

Annual Report

2023



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.

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 programs provide invigorating pathways which develop young leaders.

In 2023 there were 2,240 boys enrolled at the College. This total number included enrolments at the Preparatory, Middle and Senior Schools at Bellevue Hill and Brighton Preparatory School at Dolls Point.





The Christian Foundation of the College

Initiatives Promoting Respect and Responsibility

Our Christian education programs examine the person and teachings of Christ and encourage each student to consider his place within God's world and his contribution to others. Through these and other programs, students build a sense of connectedness to communities and causes bigger than themselves, and a growing sense of responsibility to respect and care for others.

During 2023, several initiatives focused on accomplishing these ends. The Thistle Badge program in our Preparatory School campuses provided avenues for boys to serve at home, within the College, such as assisting in running programs for younger students, and in the wider community, including volunteering at churches, surf life saving clubs and retirement villages.

Year 8 boys participating in the ScotsX program made fortnightly visits to The Terraces residential aged care home in Paddington. They took portrait photos of residents and created collages as a gift for them. The boys interviewed residents about how the city has changed over their lifetime. Students worked closely with the Allowah Presbyterian Children's Hospital and Disability Support Services in Dundas Valley. They carried out maintenance

work, wrote an age-appropriate storybook and read it to the patients and created an artwork for the hospital.

The College's International Students Dinner, featuring diverse cuisines and life stories, was important in helping students facing language and cultural challenges. Together with the Presbyterian Ladies College Sydney, Scots organised an inter-school International Mindedness Dinner, promoting respect and understanding across student communities and cultures. Our International Students' Assembly and feast offered rich cultural experiences that engaged the Middle School and Senior School communities in a celebration of global diversity.

This year saw the continuation of the College's focus on forming young men committed to the leadership and service of others, and to relationships built upon deep respect and a strong sense of responsibility.

Message from the Chairman



In 1907, a pivotal event occurred at St Andrew's College at The University of Sydney, where a group of university students initiated a strike. St Andrew's, known for its role in training Presbyterian ministers, became the centre of controversy due to the teaching of Rev Dr Dill Macky, a theology lecturer and one of the founding ministers of The Scots College.

The students demanded a modern approach to biblical interpretation, particularly rejecting the literal acceptance of miracles such as the resurrection of Jesus. Rev Dr Macky's refusal to adapt his teachings led to a formal complaint to the General Assembly of the Presbyterian Church, culminating in his resignation. This incident provides a window into Rev Dr Macky's character: a man remembered both for his compassionate acts, such as founding educational institutions and orphanages, and for his unwavering stance on theological issues, which often placed him at the centre of controversy.

Rev Dr Macky's legacy deeply influences the ethos of the College, particularly through the promotion of hope – a central theme in our community. The Christian concept of hope is founded in the fact that Jesus Christ was resurrected from the dead. This hope is not merely a spiritual concept but a dynamic force that drives our educational practices and community engagement, aiming to prepare our

students for a future brimming with opportunities. It encourages our students to meet challenges positively and fosters resilience.

The significance of this hope is underscored in today's societal context. Some argue that human beings are no more than a sentient collection of cells, contributing to the pervasive sense of nihilism in modern society. In contrast, our community upholds the belief in the intrinsic value of each individual as created in the image of God, which supports our commitment to student development and wellbeing.

In 2023, the College Council, in collaboration with the Principal, began refreshing the College's strategy. This involves deepening our engagement with the community to continue to integrate our Christian faith into practical educational outcomes. The ongoing discussions with parents and stakeholders will further refine our approach, ensuring that our aspirations for student achievement in all areas of life are met.

With the conclusion of 2023, I am pleased to present the highlights of the year in this Annual Report. Throughout the year, our College has encountered numerous challenges but has also experienced significant blessings. These events have not only tested our resilience but have also affirmed our collective strengths and commitment to our core values. This report encapsulates these key moments and achievements, reflecting our ongoing journey towards excellence in education, characterised by hope.

Rev Glen Pather

Chairman of the College Council

“ The ongoing discussions with parents and stakeholders will further refine our approach, ensuring that our aspirations for student achievement in all areas of life are met.

Message from the Principal



2023 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 development of our strategic plan through engagement with our key stakeholders has provided important clarity as we consider opportunities and priorities in the coming decade. In educating for the character and care of 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 and out of class, boys' schools can take time to provide experiences that build the relationships, respect, and trust on which boys thrive. We passionately believe that boys' schools like ours can, with intent, evidence-based practice, and a commitment to personalised learning, develop programs that will unfold passions and hone mastery across a broad landscape.

The John Cunningham Student Centre is still on track for completion this year. The centre is symbolic on many levels. The very real challenges facing boys and young men are less

about masculinities and more about care. With a focus on proactive and developmental student care and guidance, the centre will shape and develop an educational model that will provide the time, support and variety boys need to discover their interests, develop their skills, and forge a sense of worth and desire to participate in causes bigger than themselves.

A key focus of our mission is to attract and develop our professional teaching and educational support team. Our Research team supports beginning teachers, post-graduate learning and ongoing professional growth. Great staff, supported in their professional learning, build programs that are adventurous, full of problems to be solved, and reflective. Being curious and interested in things, and aspiring to master them in their quest for excellence, will become character informed habits for life.

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 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.

It was pleasing to see high-quality Dance, Drama, Musical and Public Speaking performances in front of audiences across the campuses and extending out into our communities. I would like to highlight the Beach Volleyball, Volleyball, Sailing and Snowsports students who all won Senior boys' national championships. Also, congratulations to the coaches and boys on our 1sts XI Cricket and 1sts Water Polo teams for winning the New South Wales Athletic Association of the Great Public Schools (AAGPS) Premiership and the coaches and boys who were involved in 2nds Basketball and 2nds Water Polo, for each winning AAGPS Premierships. Alongside these great teams, there have been many individual successes with accomplishments at state and national levels. The boys have excelled in Dance, Drama, Debating, Chess

“ The development of our strategic plan through engagement with our key stakeholders has provided important clarity as we consider opportunities and priorities in the coming decade.



and Robotics. The Pipes and Drums band has performed in two tattoos – Edinburgh and Virginia – and won the Australian Pipe Band Championships title and were placed third in the world in the Juvenile Division – an amazing accomplishment. For the third consecutive year, the College has been named by the Australian Music Examination Board as one of the top ten outstanding schools for Music.

I want to acknowledge the contribution of all staff, teachers and support staff across the College who have worked in different ways this year to ensure that the Scots’ journey has been one of growth, support and enrichment for the boys. I wish to also acknowledge the important governance work, support and encouragement of the College Council for ensuring the future success of Scots and that our mission and vision are clear.

Finally, to all parents and carers, especially those that have volunteered and contributed in many ways to the College through The Scots College Women’s Association, Parents’ Association and the various support groups, I thank you for enriching our community life and ensuring that all boys are well supported and cared for.

I acknowledge and thank our staff and students for their support and encouragement during the year, and trust 2024 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



I'll never forget the first time I came to Scots. I was a young lad in Year 3, uncertain of this place my parents had driven me to.

I remember it looked very nice, with a white building to my right which had a large lion-looking figure on it. Soon, I'd learn that this would be my new home.

I was met in front of the Senior Prep campus by a kind, smiling woman named Mrs McCathie. She took me on my tour and guided me in an 'interview'. Strolling through Ginahgulla building was the moment I knew I was at home. Boys ran through the hallways, chatter filled the amphitheatre, and when Mrs McCathie talked my parents and I through all the Sporting, Academic and Co-Curricular activities Scots had to offer, I realised this school was something I wanted to be involved with. I wanted to give the bagpipes a 'crack'. I wanted to give Cricket a crack and play on the Main Oval. I wanted to have one of those cool green tartan ties. And from that day on, my journey as a Scots boy began.

Throughout my time, I have had many amazing teachers and mentors who have allowed me to flourish. But one stands out. Mr Dawson was my Maths teacher in Year 11 and for the first term of Year 12 until he left the College. Prior to leaving, he made my Extension 2 Maths class a promise that following his departure, he would always be willing to help us. He was the person who encouraged me to try the Extension 2 course, along with Mr Chandler, and as I was a student in Year 7 who couldn't add or subtract negative numbers! I never thought I would sit in a class every day with some of the smartest students Scots has ever had. I gave it a crack.

As the HSC approached, I realised I needed some extra help, so who did I turn to? Mr Dawson. He and his lovely wife invited me into their home to run me through some extra sessions, filling me with confidence that simple harmonic

motion wasn't too difficult. The reason I tell this story is that within our world, which at times feels broken, there are amazing people who will always be there when we need them. All it takes is the courage and strength to reach out. So, Mr Dawson, thank you for everything.

But during my Scots experience, I haven't been able to enjoy the good times without the bad. Behind the premierships, badges and blazer lie memories that make me appreciate the triumphs I have had. In Year 8 I suffered acne and hated what was happening to my body. I didn't like the thought of turning up at school with a 'million' little red dots on my face. That was tough for me, but with the help of tutors and mentors, I learnt that those spots didn't define me. I gave the art of not caring what others thought a crack and turned to my passion for Sport which allowed me to release negative emotions.

And Sport 'saved my life'. Because, as stated by philosopher Friedrich Nietzsche, "He who has a why to live can bear almost any how." Because the sooner we humans find our why and our purpose, the quicker we can learn and grow. My grandfather Robba played AFL for the Melbourne Demons. He was my why and the reason I wanted to start playing AFL. He has been my biggest role model and idol when it comes to my sporting activities, and he never fails to check in after training and games. He had faith in me to give every sporting opportunity a crack, and so I did. Additionally, my mother was a national heptathlete and has always encouraged me to push further than the rest of the crowd.

My dad played local cricket in Bathurst as a boy and has completed the City2Surf a few times now. So from a young age, I was surrounded by sport. There was one Sunday night in Year 10 I received an email from the Director of Football, Mr Marsden and Head Coach of Football, Mr Purcell reminding me that despite not signing up, there were 1st and 2nd Football trials that following Monday morning commencing at 6:15am.

I thought to myself there was no way I was waking up that early and walking through Moore Park in the pitch black, as cold as anything, just to get humiliated by teammates at my first session. I just wasn't going to let that happen, as I believed I had no chance of making either team.

But I have learnt that this negative attitude doesn't get you anywhere. The mind overpowers the body and sure enough, I woke at 5:30am, ran to my parents' room, shook Mum to wake-up and drive me to training. Sport has always been my passion, and so when this opportunity presented itself, I decided to give it a crack. Funnily enough, that season I played every 1st XI game. But, from time to time I was worried about being seen as different for involving myself in a high level of Sport and Co-Curricular from Year 9 to 10.



However, Nietzsche's statement "those who were seen dancing were thought to be insane by those who couldn't hear the music," made me realise it was okay.

I believe the music of life is so beautiful. Like an orchestrated melody, running through our psyche as we go from day to day. Of course, we will have our ups and downs, triumphs and failures. But one thing that my grandfather once wrote in a letter to me while at Glengarry during the COVID-19 lockdown changed my perspective on life. His words were as follows:

Keep looking for the good things – the optimistic side. Work with the things that you can control. Stick tight with your mates – share the load.

Taking you back to my first time stepping onto Scots grounds as a young lad, to years later standing in the Sydney Opera House in front of a full crowd including my family, friends, schoolmates and very special people who provided me with so much. Throughout my time, I've learnt that Scots is a place you can get so much from. When you find something you're passionate about, make sure you pursue it. Give it a crack like I did, follow your passion and when you do, know no matter where you end up in life you will be successful.

A lot has changed since my arrival, and a lot will change in the future. But change, although scary, is exciting, and as the famous author CS Lewis said, "There are far, far better things ahead than any we leave behind." Now as an official

Old Boy, with the time I have had to reflect on my year after completing the HSC, I am truly excited for the future of this amazing school. The Scots community is one like no other, a brotherhood constructed through toil, effort and passion that continues to grow and expand. No matter who tells you what, Scots is special. Every Scots boy brings something different to the table and every boy is enough. [Every boy is at Scots] to flourish so be generous, show gratitude and do things with grace.

Let me leave you with a final message.

Vincent van Gogh believed that, "Normality is a paved road: It's comfortable to walk, but no flowers grow on it." So be bold boys, try new things and push yourselves to grow every day. Give things a crack, follow what you love. Remember to be vulnerable is to be tough. To be open is to be brave. The only thing promised is death; and we only get one shot at this gift of life. So above all, enjoy your experience while it lasts as we never know how long we have left.

Thank you so much for trusting me as your Head Prefect for 2023. I wouldn't change a thing, and it's been an absolute honour leading everyone. The lion inside of you is always hungry for more. Don't stop feeding it, and above all, don't settle for less.

So, for the final time: Thank you, and Scots to the fore!

Oliver Rouse
Head Prefect

Community Engagement and Partnerships

Parent and Student Satisfaction

The Scots College is committed to listening to the views and expectations from key stakeholders. Surveys are regularly conducted to gather feedback on a range of educational 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.

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

“Scots offers an incredible range of opportunities. In the eight years my son has been there he has enjoyed the Honours Program, Debating, Sport tours, Snowsports Academy, camps, learning the guitar and Pipes and Drums, to name a few. I know the friendships he has made and the experiences he has had will last him a lifetime.”

“I have two very different-natured boys and the Preparatory School manages to enthuse both of them with all of its different offerings and the way the teachers and broader school community engage with them each as individuals.”

“The Scots College is an incredibly well-rounded school offering an amazing Academic and Co-Curricular experience. The Early Learning Centre provides a nurturing, caring, fun and opportunity-rich environment for the boys; teaching them to be upstanding citizens, to care for their community and others and to be the best friend, peer or family member they can be. The facilities and resources are fantastic, and the teachers are committed and caring.”

“The Scots College Brighton Preparatory School is a wonderful campus. It has not only provided our son with amazing Academic opportunities but has also instilled in him a desire to be a boy who strives to be courageous and have integrity and compassion for others. It also has an amazing level of class teachers, support staff and Head of the Brighton Preparatory School that all take a nurturing and caring approach to our child.”

“The support shown by the College (teachers and Principal) when I have had concerns. Also, a genuine interest in my child, their education and their wellbeing.”

Teacher Satisfaction

The College is committed to the ongoing support and care of its teachers.

In 2023, in collaboration with Xref Engage (formerly Voice Project), we surveyed staff to explore key areas such as leadership, teamwork, job satisfaction and overall organisational effectiveness whilst establishing a data ‘benchmark’, such that we will be able to compare progress over time in future years. It has allowed us to estimate the relative importance of different work practices for specific outcomes, as well as identify drivers of staff engagement, wellbeing and school performance, and determine priorities for action. This kind of information will allow us to make the continuous improvements that are so important to our ongoing success at an individual and corporate level. The timing of this survey is also very valuable as the College Council and Principal commence the next cycle of strategic planning for the College.

Through the College culture program, staff have been involved in induction and onboarding activities as well as planning and cross-campus professional learning days. These activities are targeted to support the College’s Teaching and Learning strategic objective of aligning staff performance to our Brave Hearts Bold Minds philosophy of education, our learning model and our strategic intent through a whole-College staff performance model. This will lead to the development of evidence-based and adaptable expertise in engaging and enabling boys to achieve outstanding academic, personal and social outcomes.

“

... we surveyed staff to explore key areas such as leadership, teamwork, job satisfaction and overall organisational effectiveness ...

The Learning Environment

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 sit the annual test.

In 2023, the assessments were administered in March, during Term 1, using nationwide tests of Reading, Writing, Conventions of Language (Spelling, Grammar and Punctuation) and Numeracy. Being a snapshot of student achievement at points in time, NAPLAN assists teachers and parents in observing growth over time as well as identifying areas for specific focus against national standards. This test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum but the data does provide schools and parents with useful information regarding student progress.

As a response to the 2019 National School Reform Agreement in 2023, the NAPLAN test results are now being reported using new NAPLAN proficiency standards. The NAPLAN proficiency standards include four proficiency levels for each assessment area at each year level:

- **Exceeding:** the student’s result exceeds expectations at the time of testing.
- **Strong:** the student’s result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student’s result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Results from Year 7 included a large majority of students achieving in the top two performance bands of ‘Exceeding’ and ‘Strong’ in each assessment area, with particularly high scores emerging in Numeracy. In Year 9, over one-third of students reached the top ‘Exceeding’ standard in both Numeracy and Reading, and the trend of a majority of students achieving either ‘Exceeding’ or ‘Strong’ continued across all assessment areas.

We are extremely proud of the boys’ attitude and effort towards these assessments and congratulate them on their outstanding results.

Results 2023

Percentage of students in the cohort

Preparatory School

Combined Exceeding and Strong Standards

	Year 3	Year 5
Reading	93%	92%
Writing	84%	93%
Spelling	89%	91%
Grammar and Punctuation	83%	86%
Numeracy	96%	96%

Middle School

Combined Exceeding and Strong Standards

	Year 7	Year 9
Reading	90%	85%
Writing	88%	67%
Spelling	89%	85%
Grammar and Punctuation	87%	77%
Numeracy	96%	91%

“

In Year 9, over one-third of students reached the top ‘Exceeding’ standard in both Numeracy and Reading ...



Higher School Certificate Results

The Class of 2023 will be remembered for their continual quest for excellence, their kindness and empathy and the impact they had in reinvigorating the academic culture in the Senior School. The way they collaborated and supported one another has set a fine example for coming years to follow.

The results were outstanding with the number of Band 5s and 6s being the highest on record.

Six students received an ATAR over 99 and seven state rankings were awarded in Chemistry, History Extension, Latin Extension, Modern History and Mathematics Extension 2. Two students received the highest possible ATAR of 99.95 which was only awarded to 49 students across the state.

We had 43 boys achieve an ATAR above 95 and 17 boys were named on the Premier's All-round Achievers merit list (achieving Band 6 in at least ten units of study).

ATAR Median

The College's median ATAR increased from 85.45 in 2022 to 87.16 in 2023.

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 2023 the GSA increased slightly to 33.8 as compared to 33.4 in 2022. This average has remained very steady with a narrow range of 0.4 over the past five years.

Year on Year Comparison

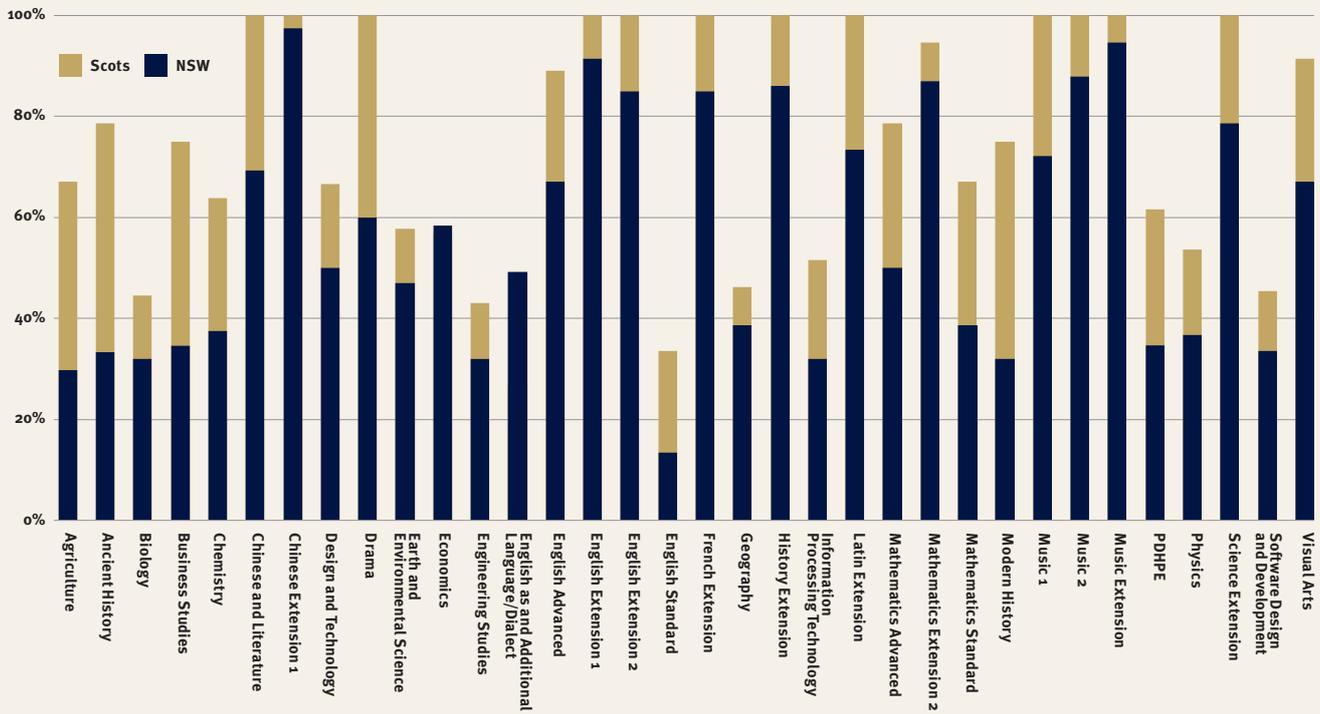
The Scots College achieved their equal best result to date in *The Sydney Morning Herald's* schools lead table, with a ranking of 51. A total of 318 Band 6s were awarded to Scots boys, the highest number of Band 6s received in the past ten years and a 36 percent increase on the number of Band 6s from 2022. The total number of Band 5 and Band 6 combined was 842, the highest number achieved to date. Scots was one of the top 20 schools for the most successful rate improvement from 2022 to 2023.

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. No RoSA credentials were awarded by the College in 2023.

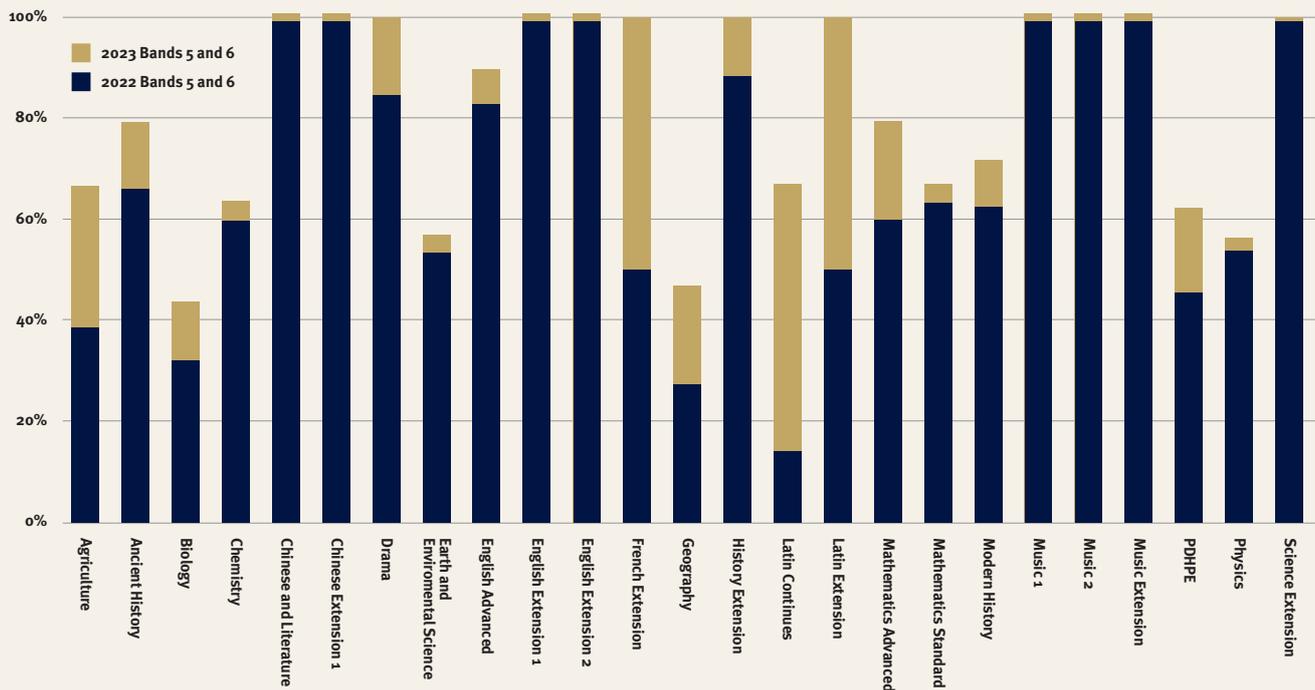
Top Performing Courses 2023

State versus Scots Bands 5 and 6 combined

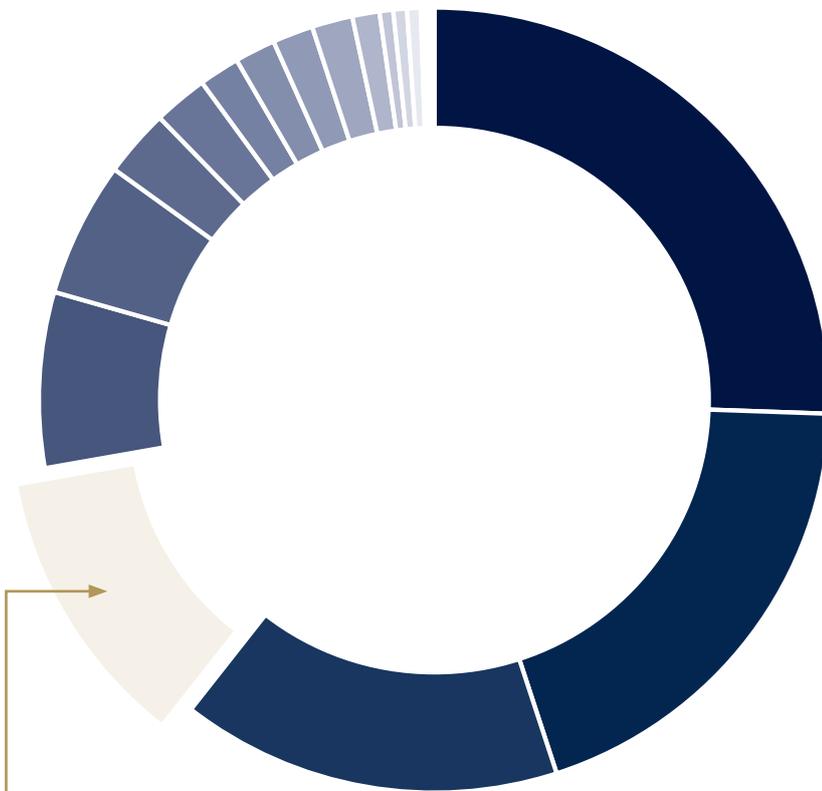


Most Improved Scots' Courses from 2022 to 2023

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.



Post School School Destinations



University Offers	Universities Admissions Centre (UAC) Offers
The University of Sydney	46
University of Technology Sydney	35
Australian National University	28
International universities*	21
University of New South Wales	13
Macquarie University	10
The University of Melbourne	5
Western Sydney University	4
Australian Catholic University	3
The University of Newcastle	3
University of New England	3
University of Wollongong	3
The University of Queensland	2
Australian College of Applied Professions	1
Charles Stuart University	1
Monash University	1
University of Canberra	1

- | | |
|-----------------------------|--------------------------------|
| Arizona State University | Temple University |
| Drexel University | The University of Arizona |
| EDHEC Business School | The University of Chicago |
| Fordham University | University of Bath |
| IE University | University of Colorado Boulder |
| Loughborough University | University of Denver |
| Loyola Marymount University | University of Massachusetts |
| Pace University | University of Oregon |
| Salisbury University | University of Oxford |
| Stetson University | University of Vermont |
| Syracuse University | |

“ The way [the Class of 2023] collaborated and supported one another has set a fine example for coming years to follow.

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 Middle School and 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 message system will continue to send parents or carers a text message where an explanation has not been received. Preparatory, Middle and Senior School campuses' 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 – Deputy Principal, Head of Senior School or Head of Middle 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 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 Senior School, Head of Middle School, 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 2023, the retention rate of students who completed Year 10 and went through to complete Year 12 was 94.26 percent. The College commenced Year 10, 2021 with 244 students and finished Year 12, 2023 with 230.

Student Attendance

Below is the student attendance data for 2023 and covers the period from 1 January 2023 to 31 December 2023 inclusive.

Campus	Year	Students	Percentage Attendance
Early Learning Centre	Transition Cubs – 2 Day	9	95.95%
Early Learning Centre	Transition Lions – 2 Day	1	95.03%
Early Learning Centre	Transition Cubs – 3 Day	10	92.82%
Early Learning Centre	Transition Lions – 3 Day	2	85.44%
Early Learning Centre	Transition Cubs – 5 Day	10	87.90%
Early Learning Centre	Transition Lions – 5 Day	38	90.25%
Brighton Preparatory	Kindergarten	17	96.74%
Early Learning Centre	Kindergarten	70	92.43%
Brighton Preparatory	Year 1	20	93.46%
Early Learning Centre	Year 1	83	90.63%
Brighton Preparatory	Year 2	20	93.97%
Junior Preparatory	Year 2	75	92.42%
Brighton Preparatory	Year 3	18	92.32%
Junior Preparatory	Year 3	96	93.31%
Brighton Preparatory	Year 4	22	91.82%
Junior Preparatory	Year 4	104	92.88%
Brighton Preparatory	Year 5	21	94.45%
Senior Preparatory	Year 5	126	92.99%
Brighton Preparatory	Year 6	16	89.22%
Senior Preparatory	Year 6	132	91.52%
Middle School	Year 7	222	92.99%
Middle School	Year 8	217	91.59%
Middle School	Year 9	234	95.66%
Senior School	Year 10	239	89.94%
Senior School	Year 11	207	92.28%
Senior School	Year 12	231	91.40%
Total		2,240	92.41%

Staff and Professional Learning and Growth

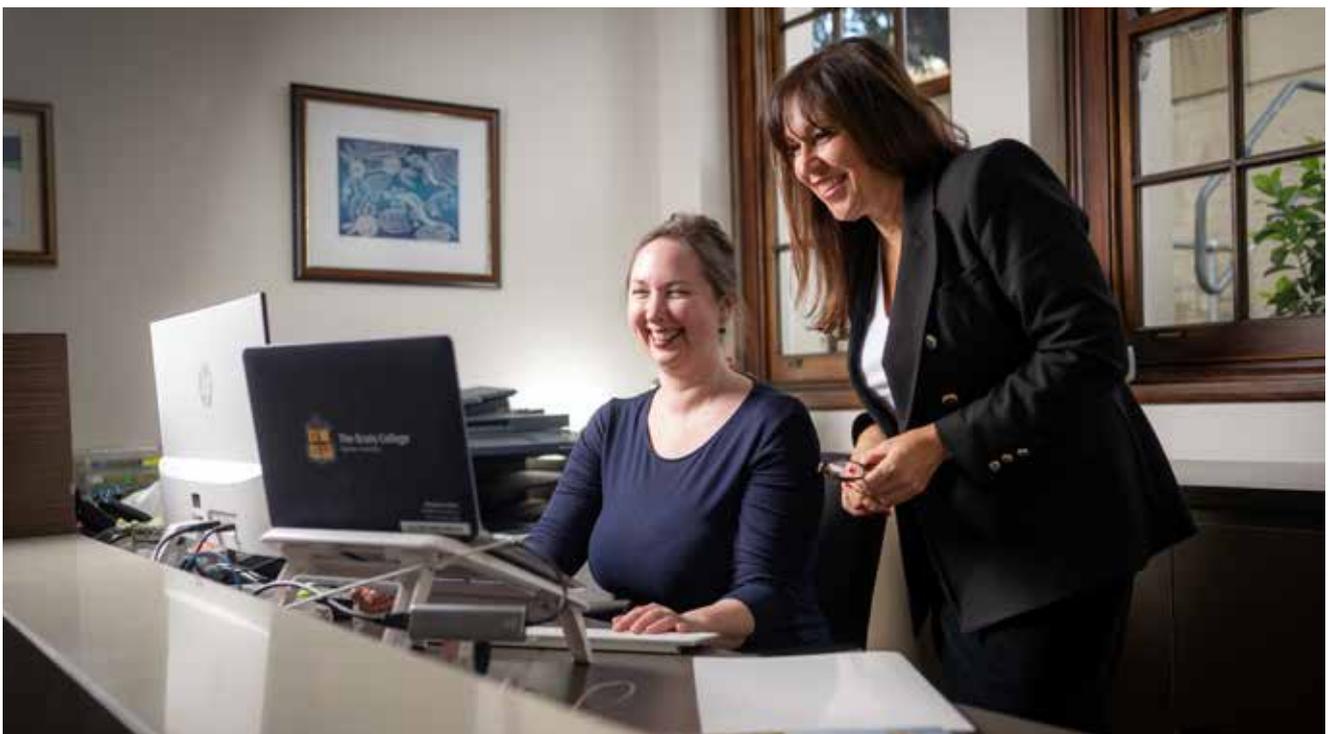
Overview of the Professional Learning Program

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 philosophy of education, our Patribus Knowledge Model of building expert communities of knowledge, practice and formation and our strategic priorities. The aim of this is to engage and enable boys to achieve outstanding academic, personal and social outcomes.

In 2023, the six core professional learning activities for staff continued to focus on aligning and deepening the College's vision, culture and strategy. We gathered at the beginning of the year for a professional learning day designed to invigorate teaching practices and enhance student learning experiences. Under the guidance of Principal, Dr Ian PM Lambert, the day commenced with an inspiring address, establishing the theme for the year (the year of the boy) and a renewed focus on both the purposes and value of boys' education and the curriculum experiences and relational pedagogies needed at various phases of the Transition to Year 12 learning journey. As our Middle School was formally launched, a significant focus was education for early adolescence, a theme that will be formally embraced in the 2024 Semester 1 program, with expert input from

university partners. In the afternoon, our teams engaged in a series of dynamic learning and development activities, planning for the year ahead and sharing best practices.

Teaching staff engaged in a professional learning day before the June long weekend, working in teams on a range of context-specific learning, including innovative teaching methods, character development and exploration of new syllabi. The Term 2 professional learning day centred on the bespoke needs at campus and team levels, including curriculum design work and skills-based training. Concurrently, the teacher learning communities model, which began in 2017, continued in the Preparatory School and select departments elsewhere, through the Teaching for Character program developed by the Scots Research Office. Teaching staff worked in department or year teams to redesign a program or unit of work for Term 3, using the Scots Learning Design Process, towards the character qualities identified in our Graduate Profile. This work was supported by intensive training sessions with teams. Even in its more pared-back form, teams produced some excellent examples of high-quality, creative and character-oriented learning experiences for boys. In our Kindergarten to Year 2 phase, the focus was on syllabus design work for English and Mathematics. For our Years 3 to 6 practitioners,



Association of Independent Schools of New South Wales Education Consultant, Ms Leah Gough, led a day focused on the new English syllabus.

Subject departments in the Middle School and Senior School designed their own learning programs, targeting self-identified areas for improvement in the domains of teaching and learning/student experience. This included Semester 1 program annotation and moderation/Assessment Task review.

The Term 3 professional learning day was delivered in partnership with 2023 Clark Fellow and Harvey Mudd College Benediktsson-Karwa Professor of Mathematics and former President of the Mathematical Association of America, Professor Francis Su. He led whole staff and departmental development sessions as well as teaching students across our campuses and addressing parents and the wider community. His work formed the basis of a program of professional learning, including workshops and presentations, made available to staff over the four-week duration of his fellowship with the College. The bespoke professional learning offered to our teachers of Mathematics was outstanding but his broader research interests (namely how mathematics can meet basic human desires – for play, beauty, freedom, justice, and love – and cultivates virtues essential for human flourishing) were a source of interest and benefit for our community in general.

In Term 4, and building on our visit from Professor Su, the professional learning day involved a main session delivered by Data Storyteller, Dr Selena Fisk, considering both how we place the empirical around the intangible and the ways in which professionals collect and tell stories about data. The day was designed to support colleagues:

1. Access and understand the data that they have.
2. Increase the understanding and ability of staff to gather, analyse and interact with data.
3. Co-construct school data plans and/or school improvement plans and track achievement against those plans.

Beyond these days, staff engaged in professional learning in a range of other formal programs, supported by The Scots College Research Office, including seminars and coaching with visiting experts. The Clark Fellow, ScotsIdeas program and Leadership Summits were the main forums that had visiting experts. In addition, we continued to invest heavily in external professional learning offerings as well as access to online courses. The International Boys' Schools Coalition was one of the providers of online courses. All staff also engaged in compulsory professional learning in child protection through synchronous and asynchronous training. Compulsory resuscitation training was also undertaken.

Along with these formal activities, Scots staff continued to demonstrate a passion for professional learning by attending and presenting at a range of national and

international conferences, completing graduate studies, accessing in-person and online learning courses and undertaking professional reading and reflection.

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	17
Provisional	14
Proficient	206
Total number of teachers*	237

* Total teacher numbers as of 29 November 2023 in accordance with NSW Standards Education Authority (NESA) online account (eTAMS).

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.*	237 **
Teachers with a bachelor degree from a higher education institution within Australia or one recognised within the Qualifications Recognition Policy* but lack formal teacher education qualification.	0

* Note that the Qualifications Recognition Policy is managed by the Department of Education.

** 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 does not have any member of staff (non-teaching) who identifies as Aboriginal and/or Torres Strait Islander.

Student Welfare and Pastoral Care Policy Initiatives



Preparatory School

A Fine Scots Boy! The Positive Behavioural Plan continues to be the foundation of our student welfare and pastoral care program at Scots.

Teachers reviewed our Scope and Sequence of teaching strategies focusing on Scots values incorporating The Quest for Excellence (adventure, curiosity, creativity and personal growth), Our Faith and Tradition (truth, honour, loyalty and commitment) and Leadership Through Teams (spirit of service, compassion, humour and community). We continued our partnership with Dr Sarah Tillott, developing the program at Brighton Preparatory School, focusing on resilience pillars for teaching Kindergarten through to Year 6 and enhancing the current Fine Scots Boy program, with further integration in weekly assemblies, chapel, and Personal Development, Health and Physical Education (PDHPE) sessions.

Character Reports

Parent meetings and staff surveys were held to discuss, amongst other topics, the character development of boys in the Preparatory School. Programs were well endorsed, including the recently developed fine Scots boy character outcomes that are communicated and rated for each boy on interim and semester reports. These values are integral to Scots holistic development framework and are explicitly taught and reflected upon in our character reports and during parent-teacher meetings.

Prefect's Commendation

The Prefect's Commendation award, which emphasises the development of the qualities of fine character and care, is presented at each Assembly. During 2023, the Head Prefect, Deputy Head Prefect, Senior Boarder Prefect and Senior Day Boy Prefect mentored boys by teaching and encouraging them through presentations at Assemblies and official functions.

Respectful Relationships

Amazing Me sessions for Kindergarten to Year 6 boys were again presented by relationship expert, Mrs Rowena Thomas, emphasising the importance of respectful relationships between boys and boys, girls and boys and adults and boys. In its third year, the presentations are proving most positive.

Training of House Leaders

This year our House Leaders attended leadership training presentations. The Year 6 Camp also concentrated on leadership in a Christian context, being superbly led by the Preparatory School Chaplain. Further opportunities for the Stage 3 boys included being a Peer Support Leader, buddy programs and targeted leadership training that equips them to undertake roles of responsibility effectively.

Service Learning

Creating a servant mindset is central to Scots Pastoral Care programs. As faith without works is dead, the Thistle Award and Ceannard Program have emphasised a servant-heart mindset and accompanying actions. Several students were able to gain their Thistle or Ceannard badge in recognition of their hours of service at home, school and in the community.

Student Learning and Wellbeing Team

The Preparatory Student Learning and Wellbeing Team along with Brighton Prep Student Care Team monitors, reviews and oversees pastoral and learning issues in the Preparatory School and meet once a week. During each meeting, the teams discuss and action initiatives to assist boys with varying social, academic and emotional needs.

Personalised Enhancement for Learning Policy

The Scots College Preparatory School Personalised Enhancement for Learning Policy is derived from the Response to Intervention Model (RTI). This is an evidenced-based approach that assists schools to identify, intervene and monitor students' performance to help support learning and/or behavioural needs. An RTI model is based on a multi-tiered approach whereby each tier includes differentiated provisions designed in response to learners' needs.

Middle School

Key Leaders 2023

In 2023, the key leaders in the Middle School were:

- Head of Middle School – Mr Paul Vickers
- Director of Studies (7-9) – Mr Matthew Driscoll
- Middle School Chaplain – Mr Christopher Gillan
- Director of Sport (7-9) – Mr David Todd
- Director of Co-Curricular (7-12) – Mrs Jeannae Bierstedt
- Dean of Year 7 – Mr Adam Morelli
- Dean of Year 8 – Mr Andrew Bromhead
- Dean of Year 9 – Ms Sarah Roxburgh
- School Sergeant – Mr Michael Brown

Establishing a Middle School Campus

Welfare and pastoral care policies for the Middle School remained embedded in the Years 7-12 scope of policy to ensure continuity of experience for boys and their families. The establishment of a new campus structure included nuancing of our approach and refocusing programs to be more developmentally appropriate for boys in early adolescence, such as addressing self-awareness, self-determination and interdependence domains.

Philosophy

Years 7-9 are characterised by boys being well-known and well cared for and developing a deep sense of belonging. Years 7 and 8 are known as the Belonging years. In reinventing old programs and establishing new programs for the Belonging years, our intent was underpinned by a desire to see all experiences be as specifically and profoundly appropriate for the cognitive, physical, social and emotional needs of boys in early adolescence. All design work had the Brave Hearts Bold Minds philosophy as central. Importantly, a set of student character outcomes for the Belonging years were developed in line with our College values and Graduate Profile character qualities.

Teaching and Learning Approach

A priority for a highly relational teaching and learning approach was established for all classrooms and all aspects of College life. Professional learning opportunities for staff explored the rationale for and the impact of this approach. Staff engaged with an evidence basis around how to develop deep relationships, and how to best educate for character development in this age group. Student engagement was assessed externally through the Pupil Attitudes to Self and School (PASS) assessment in Year 8, and interventions were enacted for individuals and small groups found to be at risk. Overall, the group was celebrated as being strongly engaged in school.

Character Education and Curriculum Development

Intentional mapping of the College's character education program, in line with our Graduate Profile included integrated thematic planning across Chapel, Assemblies, Year Meetings and our Tutor Program. This was successful in creating a strong narrative for the boys' experience of Middle School focused around respectful relationships as boys answer the key questions, Who am I? How do I fit in? and How do I serve others?

Transition and Induction

Induction was given renewed attention to build boys' confidence and self-efficacy for the next steps of their journey. Staff invested in handover between our Preparatory School and Middle School and the boys' transition was supported by developing their awareness of the Middle School approach and logistics. The Year 7 students' first Chapel service included an exploration of commitment, personal growth and community through the lens of God's grace. We also acknowledged that families transition between campuses as well and established stronger partnerships with parents through increased family engagement, including a series of parent breakfasts.

Senior School

Key Leaders 2023

In 2023, the key leaders in the Senior School were:

- Head of Senior School – Mr Graham Pattison
- Director of Studies (10-12) – Mrs Peta Austin
- Senior School Chaplain – Rev Alistair Burke
- Director of Sport (10-12) – Mr Brian Smith
- Director of Co-Curricular (7-12) – Mrs Jeannae Bierstedt
- Director of Boarding – Mr Justin McInnes
- Senior Master – Mr Phil Cooney
- Dean of Year 10 – Mr Tim Andersen
- Dean of Year 11 – Mr Peter Howse
- Deans of Year 12 – Mrs Peta Austin and Mr Graham Pattison

Academic Performance and Results

Throughout 2023, the Senior School maintained a strong focus on fostering a culture of academic excellence. Initiatives were implemented to enhance HSC preparation, including providing more focused and deliberate support structures and tutoring. These efforts ensured that boys had access to study areas and support at all hours, facilitating their academic growth.

The results of these endeavours are evident in our improvement in *The Sydney Morning Herald* rankings, climbing from 72 in 2022 to an outstanding 51 in 2023, marking our best-ever ranking. Furthermore, we saw a significant increase in Band 6 results, rising from 233 in 2022 to an impressive 318. Out of 1,100 exams sat, 842 yielded Band 5 or 6 results.

Notably, there was a 55 percent increase in the number of boys named to the Premier's All-Rounders Achievers list for achieving an ATAR of over 95 compared to 2023. Additionally, we celebrated the exceptional achievements of two students who received ATARs of 99.95, the highest possible attainment, a feat achieved by only 49 students across the state. Furthermore, 20 boys received their Gold Duke of Edinburgh's Award, showcasing their dedication beyond the classroom.

These achievements mark a significant shift in our academic culture, leaving a legacy that will continue to motivate and impact future years at the College.

The Quest for Excellence

In addition to these academic successes, our sporting and co-curricular achievements have been remarkable. We secured the Athletic Association of the Great Public Schools Athletics Premiership, achieved a Premiership in 3rd XV Rugby, and clinched titles in various other sports, including Inter Dominion Sailing, Australian Sailing, NSW Snowsports, Australian Beach Volleyball, and NSW Pipes and Drums. Furthermore, our Debating team emerged as Eastside Debating Champions.

The commitment of the 2023 cohort to both academic and extracurricular pursuits has set a new standard, inspiring future generations in the Senior School.

As we reflect on the achievements of the past year, we look forward with optimism and enthusiasm for the opportunities and challenges that lie ahead. We look to continue to uphold the values of The Quest for Excellence, Our Faith and Tradition and Leadership Through Teams that define our College.



Leadership and Governance



Access and Changes to 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 PolicyConnect. 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 function, development and education of all boys. The counselling service at The Scots College is made up of a team of school psychologists, all of whom are registered with the Psychology Board of Australia. In addition to the safety, protection and wellbeing of students, the College is also concerned with procedural fairness, privacy and compliance with relevant legislation and community expectations.

In 2021, the College reviewed the new Child Safe Standards as recommended by the Royal Commission, and incorporated these changes into The Scots College 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 recent years to ensure that consistent practices are implemented across all campuses. No changes were made in 2023. Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 17 within this Annual Report for further information about the

2023 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 recent years to ensure that consistent practices are implemented across all campuses. No changes were made in 2023. Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 17 within this Annual Report for further information about the 2023 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 recent years and to ensure that consistent practices are implemented across all campuses, no changes were made in 2023. 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 identifies how the College handles complaints, the key steps in the College's complaints handling process, timeframes for managing complaints internally and also refers to the Overseas Students external appeals process and privacy complaints process.

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 recent years, no changes were made in 2023. 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 2023, 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 2023.

Area from Strategic Plan	Goals	Achievements in 2023
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"> Reviewed the curriculum (including teaching and learning) and staff development approaches for opportunities for the integration of faith and learning. Development of research projects and ongoing student programs in partnership with other schools, including girls’ schools, that are centred around exploration and development of Service Learning initiatives and development of student relationships of depth. Implementation of strategies to attract, retain and develop highly competent Christian staff across the College who support and lead our Brave Hearts Bold Minds philosophy of education out of a sense of calling to education. Reviewed student pastoral care systems and structure to ensure all students are known and cared for.
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 the boys, and a balance of individualisation and innovation.	<ul style="list-style-type: none"> Registration and accreditation of the College as a Cambridge International School with preparations for the implementation of the International General Certificate of Secondary Education (IGCSE) from 2024. Completed development of the Registered Training Organisation (RTO) and The Scots College Capstone program for implementation in 2024. Development of the Middle School’s Belonging Years framework.

“ 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.

Area from Strategic Plan	Goals	Achievements in 2023
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"> Continued development of the Year 9 Adventure Academy through the College's Bannockburn facility to further strengthen our active learning and experiential education approaches to boys' education. Implementation of the College's approach to careers for boys. Implementation of a pilot ScotsX program for Year 8. Reinforced excellence in residential practice to support a diverse group of boys (international, Indigenous, rural and local) which repositions the Boarding environment and facilities as part of the experiential learning thrust of the school.
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"> Planning and preparation for the implementation of an organisational model and leadership structures to support an integrated multi-campus reinvented educational model. Continued ongoing policy review and update of procedures at an executive level, in preparation for the NSW Education Standards Authority school registration in 2024.
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"> Continued the conversation regarding the value of a single sex boys' education and articulating an Australian transformative experience for boys. Continued fundraising and works for the John Cunningham Student Centre. Reviewed the ten-year capital expenditure priorities and commenced the master planning process for the Bellevue Hill campuses. Reviewed the bursary and scholarship strategy that aligns with key financial and educational goals.

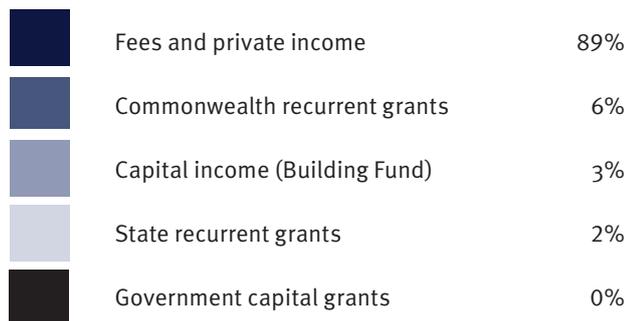
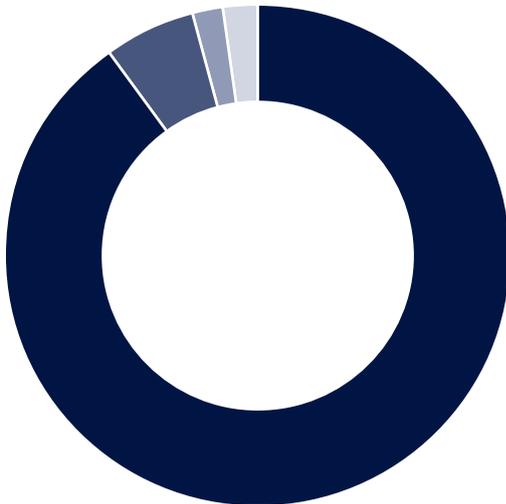
“ Provide rigorous, high-quality teaching and learning that is characterised by an outward orientation, a focus on the achievement of excellence relevant to the diverse needs of the boys ...



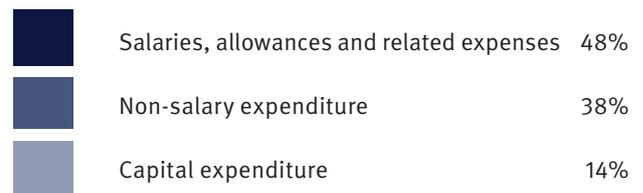
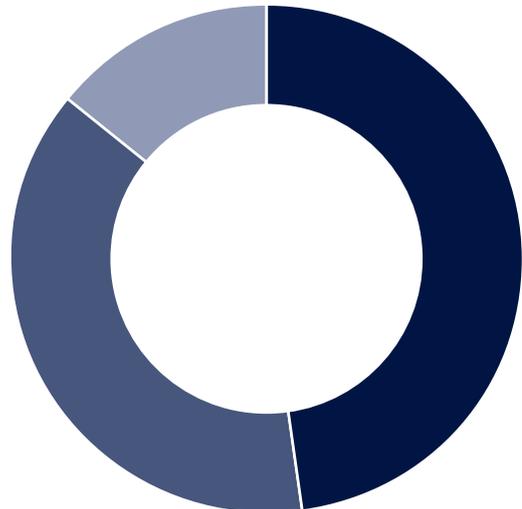
Financial Strength – Building for the Future

The Scots College Audited Financial Results

Recurrent/Capital Income 2023



Recurrent/Capital Expenditure 2023



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* (Cth).

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* (Cth)
- *Disability Standards for Education 2005* (Cth)
- *Race Discrimination Act 1975* (Cth)
- *Anti-Discrimination Act 1997* (NSW)

These Acts make it unlawful to discriminate against a person by refusing to enrol them at the College on the grounds of disability or race. The Scots College is committed to fulfilling its obligations under the law in the Enrolment Policy.

5.1 Enrolment Eligibility

Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a place to any student.

5.1.1 Domestic Student

A domestic student is any student who does not hold a 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.

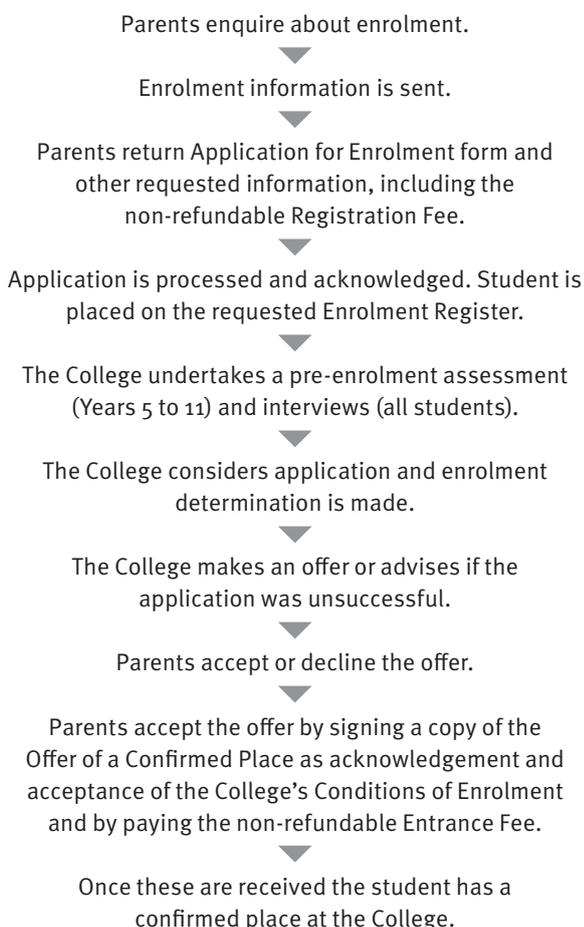
5.1.2 Overseas Student

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 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* (Cth).

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* (Cth). 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 Director 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

www.scots.college