little, building layers of

experience and wisdom as they live through the minutes and hours of every day. Ultimately, we will change the world by graduating fine ‘brave and bold’ young men of integrity and principle who will go on to impact their families, their workplaces, their communities, and their nations with the values and sense of purpose grounded in their knowledge of the truth of God, society and the world.

I acknowledge and thank our College Council, families, staff and students for their support and encouragement during the year, and trust 2021 will see The Scots College continuing to provide a high-quality education from a Christian worldview for boarding and day scholars.

Scots to the fore!

Dr Ian PM Lambert
Principal

Message from the Head Prefect



This has been an enormously different year to what any Scots boy expected.

We had bushfires, floods, then COVID-19 but the Scots spirit pulled us through. We could have chosen to put it all in the ‘too hard’ basket, but across the College we can see the opposite has happened.

The Latin phrase, ‘per angusta ad augusta’ – through difficulties to honours – sums up our year. The challenges we faced together as a school have led to a strong, cohesive community.

Thank you to the Prefects for their hard work and support. At the start of our tenure, we set the goal of ensuring every boy could contribute to our community. We wanted to reach beyond our expectations and encourage others to do the same.

With social events at a minimum due to COVID-19, there was a silver lining. We had time to work on personal growth and development, whether extra study, training, rehearsals, community service, time with family and friends or personal projects.

The College encourages us to strive for the best, to express our version of excellence.

The boys have been impressive. They let nothing get in the way of their aspirations and have encouraged each other. After all, what certainty is there in any given year? Disappointments and hurdles happen to everyone. Our response shows who we are and what we are made of. I’m proud of the grit and determination that has been so evident.

My year group are fortunate to have been at Scots during a period that can only be described as a success by any measures. Whether it be outstanding academic achievement, sporting premierships or new infrastructure, the College has been riding a wave of success

over our time here. We have seen the growth in the culture and sense of community, which have contributed to a legacy we are all incredibly proud to be part of.

There are many factors, which are less easily measured, but the success of Scots as a community can be seen very clearly any time you walk around the campus: the passion of the war cries on the side of the sports fields; the culture of inclusivity; and the breadth of friendships across year groups. Scots boys will always have Scots boys beside them, and the support that comes with that is a lifelong gift.

We are fortunate to have been gifted with teachers who are devoted and outstanding in their area of expertise. The challenges of 2020 showed clearly that they are also patient and very adaptable. Many of us have stories of a certain teacher or coach who took a particular interest in them, and made a real difference to the course of their school life. Thank you for your unfailing dedication, hard work and patience with us, to ensure we have had the best chance to reach our potential.



One of the things I have always thought is particularly special about Scots is the diversity of our community. We have families from a range of countries across the world, from many ethnic and religious backgrounds. We are not an academically selective school, yet we have boys who are exceptional and devoted scholars. We have boys who are passionate and talented musicians, artists and actors. We have boys whose passion is history, service or faith. We have boys who love nothing more than going as hard as possible on a sport field. We have boys for whom making it through to the end of Year 12 was a massive achievement in itself.

We all add our own unique gifts to this community. Our diversity is our strength, and I'm proud to have studied, trained and lived beside all the boys – particularly

as Head Prefect in my final year at the College. Thank you boys for your support and for never giving up. We have all learnt things from each other, which are as important as what we have learnt in the classroom.

At the completion of our school career, we have mixed emotions. The College has been such a big part of our lives, supporting us to achieve as much as possible within our capabilities.

The Class of 2020 are resilient. Our perseverance will stand us in good stead, as we face the years ahead. In the words of the legendary Dr Seuss: “You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.”

Hamish Todd
Head Prefect

“
The challenges we faced together as a school have led to a strong, cohesive community.”

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 2020, parents and students participated in surveys and provided views on such areas as academic performance, Pastoral Care, Christian Studies, Sport, Co-Curricular Activities, extracurricular, boarding, communications, reputation and facilities.

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

“We have two boys who attend the College, and they are opposites. However, the school provides opportunities that cater to both of them. Most importantly however, when I make an inquiry from a teacher they respond promptly and comprehensively. In addition to this, the values we have for our family in regard to character, religion and resilience are fully supported in the school’s environment.” *Parent*

“I value the opportunities the school has presented to me. The academics, the sport and the culture has shaped who I am at school and what stays with me after school. Glengarry was the highlight of Scots as it excelled in all aspects. The best. Thank you.” *Student*

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 2020, albeit in a modified COVID-safe format. These activities are targeted to build brave, loyal, united and engaged staff teams.

Professional development days have focused on 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.

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... activities are targeted to build brave, loyal, united and engaged staff teams.

The Learning Environment



NAPLAN Results

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on the My School website: myschool.edu.au.

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 two students in Year 11 who received their RoSA in 2020. One left the College for personal reasons. The other needed to withdraw due to border closures against the pandemic and needing to stay in Vietnam. There were no other students that required the award of a RoSA.

Higher School Certificate Results

We had an exponential increase in the number of academic achievements across Years 7 to 12.

This year has been a resounding success for the Creative Arts Departments. Music 1, Music 2, Music Extension and Visual Arts all achieved 100 percent Band 5 and 6s; Drama and Design and Technology achieved 75 percent Band 5 and 6s; and we had a record number of ARTEXPRESS, ENCORE, OnSTAGE and Shape nominations received in the history of the College.

We also had the highest number of High Distinction and Distinctions for the Science Olympiad than ever before, and the highest number of students sitting those exams. In addition, boys sat the National Latin Exam and several boys were awarded the highest level. Our Mathematics students had

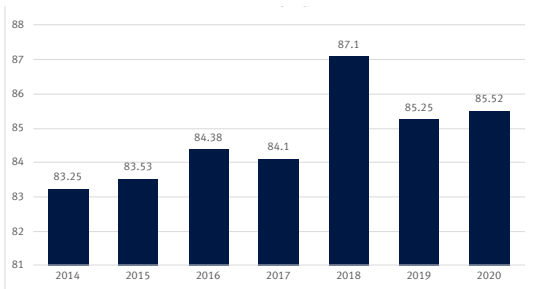
enormous success in the Australian Mathematics Competition, with two boys invited to attend the Australian Mathematical Olympiad Committee's School of Excellence in 2021.

Over 50 students from Years 7 to 12 completed their Honours Capstone Project. Five boys were awarded a Renaissance Man badge.

ATAR Median

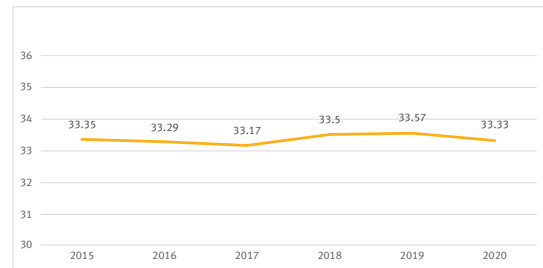
The College's median ATAR result has remained consistent from 2019 to 2020.

- 20.3 percent of students received an ATAR of over 95 (19.9 percent in 2019).
- 34.9 percent of students received an ATAR of over 90 (29 percent in 2019).



Grand School Average

The Grand School Average (GSA) is a measure of the average performance per unit sat in HSC courses examined at Scots. In 2020, the GSA remained consistent with previous years. A scaled mark of 33.37 out of 50 per unit equates to a Band 5 performance for most subjects.



We had an exponential increase in the number of academic achievements across Years 7 to 12.

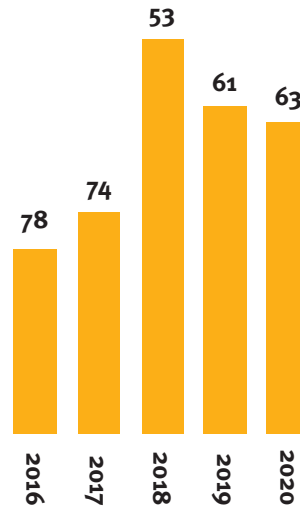
Year on Year Comparison

The 2020 cohort produced 24 fewer Band 6s than in 2019, however a far greater number of courses in 2020 demonstrated a 100 percent or 90 percent Band 5 or Band 6 attainment than the previous year.

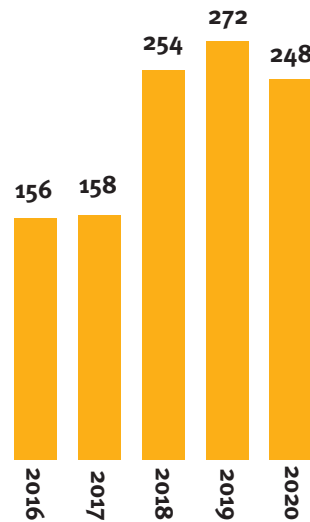
The Scots College also continues to perform better than the NSW state average in Bands 5 and 6 results for top performing courses in 2020, with the Creative Arts, Social Sciences and Technology and Applied Studies faculties demonstrating a great improvement in Band attainment as well as record nominations for state showcases.

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... a far greater number of courses in 2020 demonstrated a 100 percent or 90 percent Band 5 or Band 6 attainment ...

Year on Year Comparison



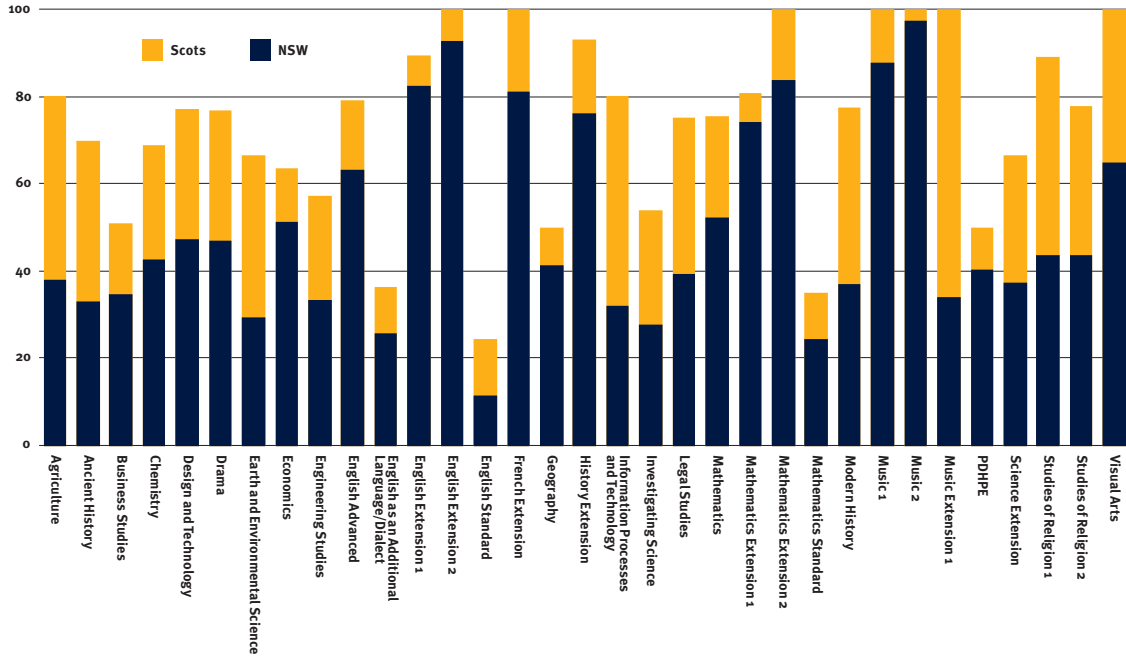
The Sydney Morning Herald
HSC ranking top 100 schools



Number of Band 6 results awarded to Scots boys

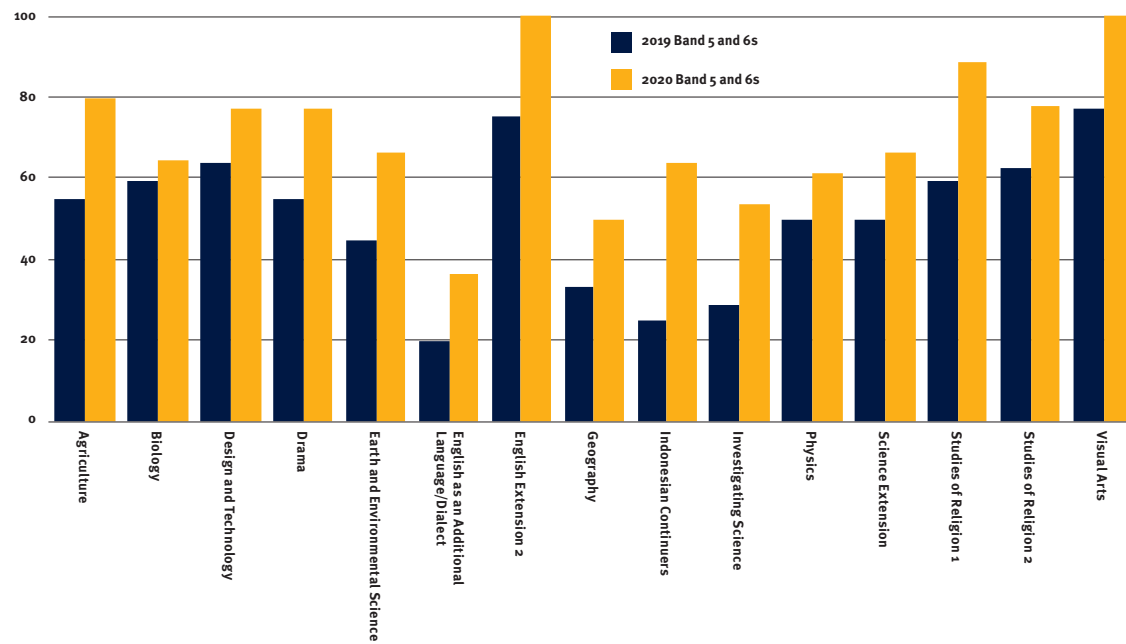
Top Performing Courses 2020

State Versus Scots Bands 5 and 6 Combined



Most Improved Scots Courses from 2019 to 2020

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 Policies and Procedures

Attendance Requirements

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.
- The Scots College uses 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 9:00am 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. 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, Head 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.



In 2020 the retention rate of students who completed Year 10 and went through to complete Year 12 was 98 percent.

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 Activities and extracurricular form a part of the normal school day. As such, if a student is present at school, he must attend any Sport, Co-Curricular Activities and extracurricular 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 students' 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 the Preparatory School – Deputy Principal, Director of Glengarry or Head of the 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 2020 the retention rate of students who completed Year 10 and went through to complete Year 12 was 98 percent. The College commenced Year 10, 2018 with 202 students and finished Year 12, 2020 with 198.

Student Attendance




















Below is the student attendance data for 2020 and covers the period from 1 January 2020 to 31 December 2020 inclusive.

Campus	Year	Students	Percentage Attendance
Early Learning Centre	Transition Cubs – 2 Days	4	92.92%
Early Learning Centre	Transition Cubs – 3 Days	5	91.13%
Early Learning Centre	Transition Cubs – 5 Days	15	89.40%
Early Learning Centre	Transition Lions – 5 Days	42	90.30%
Brighton Preparatory	Kindergarten	17	94.71%
Early Learning Centre	Kindergarten	73	91.08%
Brighton Preparatory	Year 1	18	92.45%
Early Learning Centre	Year 1	77	90.37%
Brighton Preparatory	Year 2	20	92.96%
Junior Preparatory	Year 2	72	92.19%
Brighton Preparatory	Year 3	11	93.74%
Junior Preparatory	Year 3	97	93.19%
Brighton Preparatory	Year 4	9	94.74%
Junior Preparatory	Year 4	104	92.68%
Brighton Preparatory	Year 5	7	90.68%
Senior Preparatory	Year 5	128	93.67%
Brighton Preparatory	Year 6	11	93.39%
Senior Preparatory	Year 6	127	92.92%
Senior School	Year 7	209	93.27%
Senior School	Year 8	196	93.37%
Senior School	Year 9	114	96.80%
Senior School	Year 10	218	93.02%
Senior School	Year 11	204	94.47%
Senior School	Year 12	199	94.49%
Total		1,977	93.34%

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 2020 cohort who completed Year 12, received the following university placements, and offers from tertiary study pathways.



	The University of Sydney	33%		Charles Sturt University	1%
	University of Technology Sydney	20%		Torrens University	1%
	University of New South Wales	15%		University of Canberra	1%
	Macquarie University	9%		Concordia University Irvine, California, USA	0.5%
	Australian Catholic University	4%		International College of Management Sydney	0.5%
	University of Newcastle	3.5%		Southern Cross University	0.5%
	University of Wollongong	3.5%		Springfield College, Massachusetts, USA	0.5%
	Western Sydney University	3.0%		NYU Stern, New York, USA	0.5%
	University of New England	2.0%		Multiple offers for in the USA*	0.5%
	Australian National University	1%			

* The student received multiple offers for tertiary education in the USA. The student's final selection was unknown at time of publication.

Staff and Professional Learning and Growth



Overview of the Professional Learning Program

The Scots College continues to be committed to a culture of excellence in professional learning. Our strategic intent, *The Strategic Intent of The Scots College 2016-2025*, provides a vision of aligning staff growth and performance to the Brave Hearts Bold Minds philosophy of education, 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 2020 continued to centre on the five annual professional learning days, which aim to align and deepen staff immersion in the College's vision, culture and strategy. The 2020 focus was on the third year of

embedding our Framework for Education, exploring the 'performance character' qualities of our Brave Hearts Bold Minds philosophy and its Graduate Profile: The Quest for Excellence through adventure, curiosity, creativity and personal growth.

Term 1 launched this theme with 'Excellent Adventure!' at our 2020 Staff Culture Day. This day saw teams from across the teaching and support staff engaging in experiences of adventure, creativity and personal growth, creating a stimulus for further reflection. The following day featured an update on plans for 2020, including key skill development for teaching and support staff (for example, training in outdoor first aid qualifications for our Glengarry staff).

The teacher learning communities program, which began in 2017, continued in the second year of the Teaching for Character program. All teaching staff formed in department teams to take on a

mini project throughout the year. The aim was to redesign an aspect of their teaching and learning to deepen boys' engagement in the character qualities of adventure, creativity or personal growth. 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.

As the COVID-19 pandemic unfolded in Term 1, training was rapidly provided for all teaching staff in using online teaching and learning platforms, including Schoolbox, Zoom and Seesaw. All remaining professional learning gatherings were conducted online as per government requirements.

Term 2's professional learning day provided an opportunity for 'teach meet' presentations by a range of staff, focused on either rethinking pedagogy or implementing classroom technology. A total of 18 workshops were offered by colleagues.

The professional learning day in Term 3 centred on providing deeper understanding of the performance character qualities of adventure, creativity and personal growth, through 'deep dive' online workshops with Professor Michael Anderson from The University of Sydney, Sports Physiologist, Mr John Quinn and, the College's Coordinator of Student Experience, Mr Jeff Mann.

The final professional learning day, in Term 4, celebrated the work staff had done in Teaching for Character teams across 2020 in an online 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. Support staff engaged in peer workshops about topics such as having difficult conversations and developing emotional intelligence.

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 Fellowships: A year-long fellowship awarded to pedagogical leaders in the Senior School and Preparatory 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.
- Seminars and coaching with visiting experts: ScotsIdeas and leadership summits were the key forums that involved visiting experts. Guests in 2020 came from Australia and overseas, and from many different areas of expertise. They included Professor Mike Conway, Professor Gigi Foster, Dr Dreu Harrison, Mr Gary Hill, Dr Rob Loe, Mr James Oliver and Mr Des Ong.
- Access to online courses, including from The International Boys' Schools Coalition and the Association of Independent Schools NSW.

All staff also engaged in compulsory professional learning in child protection through online synchronous and asynchronous training. Compulsory resuscitation training was also undertaken as well as optional seminars in mental health, bullying prevention and other aspects of student care.

Along with these formal activities, Scots staff continued to demonstrate a passion for professional learning by attending and presenting at a range of national and international conferences (via Zoom), 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	9
Provisional	11
Proficient	204
Total number of teachers*	224

* Total teacher numbers as at 1 December 2020 according to The Scots College payroll data.

Teacher Qualification

Qualification Category	Number of Teachers
Teachers with teacher education qualifications from a higher education institution within Australia or as recognised within the Qualifications Recognition Policy Unit.*	220 **
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.

The College has three members of staff (two teaching and one non-teaching) who identify as Aboriginal and/or Torres Strait Islander.

Student Welfare



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.

COVID-19

The negative impact of the COVID-19 global pandemic on mental health has been well documented and concerns for student welfare were at the forefront of our practice during times of blended learning. Professional development sessions that focused on maintaining community were held at the start of Term 2 and Housemasters and Year Coordinators sought to maintain a sense of connectedness. The Counselling Department has been on hand to support students, both in Sydney and at Glengarry during these unprecedented times.

Pastoral Care

In 2020 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 Carleen Arnold
- Director of Glengarry – Mr Jeffrey Grundy
- Housemasters and members of the Chaplaincy team

Building and maintaining good relationships are at the core of successful and happy schooling. The 2020 year, in particular, sharpened our focus on the importance of relationships, along with how an individual's capacity for compassion and sense of community underpinned the Scots' experience. Our ability to connect with the community was reduced and this renewed our focus on kindness and service towards each other.

Student Welfare and Senior School

Senior Wellbeing Action Team

The Head of Students, Head of Boarding, Head of Learning Enrichment, Manager of Student Health and Wellbeing, and a representative from the counselling team meet weekly as the Senior Wellbeing Action Team (SWAT). Wellbeing issues from the student body were discussed and specific plans for support were developed and shared with the key support personnel for that student. In 2020 we introduced a streamlined process of identification of students who are in need of counselling support or learning enrichment interventions.

Bullying Prevention

In 2020 we established a Bullying Action Team which met twice a term to look at best practice in bullying prevention and interventions. Our focus for bullying prevention has been on Years 7 and 8 with middle school assemblies, tutor program initiatives and a presentation by the internationally acclaimed Project Rokit. We have increased the intentionality in language use around bullying and conflict, not only to distinguish between the two but to also increase the effectiveness of our interventions while reducing labelling of student behaviour.

Peer Support

There was a significant overhaul to the Peer Support Program in 2020 with a move to have Year 10 rather than Year 11 students providing support to Year 7 boys as they move from Junior to Senior School. Peer Support has always allowed older and younger boys to develop respectful and warm relationships, but by shifting the focus to Year 10 we are looking for these relationships to endure into Year 8. This will provide support and advice as boys transition into Glengarry. The content of the program has shone a light on considering and telling of stories, including individual and collective storytelling. It is easier to strive to be worthy of our forefathers if we know who our forefathers are, what experiences we share and how our actions define others' experience.

Student Voice

Student Voice provides students with an opportunity to actively participate in decision-making at school on things which shape their educational experiences. Student Voice activities have been introduced from Years 7 to 12 to provide students with authentic agency in decision-making at school. Student Voice has been shown to increase engagement in learning and build a sense of connectedness and belonging. There is also a protective element to Student Voice whereby students contribute to the creation of a positive environment and culture by identifying and suggesting interventions for social issues.

Tutor Program

The tutor/student relationship remains key to the delivery of first-class pastoral care.

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

Eight Senior School staff members undertook Youth Mental Health First Aid training during 2020. The 14 hour course provides participants with a means of assisting adolescents who are developing a mental illness, experiencing a worsening of an existing mental health problem or in a mental health crisis. Five parents had their accreditation as Youth Mental Health First Aiders renewed in 2020.

Preparatory School

Within the Preparatory School, *A Fine Scots Boy! The Positive Behavioural Plan* continued to play a key role in helping boys to adopt attitudes and behaviours that demonstrate respect and care. Fine Scots boy posters remained on display and were regularly referred to by staff members to emphasise attributes relating to respect for others and a sense of responsibility. Further reinforcement occurred within Assemblies and Chapel services, and through various awards and certificates recognising positive behaviours and character.

Each year group engaged in specific programs to encourage thinking and growth in this area. For example, students of the Early Learning Centre considered biblical teachings concerning respect, as well as ideas around the benefits of diversity and the importance of unity. Year 2 had a particular focus on kindness in the playground and what respect might look like within the context of play. Year 3 boys interviewed Scots Old Boys and reflected on their positive contributions to society. Year 4 boys considered what respect would look, sound and feel like in a variety of settings. Students in the Senior Preparatory School had a focus on the importance of being digitally responsible, the unacceptability of cyberbullying and the risks associated with clickbait.

Throughout the year, the Preparatory School supported various organisations in order to build empathy within students and to make a positive difference to the wider community. Students supported the Allowah Presbyterian Children's Hospital (with Year 4 writing fantasy stories for the children), the Riverina Youth Justice Centre (students held a 'crazy socks day'), and Network Kokoda (students raised funds to support the Sogeri village community in Papua New Guinea with the provision of education and infrastructure).

Leadership and Governance



College Policies

A full copy of the 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 Policy Plus. 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 diaries. The full text of the enrolment policy is also available in the Appendix of this report.

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 Scots College is made up of a team of school psychologists, all of whom are registered with the Psychology Board of Australia.

In addition to the safety, protection and wellbeing of students, the College is also concerned with procedural fairness, privacy and compliance with relevant legislation and community expectations.

The College performed a comprehensive review of the Child Protection Policy as well as The Scots College Child Protection Program and other related policies in 2019. No changes were made in 2020.

In 2021, the College will review the new Child Safe Standards as recommended by the Royal Commission and will incorporate these changes into the Child Protection Policy and The Scots College Child Protection Program to ensure that the College is a child safe organisation.

The College undertook a comprehensive review of student welfare policies in 2019 and again in 2020 to ensure that consistent practices are implemented across all campuses.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 24 within this Annual Report for further information about the 2020 initiatives introduced to support student welfare at the College.

The full text of certain student welfare policies (Student Duty of Care and Child Protection) 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 and again in 2020 to ensure that consistent practices are implemented across all campuses.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 24 within this Annual Report for further information about the 2020 initiatives introduced to support bullying prevention at the College.

The full text of the Bully 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.

Parents and legal guardians are partners with the College in the process of developing a student's self-discipline and the College discipline process.

Following the comprehensive review of the Student Discipline Policy in 2019 to ensure that consistent practices are implemented across all campuses, no changes were made in 2020.

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

Complaints Handling and Appeals Policy

The Scots College has a comprehensive Complaints Handling and Appeals Policy 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 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.



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 ...

Complaints received by the public or College community (including parents and carers) can be recorded online using The Scots College Complaint Handling Report Form in the online complaints management system, CompliSpace Assurance. The form is included as a link in the College's Complaints Handling and Appeals Policy which can be obtained from the College website.

Timeliness in responding to complaints is a key element of successful complaints handling.

Following the comprehensive review of the complaints and appeals handling process in 2019, no changes were made in 2020.

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 2020, 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 these areas in 2020.

Area from Strategic Plan	Goals	Achievements in 2020
Our Faith and Values	Educate our students, staff and community in the Christian heritage, beliefs, faith and worldview that underpin the College's vocation in serving God, our society and the world.	<ul style="list-style-type: none"> Strengthened engagement with our faith from the wider College community through key Chapel services (Easter and Christmas) presented online. The implementation and ongoing development of the new scope and sequence for Christian Studies curriculum in Years 7 to 12. Expanded commitment to The Duke of Edinburgh's Award program and expansion of associated service opportunities.
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"> Establishment of Teaching for Character teams across all academic staff Transition to Year 12 with professional learning centred around embedding our Brave Hearts Bold Minds philosophy of education. Expansion of the Applied Entrepreneurship Program into Year 11, which continued to build provision of alternative pathways for our students. Review of the Glengarry program results in a detailed proposal that increases rigour across the Year 9 experience, particularly in the academic provision at Glengarry. Establishment of a moderation process across the Senior School curriculum, providing increased support and accountability for the development of teaching programs and delivery.
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"> Articulation of our Experiential Education Framework supported staff in developing active learning across the curriculum. Continued expansion of immersive opportunities including short-term residential experiences at the Bannockburn active learning site. Expanded online experiences, including virtual reality technologies that allowed our boys experiential opportunities within COVID-19 restrictions. Pilot programs were conducted across each of the five Patribus Initiatives to inform future educational practice across the curriculum.

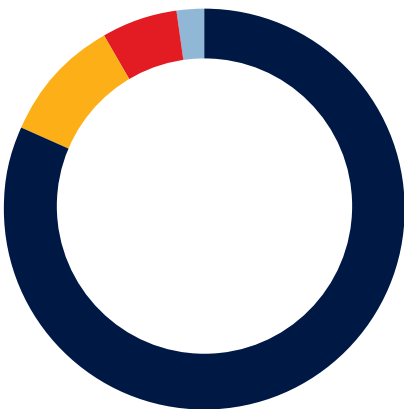
Area from Strategic Plan	Goals	Achievements in 2020
Opportunity, Safety and Security	Strengthen our culture of organisational care, character and learning, especially our service orientation, by refining our approaches to optimising opportunity, safety and security in relation to key areas of strategic performance.	<ul style="list-style-type: none"> • Continued development of leadership summits for the advancement and alignment of leadership practice across the College. • Involvement in the Association of Independent Schools of NSW Waratah Project established a framework for the College to further improve outcomes for Aboriginal and Torres Strait Islander students. • Further update of child protection training for casual staff, based on recommendations from the Royal Commission. The training now includes an online provision. • Establishment of ongoing policy review and update procedures in response to the successful NSW Education Standards Authority school registration in 2019.
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"> • Ongoing educational provision and organisational stability maintained through careful management of resources and clear communication throughout the COVID-19 restrictions and ongoing impact. • Publication of the book, <i>Worthy of our Forefathers: A History of The Scots College Sydney</i>. • Successful fundraising project and beginning of works for the College Auditorium Refurbishment. • Continued fundraising and works for the John Cunningham Student Centre.






Financial Strength – Building for the Future



The Scots College Audited Financial Results




Recurrent/Capital Income 2020



	Fees and private income	81%
	Capital income (Building Fund)	10%
	Commonwealth recurrent grants	6%
	State recurrent grants	2%
	Government capital grants	0%

Recurrent/Capital Expenditure 2020



	Salaries, allowance and related expenses	50%
	Non-salary expenses	35%
	Capital expenses	16%

Appendix

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.

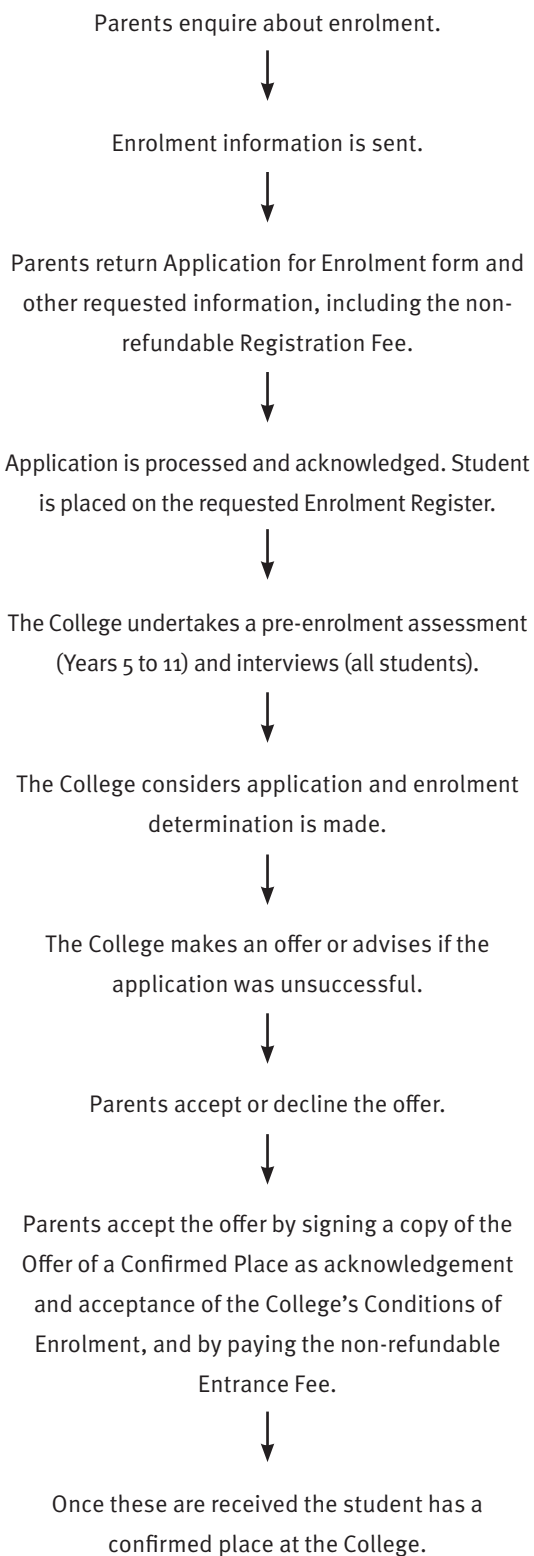
5.1.2 Overseas Student

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 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.

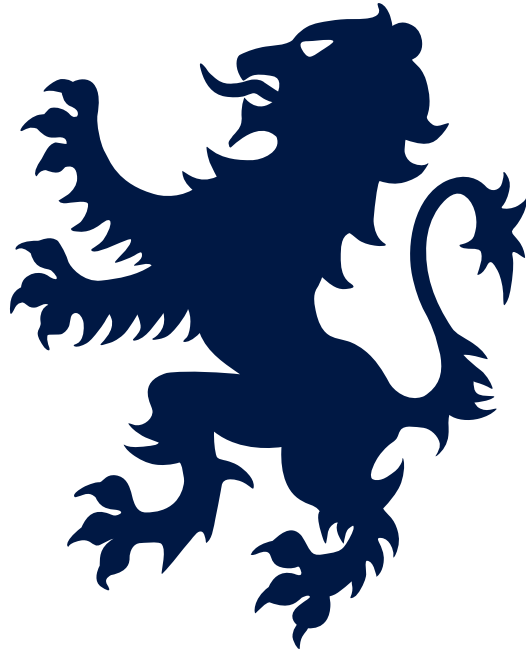
8. Communicating the Policy

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.



Scots boys grow into fine young men.



The Scots College
Sydney Australia

tsc.nsw.edu.au