

Brave Hearts Bold Minds

# The Character of a Scots Education 2025-2034



The Scots College  
Sydney Australia

# Introduction to the Strategic Intent of The Scots College



Chairman, **Reverend Glen Pather**

**Our new strategic plan *Brave Hearts Bold Minds: The Character of a Scots Education 2025-2034* marks the beginning of the next chapter of The Scots College journey. Importantly, it is appropriate to reflect on the foundations that make us who we are. At Scots, we are proudly established on Christ-centred values that anchor our educational philosophy, providing the moral compass and guiding purpose for all that we do.**

Our new strategic plan looks forward with these values at the core, ensuring that every Scots boy benefits from an education that is about more than academic achievement – it is about learning, leading and serving with integrity.

Our previous strategic plan, often summarised as ‘Reinventing Education’, laid a solid foundation for this new chapter. We successfully brought to life transformative educational programs, initiated major infrastructure projects, and established new ways of learning that are more aligned with the real needs of our students and families. The new campuses and buildings are in place, and the innovations in educational programs have been piloted and refined. Now, we look towards the future – to put this preparation into action, executing our vision with consistency and excellence.

This strategic plan is about taking the best of what we have built and making it even better. We are not a one-size-fits-all school. Our commitment is

to provide the finest preparation for life, tailored to every boy, through high-quality, high-performance academics, in a culture that caters for a diversity of boys, with strong links to post-school pathways for success.

We will continue to reinvent education, ensuring it meets the evolving challenges of today and tomorrow and is a place where every student is known as an individual, empowered in his strengths and supported in his needs. Most importantly, we do this in partnership with parents while retaining and building a deeper sense of community – a community that nurtures every student with Christ-centred values.

This journey is exciting, but we are realistic enough to recognise that, at times, maintaining momentum will be difficult. However, we are acutely aware that it represents our promise. It is the promise of an education that places Christian character at its core, that inspires excellence, and that prepares your son well for life.

As we look to the future, we invite you to join us in this shared endeavour.

Scots to the fore!

**Reverend Glen Pather**  
Chairman

**Dr Ian PM Lambert**  
Principal

# Who We Are

## Our College

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

## Our Living History

The Scots College was founded on a Presbyterian understanding of vocation and scholarship – to educate students and leaders who participate in the creative work of God in the world by serving the good of the nation and the world through the 'common weal'.

Reverend John Dunmore Lang, the first Presbyterian minister in the colony of New South Wales, argued in 1826 that “the ultimate and legitimate object of all education is the formation of a moral and religious character” in a college whose “system of tuition should be conducted on such principles as may ensure the amelioration of the heart, as well as the improvement of the understanding”.

These are the foundations of a continuing narrative of commitment to Our Faith and Tradition, The Quest for Excellence and Leadership Through Teams. This binds the past, present and future of The Scots College to its living history and continuing strategy to become an integrated, multi-campus web of active learning opportunities that is recognised globally as a leading school dedicated to the character and care of boys.



## Our Purpose

We exist to inspire boys to acquire a knowledge of the truth through faith in Jesus Christ so that they might learn, lead and serve in 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.

## Our Philosophy

We champion the honourable traditions, adventures and scholarly pursuits of boys through our Brave Hearts Bold Minds philosophy of education.

- Our Faith and Tradition which inspire truth, honour, loyalty and commitment.
- The Quest for Excellence through adventure, curiosity, creativity and personal growth.
- Leadership Through Teams in a spirit of service, compassion, humour and community.

## Our Strategy for 2025-2034

We will:

1. enhance the influence of Our Faith and Tradition in the formation and regeneration of our communities
2. embed a clear evidence-based approach to achieving excellence across the whole College
3. model intentional Leadership Through Teams in structure and practice.

# The Journey of a Fine Scots Boy

The Scots College Brave Hearts Bold Minds philosophy of education includes seven developmental learning phases that depict the educational journey of a fine Scots boy.



**Curiosity**

## Cubs and Lions

In the early years, Scots nurture each boy's innate curiosity through play-based learning inspired by Reggio Emilia principles.



**Exploration**

## Kindergarten and Year 1

In Kindergarten and Year 1, boys evolve into active explorers, learning about the world with the support of hands-on experiences and structured growth.



**Wonder**

## Years 2 to 4

In Years 2 to 4, boys learn to co-create knowledge with their peers. Through respect, empathy and resilience, they experience growth in both personal and academic contexts.



**Mastery**

## Years 5 and 6

In Years 5 and 6, boys' focus shifts to mastery and taking ownership of their learning. They develop emotional intelligence, problem-solving skills, independence and responsible action.



**Belonging**

## Years 7 and 8

In Years 7 and 8, boys grow in self-awareness and activate their self-determination while supporting their development of interdependence as they learn to navigate and belong in a variety of social spheres.



**Adventure**

## Year 9

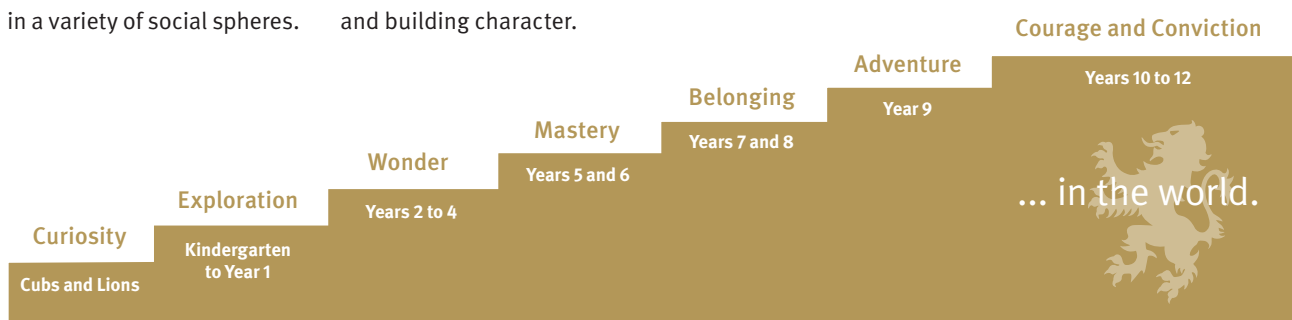
In Year 9, boys spend six months at Glengarry, Scots Outdoor Education Program developing resilience, independence and leadership skills while creating lifelong memories and building character.



**Courage and Conviction**

## Years 10 to 12

In their final years, Scots boys become young men of integrity, ready to lead and serve. Focused on intellectual curiosity and ethical decision-making, they are encouraged to embrace challenges, take calculated risks and use their knowledge to make a positive impact on the world.



... in the world.



## Patribus Learning Model

Character and Care | Active Experiential Education | Design Thinking and Creativity | Mind, Body, Heart | Entrepreneurship and Social Leadership

# The Scots College History

## Scots Beginning

**Principal, Reverend Arthur Aspinall**

Bridging the rural urban divide and overcoming disadvantage. Ensuring the Presbyterian future. Bringing the best of Scots practical and English liberal arts education to bear on the formation of Australian students.

### 1893-1913

How might we provide a city-based Presbyterian boys grammar school, so we can cater for the next generation of the Presbyterian Church, largely in rural settings?

|      |  |
|------|--|
| 1893 | The Scots College opened at Lady Robinsons Beach.<br>The Scots College joined the Athletic Association of the Great Public School (AAGPS). |
| 1895 | The Scots College took control of St Killian's, Bellevue Hill (now known as Aspinall House).   |
| 1905 | Principal, Reverend Aspinall sold St Killian's and assorted assets to the Presbyterian Church.   |

## Redefining Education

**Principal, Mr James Bee**

Replacing clerical models with professional education and best practice in 'muscular Christianity'. Forming the future leaders of the new nation.

### 1914-1934

How might we reach out in godly competition to other schools in NSW and open up professional, liberal arts education, so we can form 'gentlemen' and future leaders of the Commonwealth.

|      |  |
|------|--|
| 1915 | Scots entered first grade Cricket and Football and a Rowing club was established.<br>Macintyre, a purpose-built Boarding House, was completed.               |
| 1921 | Kambala on Mansion Road was purchased to become the Preparatory School and opened the following year.  |
| 1923 | The Scots Debating team won the Great Public Schools (GPS) competition.  |
| 1926 | Purchased in 1915, 'Kewpieville' was pulled down to make way for Kirkland House, comprising six dormitories, each designed to accommodate ten Boarding boys. |

## Meeting Success

**Principal, Mr Alexander Anderson**

Engaging with shifts in Western pedagogy and the demographics of both the Presbyterian Church and the Eastern Suburbs of Sydney. Coping with the costs of the Great Depression and World War II and the treasure/burdens of a school which now had a tradition.

### 1935-1955

How might we cater for the new mercantile classes spreading east, so we can support the Presbyterian Church and its social endeavours and improve the standard of education among boys and teachers?

|      |   |
|------|---|
| 1936 | The Boatshed at Gladesville was built.  |
| 1937 | Four Day Boy Houses were established: Anderson, Armstrong, Brandt and James Bee.                          |
| 1939 | A new Assembly Hall and block of classrooms was opened.   |
| 1947 | 'Ginahgulla' was bought from the Fairfax family and renamed 'Fairfax' in their honour.                    |
| 1948 | The College had its most successful year for Academic and Sport success.                                  |
| 1954 | Alterations to create a new Dining Hall and Quadrangle and building of the War Memorial Chapel commenced. |

## Pursuing Excellence

**Principal, Mr Allen McLucas**

Dealing with the unplanned transition from the Anderson period. Diversifying the curriculum, absorbing and adapting to the changes required by The Wyndham Report and increasing focus on the sciences and engineering. Moving towards student-centred curricula and professionalising teacher education.

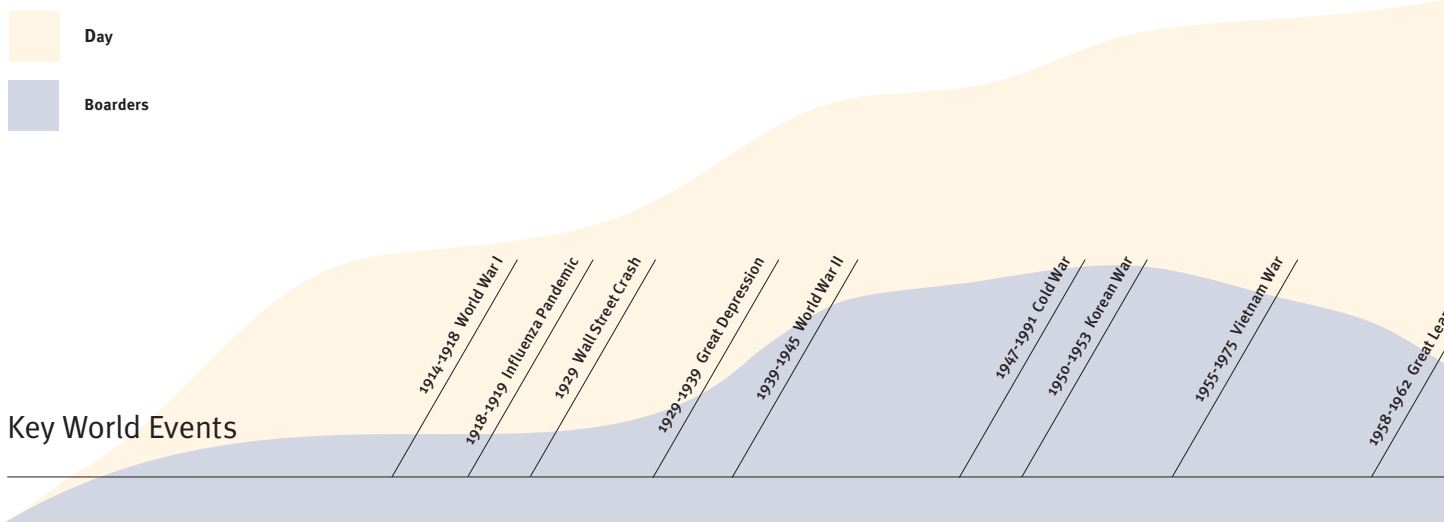
### 1955-1965

How might we adapt to an increasingly intrusive state curriculum and stay connected to the church, so we can succeed in a consumer society that has weakened the church's social capital?

|      |   |
|------|---|
| 1957 | A standard, common school day of 8:55am to 3:30pm was established and a School Register started.<br>The Teacher Trainee Fellowship was launched to improve teaching standards and began hosting social evenings for staff and parents.<br>The fifth College production, <i>Iolanthe</i> , commenced a golden period for Gilbert and Sullivan productions. |
| 1958 | The Academic testing of new students commenced.   |
| 1962 | The Wyndham Scheme was introduced, which meant six years of secondary schooling instead of five.  |
| 1964 | In 1964, the three-floor Senior classroom block 'Ginahgulla' was opened.  |

## Students Enrolled

This graph is an artist's impression and not to scale.



# The Rise of Electronics

Principal, Mr Guthrie Wilson

Capturing the physical/personal formation practices of war through military traditions. Utilising increasing availability of technology. Focusing on the 'renaissance' man. Dealing with Presbyterian identity through the Church Union debates.

## 1966-1979

How might we deal with the collapsing Australian colonial Christian consensus, so we can engage a secularising constituency and adjust to new technology, consumerism and globalisation?

|      |  |
|------|--|
| 1960 | A Cadet Unit crossed the Kokoda Trail for the first time.  |
| 1972 | The first electronic calculator (computer) was installed.  |
| 1973 | A new gymnasium and swimming pool were opened.   |
| 1974 | Scots joined AAGPS Basketball.   |
| 1975 | Fire seriously damaged the old Middle School building. Fundraising began after a spontaneous gift from St Joseph's College of \$5,000. |
| 1978 | Scots 1st IV and 2nd IV Rowing won at the AAGPS Head of the River.   |

# The Glengarry Program

Principal, Mr Graeme Renney

Opening up to international influences and students. Extending the Scots community. Expanding to a multi-campus mode to deal with enclosure, previous property divestments and the western extension of Sydney. Personalising student pathways and increasing personal resilience and pastoral responses to student needs.

## 1980-1993

How might we effectively respond to modern distraction, so that we can support the personal formation of boys into reflection.

|      |   |
|------|---|
| 1980 | The first computer lab was in operation.  |
| 1981 | Scots won the AAGPS 1sts Rifle Shooting competition.  |
| 1986 | The 1st XV Rugby went undefeated and claimed the AAGPS Rugby Premiership.   |
| 1987 | Pipes and Drums performed at the Cardiff Military Tattoo.   |
| 1989 | The Glengarry campus opened and full operations commenced with the first intake of 91 boys.<br><br>The Resources Centre opened with four-and-a-half levels, including an expanded Stevenson Library and audiovisual centre. |

# An Improving Reputation

Principal, Dr Robert Iles

Developing the language of strategy with equal importance to implementation. Raising academic competitiveness. Dealing with deficits and declining numbers. Orientation of education programs towards learning and formation through a Christian service lens. Increasing parental involvement and support.

## 1994-2006

How might we make a strategic and policy-driven pilot, so we can deal with problems of the democratised Baby Boomers generation?

|      |  |
|------|--|
| 1996 | The Pipes and Drums went to the Royal Nova Scotia International Tattoo.  |
| 1999 | The Centenary Centre was built and opened and the Preparatory School room and Gladesville Boatshed were refurbished.   |
| 2000 | The Snowsports team won both the Junior and Senior Australian Interschools Snowsport Championships.  |
| 2005 | The 1sts Water Polo team was undefeated and won the AAGPS Water Polo Premiership.  |
| 2006 | The Early Learning Centre was established, with the Preparatory School being redefined as Years 2 to 6 and the relocation of Years 5 and 6 to the Ginahgulla building. |

# Brave Hearts Bold Minds

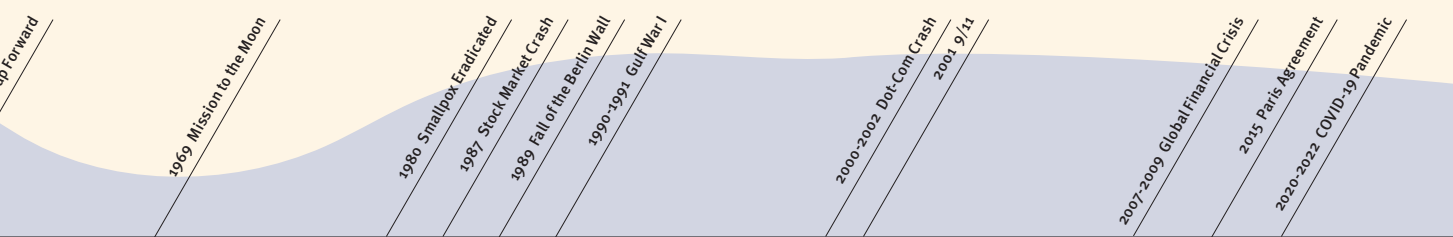
Principal, Dr Ian PM Lambert

Growing strategically in terms of expansion and improvement. Emphasising 'the whole boy' through the development of the Brave Hearts Bold Minds philosophy of education. Fostering leadership, character and spirit. Focusing on providing experiences of excellence and adventure.

## 2007-Ongoing

How might we craft a 'living framework' and strategy, so that we can return to our founders' conviction concerning true education: 'higher learning for the common weal'?

|      |   |
|------|---|
| 2007 | The Indigenous Education Program was launched.  |
| 2009 | The <i>Brave Hearts Bold Minds: Scots to the Fore</i> strategic plan was launched.<br><br>The Graeme Clark Centre for Innovation in the Sciences was opened.  |
| 2011 | Funded by the Building Education Revolution government stimulus package, the Junior Preparatory School campus was rebuilt and extended for Years 2 to 4 students.                                     |
| 2013 | Across three years, Aspinall House was methodically renovated and reconfigured to finally become a hybrid Boarding facility that included executive offices and versatile meeting and learning areas. |
| 2016 | The <i>Brave Hearts Bold Minds: The Vocation of a School Strategic Plan 2016-2025</i> was launched.   |
| 2017 | The Lang Walker Business Centre and The Scots College Clinic was built.   |
| 2018 | The Brighton Preparatory School campus opened at Dolls Point.<br><br>In August, the Bannockburn agricultural learning site officially opened.   |
| 2019 | Building of the John Cunningham Student Centre (formerly Stevenson Library) commenced.  |
| 2020 | Glengarry restoration began after the horrific NSW bushfires.   |
| 2022 | The Scots College Harry Triguboff Auditorium and the Early Learning Centre playground, Thistlewood, opens.  |
| 2023 | Visit from the Duke of Edinburgh to unveil the foundation stone for the John Cunningham Student Centre.   |
| 2024 | Certificate of Occupancy successfully granted for the John Cunningham Student Centre.   |



# Connecting Our Campuses

Geographically spread across greater Sydney, The Scots College is an integrated, multi-campus web of active learning opportunities recognised globally as a leading, caring school for boys.



## Scots Rose Bay

Rose Bay Early Years Centre (Scots Rose Bay) nurtures three and four year olds through long day care in Rose Bay.



## Early Learning Centre

Informed by Reggio Emilia principles and based on school hours, this campus is dedicated to our three year olds to Year 1.



## Junior Preparatory

Cultivating wonder, this campus connects academic and personal growth for Years 2 to 4.



## Senior Preparatory

Our Years 5 and 6 campus is where boys' learning becomes a personal quest for mastery as his world expands.



## Brighton Preparatory

Opened in 2018 and located in Primrose House at Dolls Point, this campus offers Kindergarten to Year 6.



## Middle School

Focused on belonging, this campus ensures a strong transition from Year 6 to high school for boys in Years 7 and 8.



## Glengarry

Glengarry is a unique six-month residential, outdoor experiential program for all Year 9 students.



## Senior School

Years 10 to 12 students learn, lead and serve with courage and conviction in their final years at Scots on this campus.



## Bannockburn

Cradled between Shoalhaven River delta and Culburra Beach, is the College's active learning and agriculture site.

# Our Strategic Priorities

We will continue the quest to transform Scots into a beacon of educational excellence, anchored in our Christian values, harnessing innovative learning environments and deep partnerships. This strategy elevates every Scots boy's journey through a holistic approach that integrates faith, leadership and a future-focused vision for growth and impact. This vision informs our strategic priorities.

| Our Priorities               | Christian Mission and Community   | Student Experience   | Academic  | Sport and Co-Curricular   | Finance and Administration   | Operations and Planning   | Office of the Principal  |
|------------------------------|---|--|---|---|--|---|--|
| <b>Our Standards</b>         | Students, families and staff participate in and celebrate the Christian life of the school and contribute to a flourishing broader College Christian community.   | Students and families describe a breadth of rich and meaningful experiences of growth through inspiration, challenge and support during school that align with external research.  | Graduates of The Scots College complete their schooling by meeting or exceeding evidence-based predictions for graduate outcomes, qualifications and post-school destinations.  | Students successfully complete a planned developmentally appropriate program of sporting, co-curricular and extracurricular activities in teams and as individuals.   | The College meets its annual and long-term financial goals and manages risk and opportunity successfully.  | The College grows its capacity to operate a highly effective and integrated multi-campus web of active learning experiences that remains at the forefront of boys' education globally and conducts successful staff recruitment and retention practices.  | The College communicates with its community, enrolls students and families and completes a full range of strategic, operational and stakeholder evaluation, policy development planning and improvement and review cycles.   |
| <b>Key Areas of Activity</b> | <ul style="list-style-type: none"> <li>Mission and Chaplaincy</li> <li>Christian Studies Program</li> <li>Staff Christian Formation and Growth</li> <li>Campus Leadership and Operations</li> <li>Community and Family Engagement</li> <li>Church Partnerships and Pathways</li> </ul>  | <ul style="list-style-type: none"> <li>Student Experience</li> <li>Boys and Character Education Programs and Co-educational Partnerships</li> <li>Student Care and Safety</li> <li>Boarding and Residential Programs</li> <li>Student Pathways, Careers and Guidance</li> <li>Whole College Timetable, Calendar, Examinations and Events</li> </ul>  | <ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Staff Development and Leadership</li> <li>Research and Innovation</li> <li>Student Data Analytics and Systems</li> <li>Libraries</li> <li>Academic Partnerships, Accreditation and Compliance</li> </ul>  | <ul style="list-style-type: none"> <li>Sport</li> <li>Sports Science, High Performance Partnerships and Pathways</li> <li>Coaching Development, Performance and Curriculum</li> <li>AAGPS, IPSHA and Other Associations</li> <li>Co-Curricular, Clubs and Societies and House Competition</li> <li>Support Groups</li> </ul>  | <ul style="list-style-type: none"> <li>Finance and Information, Communications and Technology</li> <li>Advancement</li> <li>Alumni</li> <li>Heritage and Tradition</li> <li>Policy</li> <li>Risk and Compliance</li> </ul>   | <ul style="list-style-type: none"> <li>Recruitment and Staff Services</li> <li>College Operations and Services</li> <li>Property and Works</li> <li>Campus Development</li> <li>Strategic Projects</li> <li>Registration and Accreditation</li> </ul>   | <ul style="list-style-type: none"> <li>College Strategy</li> <li>Administration and Governance</li> <li>Admissions</li> <li>College Organisational, Health, Planning, Review and Improvement</li> <li>College Partnerships and Events</li> <li>Marketing, Communications and Stakeholder Experience</li> </ul>   |
| <b>Objectives</b>            | <p><b>Mission and Chaplaincy</b></p> <p>Present to the boys, staff and community the gospel of the Lord Jesus Christ, providing full opportunity for them to respond and grow in faith.</p> <p><b>Christian Studies Program</b></p> <p>Provide a relevant, rigorous and comprehensive Transition to Year 12 Christian Studies curriculum that fosters intellectual and spiritual growth amongst all students. Grounded in Reformed evangelical theology, the program will encourage students to explore the Christian faith deeply and learn about a biblical worldview.</p> <p><b>Staff Christian Formation and Growth</b></p> <p>Nurture the spiritual growth and Christian formation of staff by creating opportunities for theological development, personal faith exploration and participation in the Christian mission of the College.</p> <p><b>Campus Leadership and Operations</b></p> <p>Develop and encourage models of campus leadership which reflect the principles of servant leadership and ensure that daily campus decisions and operations are guided by biblical wisdom. Strive to create a campus culture which delivers the aspirations and attributes of the Brave Hearts Bold Minds philosophy of education.</p> <p><b>Community and Family Engagement</b></p> <p>Build strong partnerships with families and the wider College community, providing opportunities for families to engage in the spiritual life of the College. We aim to foster a community based upon mutual respect that overall supports the mission of the College and provides partnerships that enhance the parent and student experience.</p> <p><b>Church Partnerships and Pathways</b></p> <p>Strengthen and deepen our relationships within the Presbyterian Church and other Christian organisations in order to 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.</p> | <p><b>Student Experience</b></p> <p>Enhance the student experience by integrating well-researched and best practice personalised care systems that promote and ensure every Scots boy develops and grows in the graduate attributes of Brave Hearts Bold Minds and flourish in the Scots community.</p> <p><b>Boys and Character Education Programs and Co-educational Partnerships</b></p> <p>Design and deliver impactful character education tailored to Scots boys, grounded in the faith, tradition and values which fosters leadership and a commitment to serving others. Build meaningful co-educational partnerships with leading girls' schools that add value to the Scots experience, encouraging age-appropriate and collaborative programs and experience based on respect and mutual growth within and beyond the Scots community.</p> <p><b>Student Care and Safety</b></p> <p>Provide a safe, supportive and nurturing school environment where each student's wellbeing is prioritised. Through a comprehensive, well-researched and designed Pastoral Care Program, proactive safety protocols, including Child Safe Standards, and a culture of respect, we are committed to ensuring every boy feels valued, protected and empowered to flourish.</p> <p><b>Boarding and Residential Programs</b></p> <p>Strengthen and uphold the Boarding experience by creating a home away from home where boys are supported academically, socially and emotionally, helping them thrive in a community that builds lifelong connections. Develop age-appropriate residential experiences that allow students to learn, see and serve in domestic and international settings.</p> <p><b>Student Pathways, Careers and Guidance</b></p> <p>Develop and equip Scots boys with the personalised tools, guidance and mentorship to navigate their future careers, fostering informed and data-infused decision-making and self-assuredness as they step into life beyond school.</p> <p><b>Whole College Timetable, Calendar, Examinations and Events</b></p> <p>Design and create a whole-College cohesive timetable that integrates academic, sporting, co-curricular and community events that is well-balanced and developmentally appropriate that aligns and enriches the experience and engagement of every stage of a boy's journey through Scots.</p> | <p><b>Teaching and Learning</b></p> <p>Engage staff in a co-created process to develop a comprehensive Transition to Year 12 Teaching and Learning Framework that reflects collective expertise and best practice, empowers educators to take ownership of their teaching approaches and fosters a shared language and purpose around pedagogical goals and curriculum pathways, promoting consistency and alignment across teams and year levels.</p> <p><b>Staff Development and Leadership</b></p> <p>Convert distilled research evidence into practical collaborations to further build staff capacity to: enable a clear pathway from research lab to classroom; cultivate a culture of continuous professional growth; and encourage leadership development at all levels which promotes shared responsibility, agency and excellence (Innovate. Refine. Repeat).</p> <p><b>Research and Innovation</b></p> <p>Relaunch Scots Research (The Caledonian Institute) as a centre of excellence that promotes a culture of world-class research inquiry and innovation in staff and students to give priority to evidence-informed best practices and foster academic excellence.</p> <p><b>Student Data Analytics and Systems</b></p> <p>Develop a robust and streamlined system that enables interoperability across platforms and supports the tracking of student progress; the identification of student need and informs both the personalising of learning interventions and related pedagogical approaches.</p> <p><b>Libraries</b></p> <p>Promote a scholarly culture by integrating library services into the daily academic life of the College, creating hubs that: provide access to global research resources; stimulate research and academic enquiry across the Transition to Year 12 continuum; and contribute to a rich recreational and academic reading culture which fosters a lifelong love of literature.</p> <p><b>Academic Partnerships, Accreditation and Compliance</b></p> <p>Develop highly personalised Transition to Year 12 curriculum pathways that enable access, foster enquiry, encourage excellence and promote real-world, active and experiential learning that lead to a commitment for life-long learning, career readiness and social leadership.</p> | <p><b>Sport</b></p> <p>Become Australia's premier school sport program, by embodying excellence, leadership and personal growth. Our vision is to inspire a culture of achievement where students excel through dedication, teamwork and character development, in line with the College's commitment to fostering well-rounded individuals.</p> <p><b>Sport Science, High Performance Partnerships and Pathways</b></p> <p>Lead in athlete development through cutting-edge, research-based practices, becoming a beacon for school-aged athletes in Sport Science. We aim to forge strong connections with industry leaders and sport science innovators, offering pathways for students passionate about sports-related careers, while reflecting our academic and personal excellence.</p> <p><b>Coaching Development, Performance and Curriculum</b></p> <p>Offer a strategically crafted Sport curriculum that promotes personal growth and challenges students of all ages and abilities across all sports. By recruiting elite sport professionals and developing a Scots coaching model; we aim to instil sportsmanship, align with College development goals and provide professional development and growth opportunities for our staff.</p> <p><b>AAGPS, IPSHA and Other Associations</b></p> <p>Be a key contributor and active voice in sporting associations, reflecting our commitment to community engagement and leadership within the broader sporting landscape.</p> <p><b>Co-Curricular, Clubs and Societies and House Competition</b></p> <p>Become the leading school in co-curricular achievement. We aim to develop programs and curriculum that inspire students to pursue their passions, challenge their abilities and build a strong sense of community through clubs and societies and the House Competition. By recruiting and developing dedicated staff, we align our efforts with the College's values and mission to create an environment that fosters growth and excellence.</p> <p><b>Support Groups</b></p> <p>Work closely with parent support groups in developing community and support for school projects, ensuring that the values of collaboration, support and mutual growth are embedded in our school culture.</p> | <p><b>Finance and Information, Communications and Technology</b></p> <p>Provide appropriate stewardship that is aligned with the Brave Hearts Bold Minds philosophy of education and builds and maintains an effective and transparent approach to financial management to support strategic development priorities. Set and achieve high standards of customer experience, compliance, effectiveness, security and efficiency of information and communications technology support functions.</p> <p><b>Advancement</b></p> <p>Cultivate and nurture a culture of giving within the Scots community, to ensure future generations benefit from the generosity and impact of donors today.</p> <p><b>Alumni</b></p> <p>Foster a lifelong relationship with alumni by strengthening their connection to The Scots College, building a network of mentorship, support and community that contributes to the ongoing success and legacy of the College. This will be achieved through regular engagement initiatives and meaningful events.</p> <p><b>Heritage and Tradition</b></p> <p>Honour and preserve The Scots College's rich heritage and traditions by integrating them into the school's daily life, curricula and events, ensuring that the values and history that define our identity are visible and continue to inspire and guide future generations.</p> <p><b>Policy</b></p> <p>Champion and develop a comprehensive and forward-thinking framework of policies that underpin the strategic vision of The Scots College, ensuring unwavering adherence to our values and standards and which ensure the highest level of integrity amongst our stakeholder groups.</p> <p><b>Risk and Compliance</b></p> <p>Safeguard the integrity and reputation of The Scots College through a proactive, rigorous approach to risk management and compliance. Embedding a culture of vigilance and adherence to best practices, we will ensure that all aspects of our operations are resilient, well managed and aligned with our commitment to excellence.</p> | <p><b>Recruitment and Staff Services</b></p> <p>Attract, retain and develop exceptional Christian staff throughout the College who are committed to supporting and leading our Brave Hearts Bold Minds philosophy of education. This commitment stems from a genuine sense of calling to the field of education, ensuring that all staff members align deeply with our values and mission.</p> <p><b>College Operations and Services</b></p> <p>Set and achieve high standards of customer experience, compliance, effectiveness and efficiency with an emphasis on our maintenance, facility management, operations and human resources support functions.</p> <p><b>Property and Works</b></p> <p>Develop and maintain outstanding facilities that serve as vital enablers, embodying the College's rich heritage and Brave Hearts Bold Minds philosophy of education. These facilities are crafted to meet the diverse and evolving needs of our students, allowing for an environment that simultaneously supports our enduring values and innovative learning approaches.</p> <p><b>Campus Development</b></p> <p>Advance the development of campus facilities and associated programs to grow the College in both scale and impact. Our focus is on fulfilling our Christian mission by providing a distinctive and authentically Christian education in the Presbyterian tradition.</p> <p><b>Strategic Projects</b></p> <p>Engage in both strategic and operational planning to position the College for future success. This involves proactive measures to anticipate challenges, seize opportunities and ensure our ongoing growth and alignment with the broader educational and Christian mission of the College.</p> <p><b>Registration and Accreditation</b></p> <p>Ensure compliance with all relevant legislative and regulatory frameworks, adhering to the standards required for our operations. This requires maintaining up-to-date knowledge of accreditation obligations and implementing the necessary processes to consistently meet or exceed these standards.</p> | <p><b>College Strategy</b></p> <p>Utilise high-quality systems of accountability, planning and reporting to deliver the College's vision and strategy. Oversee and set the standards of quality and excellence across the College and ensure that through its strategy Scots is a leading global school for boys.</p> <p><b>Administration and Governance</b></p> <p>Provide stewardship of the College that upholds the highest standards of governance by ensuring robust, transparent and accountable practices are in place. Develop governance structures that support the mission of the Presbyterian Church in NSW and allow clear, thoughtful, accountable and wise decision-making structures that support the Christian vision and mission of the College.</p> <p><b>Admissions</b></p> <p>Continue to attract and enrol a cohort of students who embody the values and aspirations of The Scots College. Through a streamlined and high-quality admissions process, we seek to identify and support boys who will thrive in our vibrant community and who support the traditions, aims and values of the College.</p> <p><b>College Organisational, Health, Planning, Review and Improvement</b></p> <p>Commit to continuous growth and excellence by implementing a rigorous system of review and improvement process that evaluates and refines all aspects of The Scots College's operations. By embracing a culture of feedback and innovation, we strive to enhance our educational programs, services and overall institutional effectiveness.</p> <p><b>College Partnerships and Events</b></p> <p>Build and strengthen meaningful partnerships with a range of stakeholder organisations, and the wider community to promote the College's mission.</p> <p>Host College community events that enrich the student experience, promote the College's values and vision and create opportunities for celebration in the Scots community.</p> <p><b>Marketing, Communications and Stakeholder Experience</b></p> <p>Protect and enhance the College's brand through strategic marketing and communications that authentically convey our identity, achievements and values. Foster current and future stakeholder relationships in local, regional and international settings. Deliver exceptional engagement and customer experiences, nurturing a sense of community, partnership and shared success.</p> |
| <b>Evidence</b>              | <ul style="list-style-type: none"> <li>Church partnership planning and reporting</li> <li>External stakeholder engagement processes and reporting</li> <li>Internal stakeholder formation process and evaluation</li> <li>Internal student reports, profiles and portfolios</li> </ul>  | <ul style="list-style-type: none"> <li>External character and social and emotional development data</li> <li>Participation, contribution and support data</li> <li>Internal stakeholder surveys</li> <li>Internal student reports, profiles and portfolios</li> <li>Co-educational partnership planning and reporting</li> </ul>   | <ul style="list-style-type: none"> <li>Allwell testing</li> <li>NAPLAN results</li> <li>Internal student academic tracking</li> <li>HSC and ATAR results</li> <li>Post-school destinations</li> <li>Internal stakeholder surveys</li> <li>Internal student reports, profiles and portfolios</li> <li>Academic partnership planning and reporting</li> <li>Global educational benchmarking</li> </ul>  | <ul style="list-style-type: none"> <li>Internal performance tracking process</li> <li>Participation, contribution and support data</li> <li>Internal stakeholder surveys</li> <li>Internal student reports, profiles and portfolios</li> <li>High performance partnership planning and reporting</li> </ul>   | <ul style="list-style-type: none"> <li>College financial KPIs and reporting</li> <li>College long-term financial planning and reporting</li> <li>Risk register and reporting</li> <li>External benchmarking</li> </ul>   | <ul style="list-style-type: none"> <li>Staff recruitment and retention reporting</li> <li>College operational planning</li> <li>Project planning and management</li> <li>Property and works planning and management</li> <li>Campus development planning</li> <li>Project planning</li> <li>Accreditation and registration planning</li> </ul>  | <ul style="list-style-type: none"> <li>Admissions planning and reporting</li> <li>Marcom planning and reporting</li> <li>Strategic intent</li> <li>Strategic planning and quarterly reporting</li> <li>Operational plans and annual reporting</li> <li>Stakeholder engagement processes and reporting</li> <li>College review processes and reporting</li> </ul>   |



# Scots: The finest preparation for life.



The Scots College  
Sydney Australia

[www.scots.college](http://www.scots.college)