

Annual Report

2025



The Scots College
Sydney Australia

Contents

- 1 School Context**
The Christian Foundation of the College
- 3 Message from the Chairman**
- 4 Message from the Principal**
- 5 Message from the Head Prefect**
- 7 Community Engagement and Partnerships**
Parent and Student Satisfaction
Teacher Satisfaction
- 8 The Learning Environment**
NAPLAN Results
Higher School Certificate Results
Post School Destinations
University Offers
Attendance Policies and Procedures
- 15 Staff and Professional Learning and Growth**
Teacher Accreditation
Teacher Qualification
Workforce Composition
- 17 Student Welfare and Pastoral Care Policy Initiatives**
A Shared Vision: Faith, Character and Growth
The Preparatory Schools (Transition to Year 6)
Middle School and Senior School (Years 7 to 12)
- 19 Leadership and Governance**
Access and Change to College Policies
- 21 Financial Strength – Building for the Future**
The Scots College Audited Financial Results
- 22 Appendix**
The Scots College Enrolment Policy

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School Context

The Scots College is a distinctive Australian school that respects and represents the honourable traditions, adventures and the lifelong learning of fine young men.

In seeking to serve God faithfully, 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 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:

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.

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 2025 there were 2,193 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

The life and teachings of Jesus Christ constitute the foundational cornerstone of the educational philosophy at The Scots College. Students are systematically encouraged to look beyond self-interest and put their faith into action through servant leadership and community care.

Preparatory Schools Engagement

During the reporting period, the Preparatory Schools demonstrated an outstanding commitment to global and local philanthropy.

- **The SEWAH Schools partnership (India):** The annual student walkathon raised over \$35,000, ensuring the ongoing operational viability, staffing and resourcing of two partnership schools.
- **Civic partnerships:** Brighton Preparatory School maintained its strong engagement with The Salvation Army's Red Shield Appeal, while the Kids Giving Back charity achieved record student participation.
- **The Thistle and Ceannard Badge program:** Numerous students successfully attained badges by documenting verified service across local churches, surf lifesaving clubs, aged care facilities and home environments.
- **CRU Groups:** Year 1, Junior Prep and Senior Prep have enjoyed strong participation in CRU Groups, gathering around the teachings of the Bible while enjoying fun games and activities. Bible Study groups continue to be popular in the Senior Prep.

Secondary School Ministry and Practical Service

Within the Middle and Senior Schools, the Christian Studies curriculum and Chapel programs, high levels of student engagement across all cohorts was sustained.

- **The ScotsX program:** This platform successfully integrated Service Learning modules, including student visitation programs to local retirement villages and dedicated fundraising for Allowah children's hospital.
- **Practical outputs:** Older students provided direct, hands-on service to charitable organisations by leading local maintenance projects, facilitating church youth groups and creating specialised craftwork for hospital patients.
- **Ignite:** This student-led group has grown significantly, alongside 'Fuel', a more focused Bible study. The re-introduction of the Christian Leadership Camp with Presbyterian Ladies' College at Winmalee has been a fantastic success as was the Ignite Camp in Term 2. The boys and girls were greatly encouraged through Bible teaching, fellowship and shared activities.

Community Relations

The College continues to prioritise and celebrate cultural diversity within the student body. Key community benchmarks included the annual prayer breakfasts and international student dinners, which successfully showcased student talents and facilitated valuable cross-school fellowship with local sister schools.

Through these combined initiatives, the College remains dedicated to graduating young men characterised by an authentic Christian worldview, genuine respect and an unwavering sense of accountability to the wider global community.

“ The ultimate aim of our education is to help students acquire knowledge of the truth ... so that they are better prepared to serve in their families and the wider world.

Message from the Chairman



In 2025, we are proud to begin the formal implementation of our refreshed College strategy. Following a period of deep reflection, prayer and community consultation, we are now guided by *Brave Hearts Bold Minds: The Character of a Scots Education 2025–2034*.

This inspiring narrative serves as our road map for the next decade, ensuring we remain dedicated to the character and care of boys while staying firmly grounded in our Christian faith.

The core of our strategic vision remains anchored in our Brave Hearts Bold Minds philosophy of education, now supported by seven strategic priorities that capture the activity, programs and energy that make Scots unique. Our goal remains unchanged: to graduate young men of character who have acquired knowledge of truth through faith in Jesus Christ, so they may learn, lead and serve in families, society and the world. Building on our work of reimagining education, we continue to refine innovative programs that equip students to steward their gifts wisely and to serve the world entrusted to their generation.

We are privileged to share our experiences with each other as we learn and grow together. Our students develop from boyhood to manhood because we, as staff and families, are committed to seeing the boys flourish in every way – in mind, body and spirit. Each student is prioritised daily, weekly and yearly to ensure nothing is left to chance during this vital journey.

This publication describes and illustrates highlights from across the College, as experienced by its students and leadership. Across all age groups, you will see examples of character development, academic and sport excellence and a vigorous co-curricular focus.

Thank you for supporting your son's uniquely personal journey as we help prepare him for life.

Reverend Glen Pather

Chairman of the College Council

“ Our students develop from boyhood to manhood because we, as staff and families, are committed to seeing the boys flourish in every way – in mind, body and spirit.

Message from the Principal



Reflecting on the journey of the past year, 2025 marks a pivotal moment in the history of The Scots College as we formally embark on the first year of our new strategic vision.

Having spent the previous year in deep consultation with our stakeholders to find clarity for our future, we now move forward with *Brave Hearts Bold Minds: The Character of a Scots Education 2025–2034*. This plan is more than a document; it is a commitment to providing rigorous, high-quality teaching with an outward orientation, ensuring our educational programs unfold the unique passions of every boy.

At the heart of our campus, the John Cunningham Student Centre has now matured into a vibrant hub of student life. Following its opening on 10 April 2024, we have seen the finalisation of the fit-out and the creation of intentional student and staff learning spaces designed to facilitate a deeper level of engagement. Furthermore, major reviews, reports and plans have been developed around our student support services and anti-bullying policies, ensuring this centre remains a symbol of proactive care and guidance. In this space, we continue to provide the time and support the boys need to discover their interests and forge a sense of worth through causes larger than themselves.

Our pursuit of excellence remains undiminished across all landscapes of College life.

- **Academic and professional growth:** Through The Scots College Caledonian Institute, our research team continues to support our staff in their quest for ongoing professional growth. By fostering a culture of curiosity and mastery among our teachers, we ensure that our classrooms remain adventurous and reflective environments for our students.
- **A royal legacy for the Pipes and Drums:** The skirl of the pipes remains a definitive sound of our excellence, following a year of truly global distinction. Building on their success as Australian Pipe Band Champions and their acclaimed performance at the Virginia International Tattoo, the boys recently undertook a historic tour to Scotland. It was a moment of immense pride to see the band perform at Edinburgh Castle and have the distinct honour of playing for His Majesty King Charles III, at Balmoral Castle, a testament to the world-class standard and character of our young pipers and drummers.
- **Athletic mastery:** We entered 2025 standing on the shoulders of remarkable achievements, including national championships in Beach Volleyball, Sailing, Snowsports, Tennis and Volleyball. The spirit of determination that led our Senior Athletics team to back-to-back Athletic Association of the Great Public Schools Premierships continues to inspire our current sportsmen.
- **The Arts and beyond:** From the precision of our Chess and Robotics teams to the creativity displayed in Dance and Drama, Scots boys continue to develop the character-informed habits that will define their aspirations for life.

As we look to the year ahead, we remain grounded in our mission to provide a high-quality education from a Christian worldview. This journey is made possible by the dedicated governance of the College Council and the tireless support of our Women's Association, Parents' Association and various support groups. Together, we continue to prepare Scots boys to lead with a spirit of contribution and integrity.

Scots to the fore!

Dr Ian PM Lambert
Principal

“ ... we continue to provide the time and support the boys need to discover their interests and forge a sense of worth through causes larger than themselves.”

Message from the Head Prefect



Every year the Head Prefect delivers a message at Speech Day. Below is the message from the 2025 Head Prefect, Edward Johnstone.

Mr Hastie, thank you for generously taking the time to speak to us. It means a great deal to hear from someone who has led with purpose across so many parts of Australian life. You carried those same values into public life, and the fact that you are a Scots Old Boy makes your presence even more meaningful for our cohort. We are grateful for your contribution to a significant moment in our school year, and for the encouragement you have given the next generation of Scots boys as we consider our own paths forward.

Every Scots boy grows up hearing about this day. And for most of us it always felt a long way off. It belonged to the older boys, the ones we watched, the ones we quietly measured ourselves against. But now it is our turn. And standing here, I do not just see uniforms or a graduating class. I see years of moments that shaped us in ways we did not recognise at the time.

People outside of Scots see the obvious things. They see the buildings, the trophies, the premierships, the uniforms and the Pipes and Drums. They see the surface. What they do not see are the moments that changed us. The moments that never get photographed. The moments that do not appear in a newsletter but stay with you for years.

These moments are not dramatic or glamorous. They are real. And the real moments are the ones that last.

Scots did not shape us through perfect days. It shaped us through the tough ones. The days that stretched us. The days that knocked us around a bit. The days that forced us to grow. Looking back now, those moments feel more important than anything that ever went on a trophy shelf.

For me, a big part of that growth came from something I never expected. I started at Scots from a very young age as a sportsman. My world revolved around Basketball, Rugby and Athletics. Training, game day, the energy, the routine. That was where I felt safe. That was where I thought my identity was set.

But somewhere along the way, Scots brought something else out in me. Theatre entered my life almost by accident. Suddenly I found myself in rehearsal rooms, learning lines, building characters and discovering a new way of understanding people. I did not go looking for theatre. It found me at a moment in my life when I needed it more than I realised.

Sport taught me resilience. Theatre taught me understanding.

Theatre gave me perspective. Sport gave me confidence.

Sport made me strong. Theatre helped me be honest.

If it wasn't for Scots and the opportunities at this school, I wouldn't have figured out who I actually am. Becoming a theatre-driven Head Prefect in a school that 'breathes' Rugby has not always been simple. I have copped my fair share of jokes and comments, and I know what some people think when a Scots boy chooses the stage as well as the field. But choosing theatre never meant I stepped away from Sport. I was still out there training, still playing, still competing, and still proud of what I achieved. Sport was a huge part of my life and it always will be. Theatre just added something different. It pushed me in ways footy could not. It made me grow in areas I did not expect. And in the end, it taught me something important. Leadership is not about fitting the stereotype of a Scots boy. It is about backing who you are, even when it would be easier to stay in the lane people expect from you.

What I have learnt is that leadership at Scots never belonged to one type of boy. Leadership belongs to anyone who is willing to grow. Scots made space for the sportsman I was and the performer I was becoming. It showed me that real strength is not about picking a single identity and sticking with it. It is about allowing yourself to become more than you ever expected. And this is what I hope the Prefect body and I have helped bring out in the fine men here today, because that is what we set out to do. To create men who aren't afraid to break boundaries and go against others, men who fight for what they believe and don't cower in denial. Men who believe that they can be whoever they want to be, and Scots is the most beautiful place for that.

The Scots character is not something you put on for assemblies or photos. It is proven in the quiet moments, in the choices we make with our friends, and in the way we speak to the person standing slightly outside the circle. Scots should always be a place where every boy feels safe, respected and valued, no matter the situation.

To our staff, on behalf of the boys, I thank you. You did far more than teach us. You steadied us. You challenged us. You believed in us before we knew how to believe in ourselves. Your influence will follow us long after today.

To Mrs McCathie, your patience and guidance has been more than just valuable to us, it has been inspirational. Your care and love for our cohort will never be forgotten. You held us steady in the moments we were messy, stressed or lost, and you never once stopped believing in who we could become.

To Reverend Nixon, I doubt most people here will ever meet a soul as kind as yours. You are that rare kind of person who makes everyone shuffle whatever they are holding, simply to make sure their right hand is free to shake yours.

To Dr and Mrs Lambert, your commitment to this community has shaped every corner of our experience. You have guided this school with a steady hand and a genuine belief in what young men can become. You built a place where people matter, where values matter, and where the little moments count. Thank you for everything you have given to us.

To my family, I love you and I thank you for your incredible support of me throughout my journey. I can't wait to spend this valuable holiday time with you.

To Bear, Archie, and Angus [fellow Head Prefects], I could never have done this without you. You were the people I trusted on the days that were heavy, the days that were chaotic, and the days that needed a laugh. You kept us steady, and you carried more than your share when things piled up. I am proud of what we built together.

To Max, Henry, Charlie and Hamish [Head Prefects 2026], I wish you all the best in your leadership endeavours. Lead with pride, with heart, and do not falter at failure. I can't wait to see what you do next year for this College.

Finally, to the Class of 2025.

When we walk out of these doors today, the world will not care about the colour of our tie. But the world will care about the person wearing it. The person who shows courage when things are hard. The person who chooses kindness when nobody is watching. The person who arrives for others, even when it costs something.

Years from now, most of us will forget our locker numbers and bell times. But we will remember each other. We will remember the moments where someone reached out at the exact time we needed it. We will remember the feeling of belonging to something larger than ourselves.

There will come a day when you look back at this moment and realise that everything you needed for the rest of your life was planted here. The friendships. The lessons. The heartbreak. The triumphs. The courage. The quiet understanding that being a Scots boy was never about perfection. It was about heart. And that heart will travel with us into every room we ever enter, every story we ever write, and every life we ever touch. Knowing that the blue and gold will stay with us forever.

For the final time, with gratitude and pride.

Scots to the fore!

Edward Johnstone
Head Prefect

“ You did far more than teach us. You steadied us. You challenged us. You believed in us before we knew how to believe in ourselves. Your influence will follow us long after today.

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.

Over the course of 2025, parents were sampled for feedback with a Net Promoter Score survey, as well as focus groups and more targeted surveys for particular programs.

Some responses from parents include the following:

“I think that the boys are well cared for and that the staff and teaching quality is excellent.”

“I believe my son loves attending school and enjoys all the activities. He proudly shares his experiences and tells everyone about the school wherever he goes.”

“There is room for improvement in regard to the facilities.”

“Great school with lots of opportunities for boys.”

Teacher Satisfaction

During 2025 a number of whole staff professional learning days were held. A focus of these days is bringing together a whole staff team from across the many campuses and helping build a common team and vision.

A ‘culture day’ was held with a focus on high performance teams. The culture day typified our approach to professional growth and cohesion, involving all teaching and operational staff and encouraging curiosity, competition and team health and growth. Staff worked in teams to complete a Formula One car building challenge and then raced these cars against each other. There were also keynote speakers from other industries to reflect on how high performance is developed in other team environments.

We continue to prioritise culture days as they sit at the intersection of organisational development and adult learning. By fostering curiosity and healthy competition, the day reinforced our commitment to team health and professional cohesion, ensuring that the pursuit of excellence remains a collective responsibility shared by every member of the College.

The Learning Environment

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. All students in Years 3, 5, 7 and 9 were assessed in March using national tests in Reading, Writing, Conventions of Language (Spelling, Grammar and Punctuation) and Numeracy.

As a response to the 2019 National School Reform Agreement in 2023, the NAPLAN test results are reported using 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.

Preparatory School

With a continued focus on building confidence and capacity in every learner, it is pleasing to acknowledge the Academic achievements of the students throughout the year. Once again, our NAPLAN results are testament to the rigorous learning experiences afforded to all students, with 97 percent of the Year 3 cohort achieving in the Strong and Exceeding bands for Writing, while 94 percent reached the highest levels in Reading, demonstrating solid growth in key foundational skills. Similarly in Year 5, students continued to achieve highly, with 98 percent performing in the top two bands for Numeracy and 92 percent for Writing.

	Year 3	Year 5
Reading	94.0%	91.0%
Writing	97.0%	92.0%
Spelling	92.0%	91.0%
Grammar and Punctuation	86.0%	90.0%
Numeracy	92.0%	98.5%

Middle School

Year 7 again had a large majority in the top two performance bands, with outstanding results in Reading and Numeracy. In Year 9, over one-third achieved the Exceeding standard in Numeracy, with most boys attaining either Exceeding or Strong in all areas.

	Year 7	Year 9
Reading	90.5%	92.5%
Writing	83.6%	79.0%
Spelling	86.8%	88.3%
Grammar and Punctuation	78.8%	81.8%
Numeracy	93.7%	95.3%



Higher School Certificate Results

We are incredibly proud of the academic performance of the 2025 cohort. As a comprehensive College, it is important to reaffirm our commitment to a vision that is deliberately focused on a broad, holistic education.

Our core focus remains on cultivating and developing boys who are well rounded, successful men of faith and independent mind who influence their community for the greater good.

In 2025, 44 boys achieved an ATAR of 95 and above, and we had state rankings achieved by our students. Daniel Cao achieved 13th in Modern History and 15th in English Advanced in the state. Additionally, Lucas Zhu's 2024 results saw him place first in Mathematics Extension 1 and second in Mathematics Advanced. We are also incredibly proud to celebrate 13 Premier's All-round Achievers this year. In the Creative and Performing Arts, there were four students selected or nominated for ARTEXPRESS (Visual Arts); two students nominated for ENCORE (Music); one student nominated for SHAPE (Design and Technology); and two students nominated for OnSTAGE (Drama).

The cohort achieved an impressive 190 Band 6 and 57 E4 results. In total, 764 Band 5/E3 and Band 6/E4 results were achieved, representing a continued trend of high performance across the College. Internally, our strategic data highlights the profound benefit of engaging in our most rigorous subjects. Students undertaking Extension courses demonstrated significantly higher overall achievement, outperforming their matched peers by an average of 8.54 ATAR points.

While some boys undoubtedly achieved outstanding academic results, other boys have excelled in a wide range of areas throughout their time at the College. Ultimately, we believe that the development and growth of one's character is of utmost importance to us as a College. We celebrate the holistic growth of the 2025 cohort of The Scots College.

ATAR Median

The College's median has steadily increased from 83.9 in 2021 to 86.3 in 2025.

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 2025 the GSA was 32.92, whilst in 2024, the GSA was 33.65.

Year on Year Comparison

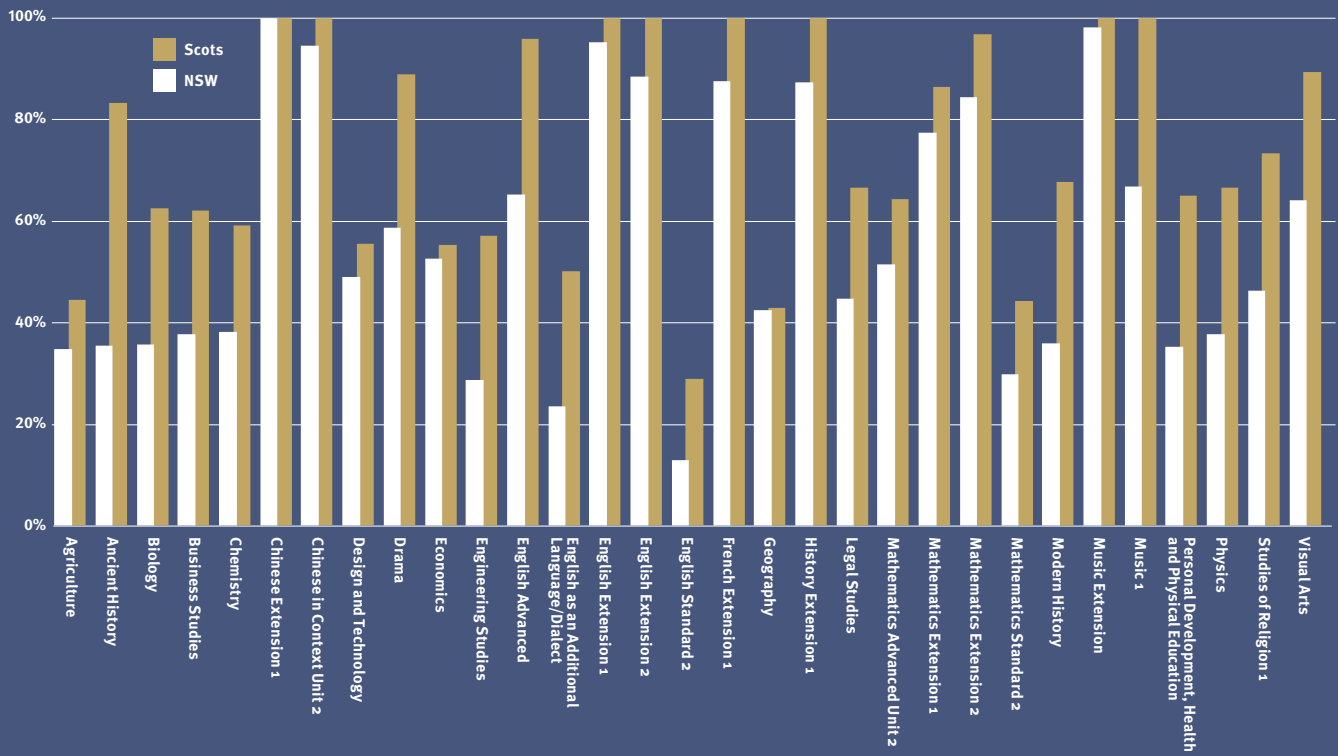
The Scots College ranked 81st in *The Sydney Morning Herald's* schools league table. Students achieved 244 Band 6 results and 64 E4 results, a total of 308. There were 44 students with an ATAR of 95 or higher, and three boys who received one or more state rankings. There were 764 combined Band 5/E3 and Band 6/E4 results, the highest percentage of these results in the last five years.

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 2025.

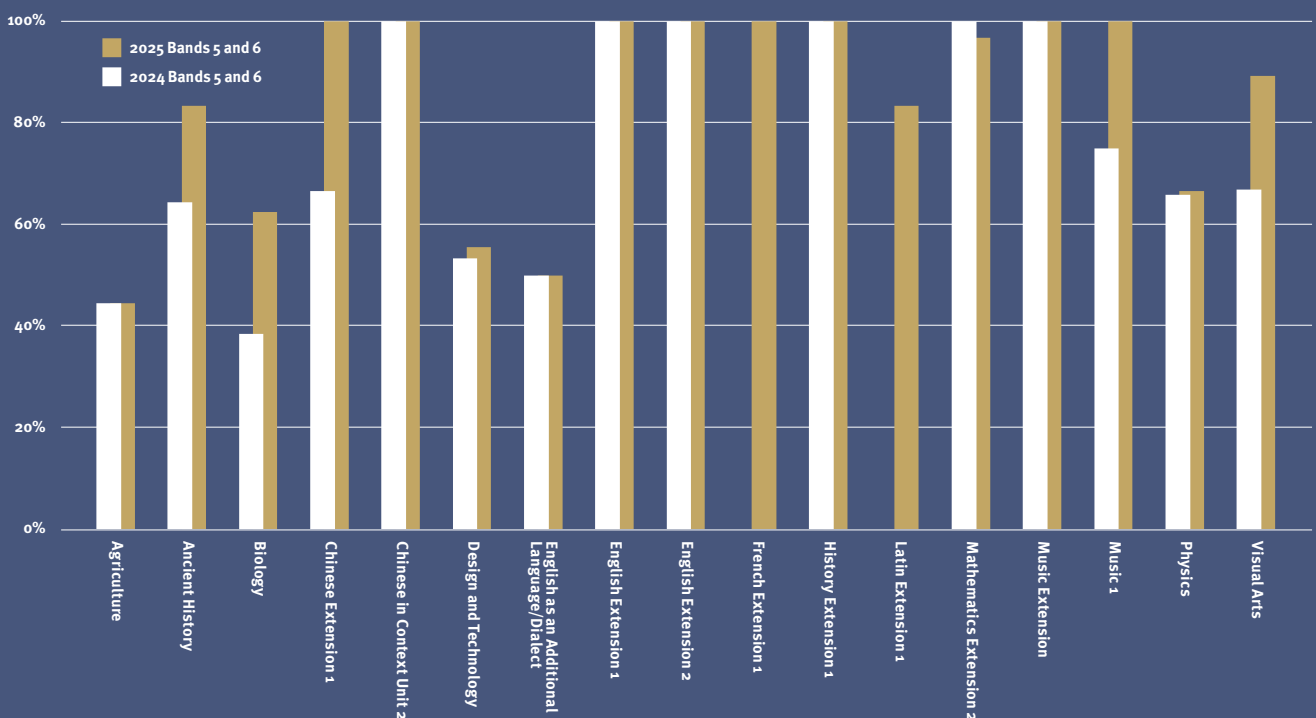
Top Performing Courses 2025

State Versus Scots Bands 5/E3 and 6/E4 Combined



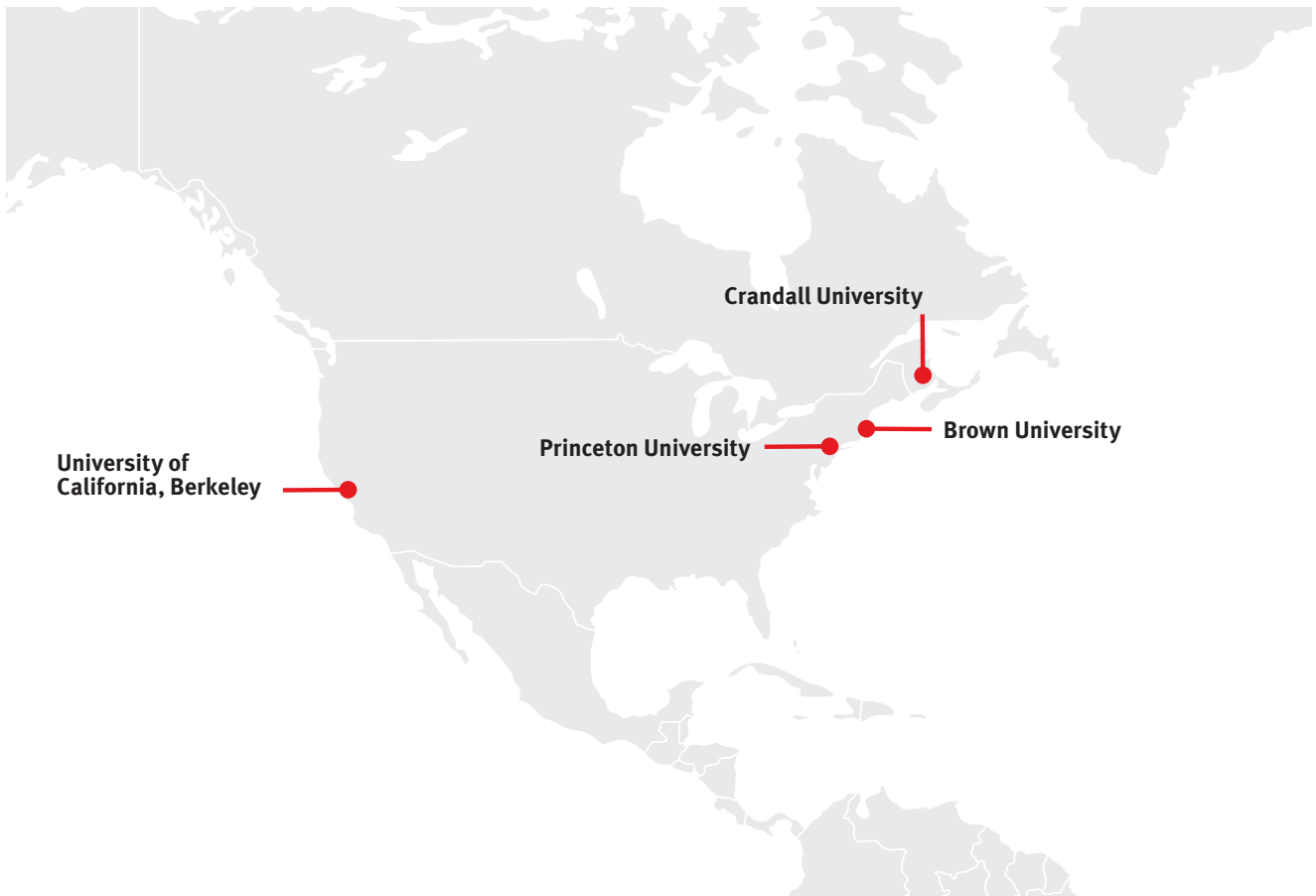
Most Improved Scots' Courses from 2024 to 2025

The following courses have seen significant improvements in the combined number of Bands 5/E3 and 6/E4 awarded to Scots boys compared to the previous year.



Post School Destinations

Accepted International University Offers



Daniel Cao
Brown University
United States of America



Ben Cotroneo
Princeton University
United States of America



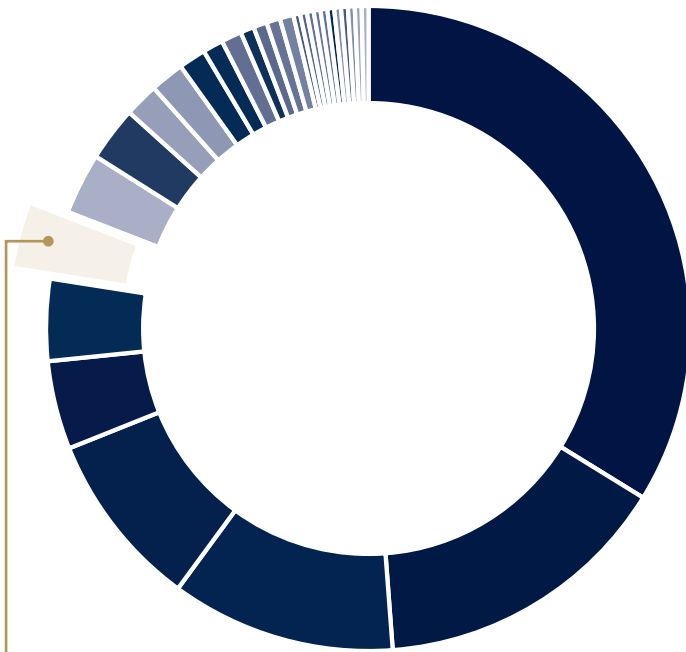
Lucas Fletcher
Crandall University
Canada



Oliver Sinclair
University of California
United States of America

The College does not receive formal notifications of international university offers but there is a tradition of boys sharing their successes with the College. The information presented was correct at the time of publication. If you have an update please let the College know, and the publication will be digitally updated.

University Offers



- Brown University, United States of America
- Crandall University, Canada
- Hong Kong University of Science and Technology, Hong Kong
- Imperial College London, United Kingdom
- King's College London, United Kingdom
- Princeton University, United States of America
- The University of Manchester, United Kingdom
- University of California, Berkeley, United States of America
- University of Cambridge, United Kingdom
- University of St Andrews, United Kingdom

University Offers	Universities Admissions Centre (UAC) Offers
The University of Sydney	99
University of Technology Sydney	44
Macquarie University	33
University of New South Wales	26
Australian National University	13
Western Sydney University	12
International universities	10
University of New England	9
The University of Newcastle	8
The University of Notre Dame Australia	5
University of Canberra	5
Australian Catholic University	4
Charles Stuart University	3
UNSW College	3
Australian College of Physical Education	2
James Cook University	2
SAE University College	2
University of Wollongong	2
AIE Institute	1
Australian Institute of Management	1
Griffith University	1
International College of Management Sydney	1
National Art School	1
Queensland University of Technology	1
The University of Queensland	1
The University of Melbourne	1
University of the Sunshine Coast	1
University of Tasmania	1
Western Australian Academy of Performing Arts	1

“ Our core focus remains on cultivating and developing boys who are well rounded, successful men of faith and independent mind who influence their community for the greater good.

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 the Brighton Preparatory School, Head of Middle School, Head of Glengarry or Head of Senior School does not accept the explanation, the absence will be recorded as unexplained or unjustified using the appropriate Minister for Education code.

Requesting Medical Certificates

Students in Years 7 to 12 who are absent for two consecutive days of illness are required to provide a medical certificate to substantiate such absences. When a student is absent on the day or days on which official assessment tasks are scheduled or due (Years 10 to 12), a medical certificate will be required to substantiate any absence due to illness.

Notifying Parents or Carers Regarding Poor Attendance

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

Monitoring Attendance of Full Fee Paying Overseas Students

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

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

Sport, Co-Curricular and Extracurricular Activities Attendance

Sport, Co-Curricular 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 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 Attendance

Below is the student attendance data for 2025 and covers the period from 1 January 2025 to 31 December 2025 inclusive.

Campus	Year	Students	Percentage Attendance
Early Learning Centre	Transition Cubs – 2 Days	12	94.64%
Early Learning Centre	Transition Cubs – 3 Days	12	93.87%
Early Learning Centre	Transition Cubs – 5 Days	8	90.38%
Early Learning Centre	Transition Lions – 2 Days	1	82.62%
Early Learning Centre	Transition Lions – 3 Days	7	92.48%
Early Learning Centre	Transition Lions – 5 Days	52	88.84%
Brighton Preparatory	Kindergarten	18	94.20%
Early Learning Centre	Kindergarten	55	90.00%
Brighton Preparatory	Year 1	18	95.54%
Early Learning Centre	Year 1	48	95.78%
Brighton Preparatory	Year 2	18	94.93%
Junior Preparatory	Year 2	80	93.02%
Brighton Preparatory	Year 3	24	92.54%
Junior Preparatory	Year 3	103	91.98%
Brighton Preparatory	Year 4	16	95.36%
Junior Preparatory	Year 4	103	91.80%
Brighton Preparatory	Year 5	20	93.07%
Senior Preparatory	Year 5	127	91.77%
Brighton Preparatory	Year 6	23	94.05%
Senior Preparatory	Year 6	131	92.44%
Middle School	Year 7	189	89.62%
Middle School	Year 8	215	86.94%
Middle School	Year 9	213	89.95%
Senior School	Year 10	217	87.67%
Senior School	Year 11	227	92.06%
Senior School	Year 12	233	93.25%
Total		2,170	91.85%

Student Retention Rates

The Scots College continues to maintain a high retention rate. In 2025, the retention rate of students who completed Year 10 and went through to complete Year 12 was 88.56 percent.

The College commenced Year 10, 2023 with 236 students and finished Year 12, 2025 with 209.

Staff and Professional Learning and Growth

The Scots College continues to be committed to a culture of excellence and innovation in its professional learning offering.

The launch of the new strategic intent document, *Brave Hearts Bold Minds: The Character of a Scots Education 2025–2034*, provides a vision for elevating every Scots boy's journey through a holistic approach that integrates faith, leadership and a future-focused vision for growth and impact. This strategy seeks to transform Scots into a beacon of educational excellence, anchored in Christian values and harnessing innovative learning environments.

In 2025, the College's professional learning theme focused on high-performance education to create a winning culture in order to achieve excellence. This year sought to develop the knowledge and skills of what high performance looks like across all areas of the College, including individual practice in the classroom and leadership and our support and operational teams. The goal was to challenge and encourage Scots staff to personalise this theme, applying high-performance principles to their own practice to ensure the pursuit of excellence is realised in the context of our unique educational environment.

The year commenced with a significant leadership conference held at Allianz Stadium, designed to explore the mechanics of a high-performance culture. Having previously explored the Team of Teams model, this gathering allowed our leadership group to move into the practicalities of peak performance. We were joined by high-performance researcher, Dr Adam Fraser, whose address on the science of operating at one's peak established the narrative for the year. By examining how elite teams maintain focus and resilience in complex environments, our leaders were challenged to reflect on how these principles could be translated into the daily life of the College. This provocation encouraged our teams to define what high performance for Scots truly means: not just as a concept, but as a lived experience for every member of staff and every student.

In Term 2, the College was joined by researcher, advisor and speaker on educational leadership, Dr Simon Breakspear, who guided staff through the initial stages of designing a professional practice process. His session, 'Unlocking rapid growth: the power of teaching sprints in action', focused on the principle that effective professional learning must be job-embedded, grounded in classroom practice, and sustainable for educators. Moving away from overwhelming overhauls, the focus shifted toward bite-sized and achievable changes – high-impact strategies that are research informed yet classroom tested. Staff explored evidence-based methodologies designed to strengthen

practice and enhance learning outcomes for our students. This initiative was not viewed as an addition to existing workloads, but as a means of maximising the effectiveness of current efforts through a collaborative and reflective lens. By leveraging the collective expertise of our teachers, the College sought to establish a cohesive learning framework that aligns with our broader educational vision.

During the Term 2 and Term 3 Professional Learning Days, the College adopted a campus-specific approach to address the varying needs of our staff. On 6 June, Preparatory School classroom teachers from both Bellevue Hill and Brighton Preparatory School gathered for Science and Technology syllabus familiarisation led by Independent Schools NSW Educational Consultant, Ms Leah Gough. Specialist teams in Creative and Performing Arts and Personal Development, Health and Physical Education engaged in collaborative planning, while our Early Learning Centre staff worked with Reggio Emilia consultant, Ms Kate Mount to refine their application of the Reggio Emilia philosophy.

Concurrently, Middle School and Senior School staff dedicated the day to department-based curriculum development. To embed these principles, specific Growth Cycles were implemented across the College campuses. Heads of Departments tested these methodologies, providing a foundation for how individual practice can be refined through disciplined inquiry. In the Preparatory campuses, the focus turned to a dedicated 'sprint on feedback', ensuring that pedagogical alignment was maintained across Bellevue Hill and Brighton. Similarly, the Glengarry campus undertook its own bespoke sprint, adapting the high-performance framework to suit the unique experiential learning environment of the Kangaroo Valley.

In Term 3, the professional learning program focused on the technical mechanics of high performance. Senior School staff participated in workshops led by Head of Academic Performance and Learning Skills, Ms Hannah Robins and Acting Director of Teacher and Learning, Mr Mitchell Clarke, focused on integrating data into planning and teaching. The objective was to move staff through a design process based on student data, ensuring that classroom practice is informed by evidence-based interpretation and application.

The 2025 Clark Fellow was General Director of Christians in Sport, Dr Graham Daniels, whose visit provided an exploration of the intersection between high performance and moral character. Dr Daniels addressed the staff and student body through Chapel talks and Assemblies, focusing on personal growth within the context of a

Christian education. His engagement extended to coaching workshops for staff and an address to the 1st XI Football team, exploring best practice in coaching and the discipline required to maintain a winning culture. This culminated in the Clark Lecture held in the Steve Waugh Room of the Sydney Cricket Ground. With a panel of leading experts in the area of high performance, the audience were treated to an outstanding evening focused on building a school culture that has high expectations combined with coaching to facilitate success.

The year’s professional learning culminated in Term 4 with a day focused on vision and culture, where all staff participated in a team-building exercise that brought the year’s high-performance theme to life. Adopting a Formula One theme, staff were tasked with building functional racing cars out of standard building materials. This exercise required intense collaboration, strategic thinking and precise execution as teams prepared for a final race across the oval. The event served as a powerful metaphor for the Team of Teams philosophy, demonstrating that high performance as a College is achieved when every individual and department operates as a dynamic, adaptive and interconnected whole.

Beyond these major events, the College maintained its rigorous standards of professional practice. Staff continued to engage in compulsory professional learning in child protection training and resuscitation training.

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	13
Provisional	23
Proficient	200
Total number of teachers*	236

* Total teacher numbers as of 29 November 2025 in accordance with NSW Education Standards 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.*	258**
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

At The Scots College, the wellbeing and pastoral care of every boy are central to our mission: to inspire boys to learn, lead and serve as they strive for excellence together.

This year, across all campuses, from the Preparatory Schools (Bellevue Hill, Rose Bay and Brighton) through Middle School to the Senior School, our pastoral initiatives have continued to evolve, shaped by our Brave Hearts Bold Minds philosophy of education and the developmental portrait of a fine Scots boy.

Together, these frameworks guide our commitment to nurturing confident, capable and compassionate young men and form the foundation of all student welfare and pastoral care policies across the College.

A Shared Vision: Faith, Character and Growth

Our approach is intentionally staged and age-appropriate. Each boy's journey follows seven key phases: Curiosity, Exploration, Wonder, Mastery, Belonging, Adventure, and Courage and Conviction, each aligned with developmental needs and character milestones.

Across these stages, we emphasise three enduring virtues:

- **Our Faith and Tradition** – truth, honour, loyalty and commitment.
- **The Quest for Excellence** – adventure, curiosity, creativity and personal growth.
- **Leadership Through Teams** – service, compassion, humour and community.

Through proactive initiatives, like resilience programs and leadership development and responsive support, such as counselling and structured interventions, our goal remains constant: to ensure every boy is known, cared for and challenged to grow.

The Preparatory Schools (Transition to Year 6)

Positive Behaviour and Character Formation

This year, our Preparatory campuses continued to embed the framework, *A Fine Scots Boy! The Positive Behavioural Plan*, linking daily expectations with the Graduate Profile virtues. Refreshed visual displays, weekly Prefect commendations and class discussions help our youngest boys recognise and celebrate Christian character and respectful conduct.

Resilience and Wellbeing Curriculum

At the Brighton Preparatory School, a dedicated Kindergarten to Year 6 Resilience and Character program, co-developed with researcher, Dr Sarah Tillott, uses engaging narratives (*Dusty and Friends* book series) to teach emotional regulation, problem-solving and empathy. Evaluations show strong alignment with the NSW Education Standards Authority's personal development outcomes, and the program is expanding into student-led service and leadership modules in Stages 2 and 3.

Student Support Teams

Each Preparatory campus maintains a multidisciplinary Student Care Team, comprising leadership, counsellors and learning specialists. Using a Response to Intervention (RTI) framework, these teams monitor progress, address emerging needs and ensure that no boy 'falls through the cracks'.

Middle School and Senior School (Years 7 to 12)

The transition into Middle School is marked by a focus on ‘Belonging’. Boys are welcomed into the College’s House system, where they are supported daily by Tutors and Deans of Year groups.

Pastoral programs across Years 7 and 8 address respectful relationships, digital wellbeing, and early adolescent health. During 2025, we saw the strengthening of explicit education in Character and Care linked to our Brave Hearts Bold Minds philosophy of education. Across the year, boys explored all qualities of our Graduate Profile, learning the personal internal and interpersonal skills associated with being a man of integrity and principle.

Glengarry Outdoor Education Program

The Year 9 Glengarry experience continues to be one of the defining moments in a Scots boy’s journey. Over six months in Kangaroo Valley, boys engage in outdoor challenges, reflective practice and academic learning – culminating in The Long Journey Home, a 200-kilometre trek. This program fosters resilience, independence and self-leadership in alignment with the College’s ‘Adventure’ phase.

John Cunningham Student Centre

Opened in late Term 1, 2025, the John Cunningham Student Centre provides the building and vision for a holistic student care model. This state-of-the-art facility is designed to support boys and families through structured interventions, open-door conversations and proactive character seminars on ethics, purpose and emotional health.

House System

With eight Middle School and Senior School Day Houses, the College offers a ‘family within the school’. Housemasters and tutors build long-term, trusted relationships with boys and their families, providing tailored support that reflects each student’s individual strengths and needs. These relationships are strengthened by close communication with parents and provide a foundation for personal growth and leadership development.

Year Level Pastoral Care

Pastoral Care is structured by year level and led by a team of deans who oversee mentoring, monitoring and case management. Staff are experienced in supporting boys through each stage of development, working alongside parents to provide consistent, age-appropriate guidance and opportunities for leadership within and beyond the classroom.

Boarding

With five Boarding Houses, boys benefit from round-the-clock care, clear routines and a strong sense of belonging. Boarding staff work closely with families to ensure support is aligned with each boy’s personal and academic needs, nurturing independence, resilience and leadership in a stable and supportive environment.

Transition to Year 12 Accountability and Continuous Improvement

Regular program reviews are conducted in preparation and alignment with the College’s strategic plan, *Brave Hearts Bold Minds: The Character of a Scots Education 2025-2034*.

We also continue to partner with experts and external providers for validation, with Glengarry remaining accredited by Outdoors NSW and ACT, and Brighton’s *Dusty and Friends* program contributing to national resilience research in schools.

As we reflect on 2025, we remain committed to our goal of raising fine Scots boys – men of faith, character and independent mind. Our Pastoral Care model is more than just a set of procedures – it is a lived expression of our College mission. Whether in the classroom, on the sports field, in a Chapel service or on a mountaintop in Kangaroo Valley, the wellbeing of each boy is foundational to everything we do.

We thank our parents for their partnership in this journey and look forward to continuing to walk alongside each of the boys as they learn, grow and lead in the year ahead.

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 2025. Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 17 within this Annual Report for further information about the 2025 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 and Intervention Policy in recent years to ensure that consistent practices are implemented across all campuses. No changes were made in 2025. Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 17 within this Annual Report for further information about the 2025 initiatives introduced to support bullying prevention at the College. The full text of the Bullying Prevention and Intervention 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 2025. 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.

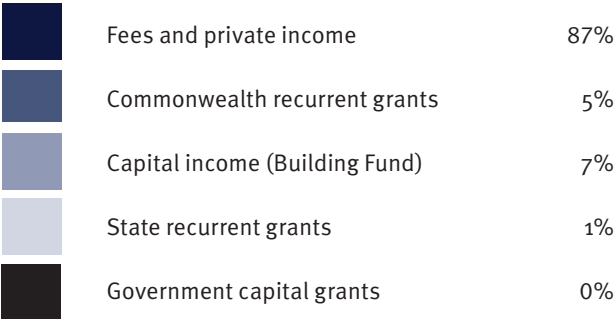
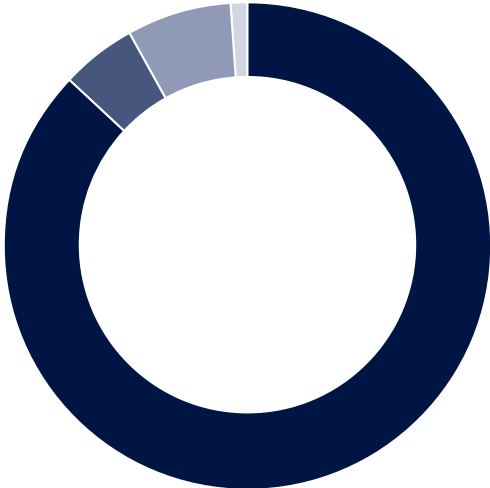
Complaints received by the public or College community (including parents and carers) can be recorded online using The Scots College Complaint Handling Report Form in the online complaints management system, CompliSpace Assurance. The form is included as a link in the College's Complaints Handling and 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 2025. 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.

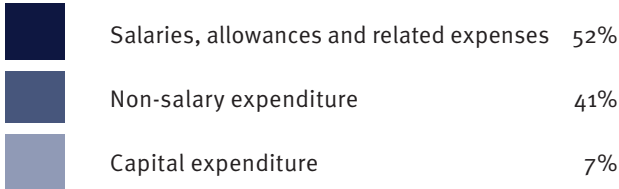
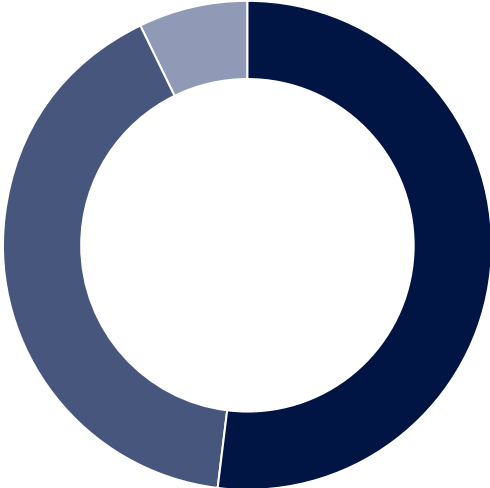
Financial Strength – Building for the Future

The Scots College Audited Financial Results

Recurrent/Capital Income 2025



Recurrent/Capital Expenditure 2025



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 5 to 12. The College offers a broad curriculum to students from a diverse range of backgrounds.

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.

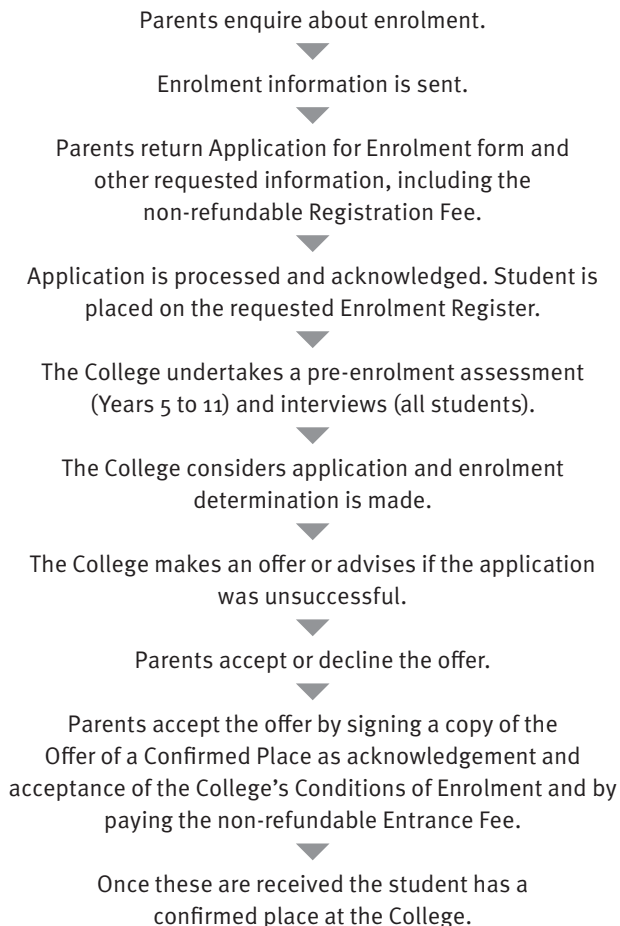
5.1.2 Overseas Student

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 a 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, a completed guardian/carer form signed by both parents either in physical form or online
- 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
- 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 Year 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 \$6,000).
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 \$6,000).

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.

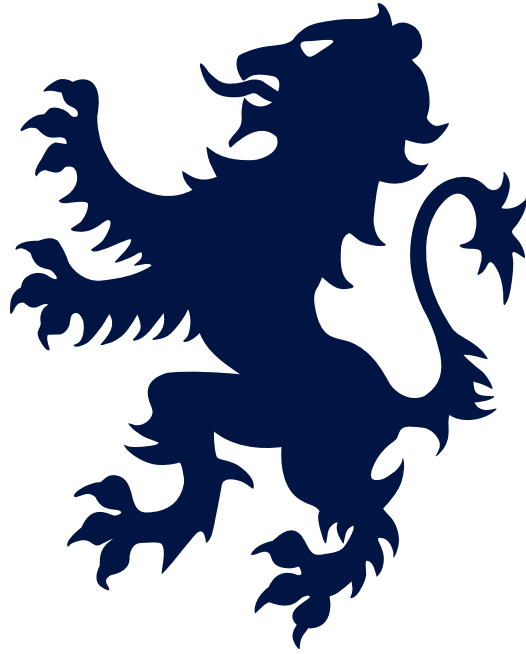
8. Communicating the Policy

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