

Annual Report

2022



The Scots College
Sydney Australia



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School Context

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

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

The ultimate aim of our education is to help students acquire knowledge of the truth – of God, society and the world – so that they are better prepared to serve in their families and the wider world, to the glory of God and for the welfare of others. Expressed through our Brave Hearts Bold Minds values framework:

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

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

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

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

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

Scots is committed to a culture that nourishes the development of creative, confident and accomplished boys. On any campus, Scots extensive Sport and Co-Curricular Activities programs provide invigorating pathways which develop young leaders.

In 2022 there were 2,191 boys enrolled at the College. This total number included enrolments at the Preparatory and Senior Schools at Bellevue Hill and Brighton Preparatory School at Dolls Point.





The Christian Foundation of the College

Initiatives Promoting Respect and Responsibility

The Scots College seeks to cultivate a body of graduates who are well-rounded, successful men of faith and independent mind, who influence their nation for the greater good and strive to be worthy of their forefathers.

Our Christian education programs examine the person of Christ and the nature of His world and encourage each student to consider his place within God's world and his contribution to others. Through these programs, students build connectedness and a growing sense of responsibility to respect others, work cooperatively with them and exercise care for them.

During 2022, several programs and initiatives focused on the accomplishment of these ends. We sought to strengthen our connection to overseas communities by providing support for SEWAH Schools in India and the Tata Presbyterian School in Vanuatu, and by assisting villages in Papua New Guinea through the Network Kokoda organisation. Closer to home, we supported Allowah Presbyterian Children's Hospital and Disability Support Services in Dundas Valley, as well as the Top Blokes Foundation. Several students participated in meaningful volunteering programs through the Kids Giving Back organisation.

Our Indigenous Education Gala Dinner was significant in celebrating community, promoting respect and understanding, and raising much needed funds to provide bursaries for Indigenous students. The visit by champion surfer Derek Rabelo – blind since birth – helped boys to think more deeply about the capacity of those with disabilities to inspire others and to impact society. Guest speakers in assemblies and forums addressed topics including consent, racism, International Women's Day and responsible digital citizenship.

As we emerged from the restrictions brought by COVID-19, we were able to more easily celebrate and foster community, and renew our focus on forming young men committed to the leadership and service of others, and relationships built upon deep respect and a strong sense of responsibility.

Message from the Chairman



The German tradition of announcing the word of the year has been widely adopted by dictionary publishers across the world. The Word of the Year is a word or expression that has attracted widespread interest over the past year.

The Collins English Dictionary word for the 2022 year was ‘permacrisis’ – an extended period of instability and insecurity, especially one resulting from a series of catastrophic events. Permacrisis – this word does not need an introduction or definition when reflecting on our lives during this tumultuous period of history. It is in this context that our collective College community serves to educate the boys.

While this period of permacrisis is causing the fracturing of the world around us, it is helpful to reflect on what unites us as a College in all our endeavours. For example, when The Scots College Harry Triguboff Auditorium was opened in May, we remembered that physical spaces do matter because we are embodied beings created in God’s image and He created this physical universe for us to live in and enjoy.

As we make progress with the construction of the John Cunningham Student Centre, which will be the home to the College’s Character and Care initiative, we remember that every one of our boys are fearfully and wonderfully made. We are therefore obliged to nurture them to flourish as individuals now and in the future. The Council is especially grateful to parents, carers and our support networks who partner with the College as we raise boys with our common vision. Every one of you has been important in the work of the College.

The Council wishes to express its appreciation to the Principal, Executive Leadership Team, and staff for being innovative and irrepressible in caring for the boys during the permacrisis. According to a recent Monash University study, 70 percent of Australian teachers do not feel that

the public respects or appreciates the teaching profession. This is a concerning finding since several of us can testify to the profound positive impact that teachers have made on our lives, and the importance of teachers to the fabric of our society.

The College Council expresses its deep appreciation for our Scots teachers and is grateful for the many unseen ways in which our teachers serve. As a parent of the school, I am constantly amazed at the extraordinary lengths that our educators go to in advising and caring for each boy. Serving on the College Council involves joyful but demanding work. I wish to express my sincere thanks to my fellow Council members who sacrificially donate their time and gifts to the legacy of the College. In 2022, the College Council has been blessed to welcome new members, Dr Joanna Barlow, a general psychiatrist from the Maitland area, and Mr Andrew Duffin (’78), a director of a large architectural design practice. They both add to the deep collective expertise of the College Council.

During our permacrisis, we appreciate that the College leadership has continued its commitment to creating new ways to better prepare boys for the uncertain but exciting future ahead. Towards the end of 2022, the Council, together with the Principal, began preparations to refresh the College’s strategy to prepare for this future. Our strategy will develop during 2023 in consultation with the College community. It is expected that our strategy will be shaped by the uplifting Christian concept of hope, which is something that our society could use now.

Rev Glen Pather
Chairman College Council

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During our permacrisis, we appreciate that the College leadership has continued its commitment to creating new ways to better prepare boys for the uncertain but exciting future ahead.

Message from the Principal



At The Scots College, we want to give boys ‘the finest preparation for life’. In 2022, I believe we have made a number of important steps towards ensuring that this vision is even clearer for the future.

Abraham Lincoln once said if he were given six hours to cut down a massive tree, he would spend the first two hours sharpening the axe. A worthwhile activity, project or event requires preparation if we are to achieve a great outcome. We have been sharpening our axe, very deliberately, for a number of years. The year 2022 will be viewed in our history as a turning point where structural, program and pathway initiatives will act as a hinge that will enable us to genuinely – and profoundly – reinvent the educational model and experience at Scots.

As a leadership team, we are constantly wrestling with the question, “What is best for the boys today and tomorrow?” For us, as a Christian College, reinvention is an ongoing commitment to the process that honours and responds to God’s call to adopt a positive disposition towards transformation; it is not just a single act of restructure, but a way of life. The educational and theological vision of the Scottish reformers, like John Knox and Thomas Chalmers many centuries ago, gifted the College its Christian faith and the view that every boy has God-given talents and abilities in which to serve and flourish in the world. It is our task as educators to nurture, identify and explore this

with the students, and to provide the right experiences and environments for students to grow. Another essential question we asked ourselves is, “What will a boy’s future look like?” We want to prepare the students for the world as it will be, not the world into which their teachers, parents and carers emerged after they graduated from school.

Unfortunately, the educational experience of boys around the world takes place against a backdrop that highlights that many boys and men are struggling. A highlight of 2022, was the visit from our Clark Fellow, Professor Nancy Hill, from Harvard University, who told us, “If our society wants today’s youth to solve problems creatively, engage in flexible decision-making, translate skills from one job to another and adapt across multiple life transitions, then the context in which they grow up and learn needs to provide them with opportunities to develop dispositions that allow them to do these things.” Scots, therefore, is committed to this challenge and provides boys with a safe and adventurous framework for them to grow and develop, and ensure that we have a positive vision for masculinity in a more equal world.

In recent years, we have worked extensively, and inductively, with our staff to flesh out what sort of graduate outcomes we want to see at each stage of their developmental and educational journey. Doing this helps us avoid presenting schooling to boys as primarily about subjects, disciplines and grades, but more about pursuing noble ideas, values and virtues.

It was pleasing to see the return of performances in front of audiences across the campuses and extending out into our communities, mixing across year groups, excursions taking place, and Sport being watched and played in front of cheering spectators. The boys of the College did not disappoint in terms of performance. I would like to highlight Beach Volleyball, Sailing and Snowsports who all won the Senior boys’ national championships. Also, congratulations to the coaches and boys on our 1sts Tennis team for winning the New South Wales Athletic Association of the Great Public Schools (AAGPS) Premiership and the coaches and boys who were involved in 2nds Rugby and 2nds Water Polo, for each winning AAGPS Premierships. Alongside these great teams, there have been many individual successes with accomplishments at state and national levels, including

“ The year 2022 will be viewed in our history as a turning point where structural, program and pathway initiatives will act as a hinge that will enable us to genuinely ... reinvent the educational model and experience at Scots.



Debating, Drama, Pipes and Drums, and Robotics, and for the second consecutive year, the College has been named by the Australian Music Examination Board as one of the top ten outstanding schools for Music.

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

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

Scots to the fore!

Dr Ian PM Lambert
Principal

Message from the Head Prefect



Seventy-two years ago, my grandfather and three of his mates snuck out of Aspinall House on a Sunday afternoon to go watch a nearby game of Aussie Rules.

Kitted out in their full uniform and boater hats, they walked down from Bellevue Hill, through Double Bay, and ended near Rushcutters Bay where the match took place. During the game, three French rugby league players at the time, including Jean Dop, the French half-back, and Puig Aubert, spotted the boater hats from afar and were eager to get a photo with them on. In a playful manner, one of the Frenchman launched their hand towards my grandfather's hat, but in doing so, broke the top of his boater hat as it fell to the ground.

Needless to say, a broken school hat means so little to you when you have just met international sports stars in your favourite sport. The boys were far from worried as they enjoyed the rest of the game that afternoon, and successfully snuck their way back into Aspinall House without any suspicion from the Housemaster, until Monday morning – printed on the front page of *The Sydney Morning Herald*, were four Scots boys in uniform watching a game of Aussie Rules, including my grandfather, wearing a broken boater hat. As luck would have it, my grandfather had dodged a bullet, as he could not recall receiving any punishment from his Housemaster for his afternoon adventures.

The College has changed in many ways since my grandfather graduated in 1951, but in many ways, it has also remained the same. There's a quote that speaks so true to this, written by a French philosopher that when translated into English, states, "the more things change, the more they stay the same."

Over the past 71 years, Scots has become significantly larger, cohorts have nearly quadrupled in size, classrooms are more reliant on technology, and diversity has flourished within our school community. Though at the crux of it all, there is a part

of Scots that will never change. No matter how long time will pass, Scots is a school that encompasses a strong sense of community. And with this community, comes a great sense of pride, as a current boy, or as an Old Boy.

When my grandfather told me about his time as a Scots boy, he recalled the mateship that was brought about when all the Boarders would come together after school to play games of touch footy or go to the cricket nets, to which I could not help but think back to my own experiences of doing those same things with my mates. We see a community in so many different aspects of College life, whether the boys are gathered along the sidelines of a field on a Saturday afternoon, the Old Boys come back in strength for their 50-year reunion, on the Main Oval at lunchtime, on the Main Oval for a game of football or rugby, or even this year, when the Prefects were able to raise over \$10,000 for young men's mental health. Our positive community will always remain one of the critical reasons that make Scots so special.

What happens inside an organisation that embodies a positive community culture is truly marvellous. What we see are individual and collective successes. This has proven to be true in so many instances around the world and as a passionate supporter of the Australian Football League (AFL) and the Geelong Football Club, I would like to share with you something that I think should be spoken about. Geelong has been identified as a club that has achieved long-term success. Since 2006, they have only missed out on one final series, have been a part of four premierships, and have had three players awarded the Brownlow Medal, the AFL's 'best and fairest' award. But what stands out, is in the recent trade period, Geelong's Head of List Management commented on a new recruit, "He is a gifted talent, however, more importantly, a quality person who will be a great addition to the playing squad."

Similarly, I see this at Scots, where a positive output by the boys at the College has contributed to a wide range of successes. Whether it is the Music Department being named by the Australian Music Examinations Board as a 'Top 10 Most Outstanding Accredited School' for music for the second consecutive year, our sporting teams achieving great successes, with premierships by the 1sts Tennis and 2nd XV Rugby just to name a couple, Marcus Nguyen winning the Lawrence Campbell Oratory Competition, with previous winners being Malcolm Turnbull and ABC broadcaster, Adam Spencer, or the state-of-the-art Pipes and Drums program that continues to challenge the world's best. Scots continues to shape boys into becoming young men that will lead our future.

For me, going to Scots is a symbol of sacrifice. A sacrifice that my parents have made, prioritising my and my siblings' education, so that we can be given the best start possible to



live a fulfilling life. So boys, I ask you the same thing. What does being a Scots boy mean to you? It is not a right – it is a privilege.

We should be so grateful to the College and its staff, for all their efforts in supporting us and our schooling journey. From the classroom teachers to the Boarding staff. To the staff who clean the classrooms and change the bins, to the Dining Hall personnel who cater for all meals for the Boarders – as the African Proverb goes, “It takes a village to raise a child.” Scots will always hold a very special place in our family, and my grandfather’s heart. In 1961, my grandfather was married in the Scots Chapel, to my beautiful grandmother, who I would like to give a special tribute to, as she sadly passed away early in May this year. From this day on, as an Old Boy, Scots will always be my second home, and I repeat exactly what my grandfather told me, “I am glad I went to Scots.”

I would like to leave all the boys with this message. In a world that is approaching eight billion people, it will always have doctors, lawyers, teachers, engineers, architects, musicians – the list goes on. What the world really needs is better people. More people to love their families, more people to care for those around them, more people to stand up for what is right, more people to lead – not with dominance and aggression– but with care and compassion. People who can lead with maturity and make smart decisions, whether it is in a friendship group, a business, or you are the Prime Minister for Australia. When the world is constantly interrupted by news headlines of death, illness

and violence, it is easy to hold a negative lens against the world. The world is due for better people, and the fine young men raised at Scots will be, and are, the people that we need in this world.

It has been an absolute pleasure leading the College alongside Ryan Zylstra, Sam Berckelman, William Purvis, and the wider Prefect body. It comes with great sadness, but a renewed appreciation, to leave this College. I have great faith in Oliver Rouse [the Head Prefect for 2023] and the new Prefect body, that they will find success within the College in the coming year.

Scots to the fore!

Jack Hawthorne
Head Prefect

Community Engagement and Partnerships

Parent and Student Satisfaction

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

The feedback from these surveys greatly assists the College with both its operational and strategic planning, and its determination to continually improve the educational experience offered to students.

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

“I think The Scots College creates a supportive community for students and parents. Scots research and progressive effort towards higher education are unique and sophisticated. Scots Glengarry program is different to any other school and is a vital experience for creating leaders who also know how to work as a team member. Any Scots boy (Old Boys or my son’s age) I have met, have always had manners, confidence and leadership skills a step above other boys. I am very impressed with The Scots College.” *Parent*

“The school provides a good education with an appropriate balance across academic, sporting and creative subjects underpinned by solid values and principles. Seeing the care and empathy our son has for his mates is heartwarming.” *Parent*

“I feel my child is well supported in learning and pastoral care at the school. His teachers and his school Principal have allayed our anxiety about the safety and wellbeing of our son while in the care of The Scots College.” *Parent*

“This school is outstanding, the level of dedication, professionalism and effort that is put into the boys to not only enhance their education but to also make them better men!” *Parent*

In 2022, student feedback was not gathered for inclusion in this report.

Teacher Satisfaction

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

Through the College culture program, staff have been involved in workshops, team planning days and cross-campus activities in 2022. These activities are targeted to support the College’s Teaching and Learning strategic objective of aligning staff performance to our Brave Hearts Bold Minds philosophy of education, our learning model and our strategic intent through a whole-College staff performance model. This will lead to the development of evidence-based and adaptable expertise in engaging and enabling boys to achieve outstanding academic, personal and social outcomes.

Professional learning days have focused on the conclusion of our first five-year sequence of Teaching for Character, with a mix of internal and external presenters. It also gave teachers the opportunity to work on College-wide teaching and learning priorities as well as those specific to their teaching teams. Each professional learning day had clear aims aligned with the College’s strategic plan and the NSW Education Standards Authority teaching standards, with teachers encouraged to register sessions as teacher-identified professional learning hours.

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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 ...

The Learning Environment

NAPLAN Results

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

Preparatory Schools

The 2022 NAPLAN results for the Preparatory School are extremely pleasing. A key highlight of our results in Year 3 saw the cohort average placed in the top band for all five subject areas. Of the Year 3 cohort, 97 percent were in the top three bands for Writing and 95 percent in Grammar and Punctuation. Impressively, over 80 percent of the cohort were placed in the top two bands for Writing, Reading and Spelling, and over 73 percent of students were in the top two bands in Grammar and Punctuation, and Numeracy.

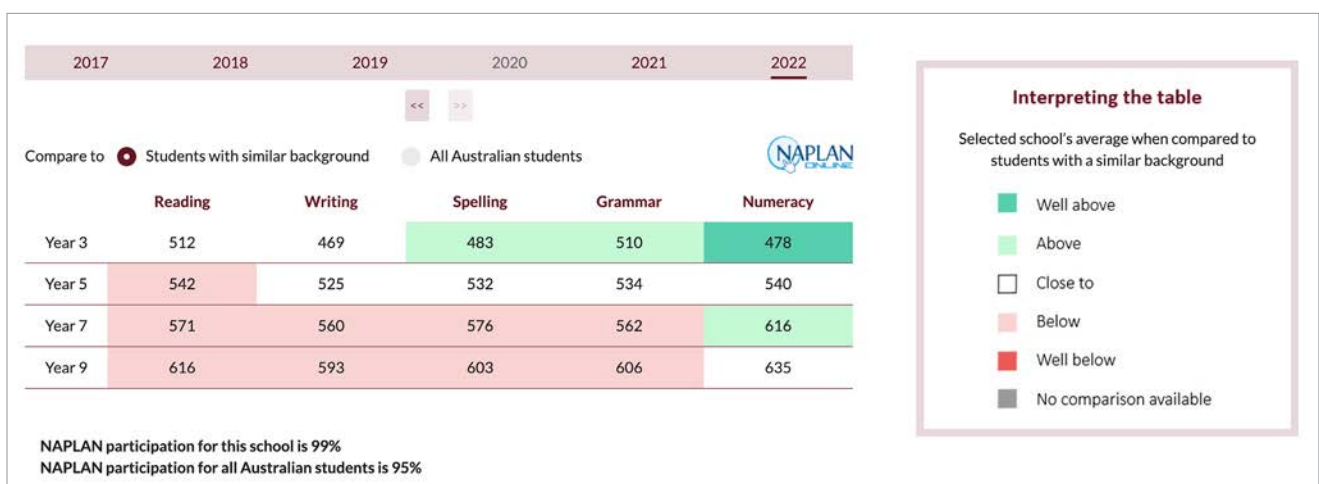
The Year 5 results were very pleasing overall, with 90 percent of the cohort in the top three bands for Reading and 87 percent in the top three bands for Numeracy. Impressively, over 64 percent of students placed in the top two bands for Reading and 58 percent in the top two bands for Numeracy. The percentage of students in the top two bands for Writing is the strongest they have been since 2011, seeing the Writing focus in the Preparatory School continuing to produce outstanding results.

Senior School

In the Senior School, there were strong results in all year groups across Literacy and Numeracy domains. Boys across the College are performing well above the state in all areas. Year 7 results show particular improvement in the number of boys placing in the top two bands in Numeracy and Writing. Year 9 results indicated a marked improvement in the number of boys placing in the top two bands in Spelling, Grammar and Punctuation, and Writing.

The Scots College significantly supplements NAPLAN data with ALLWELL data collected in alternate years to the NAPLAN testing. This comprehensive tracking and analysis of student ability and progress provide rich comparative data of a higher quality than that provided by NAPLAN alone. This individual learning profile supports teacher planning to effectively meet each boy at their point of need.

Here is a table from the My Schools website of how Scots students performed in NAPLAN over the years in comparison to all students across the nation.



Source: My School website – The Scots College NAPLAN results (<https://www.myschool.edu.au/school/43821/naplan/results>)

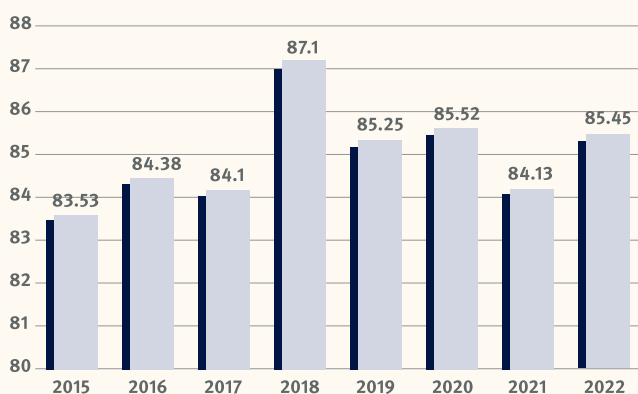
Record of School Achievement

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 2022.

ATAR Median

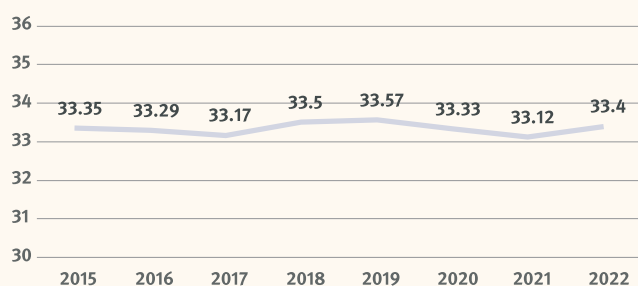
The College's ATAR average has increased from 84.13 to 85.45 in 2022.

- 18 percent of students received an ATAR of over 95 (15 percent in 2021).
- 33 percent of students received an ATAR of over 90 (31.5 percent in 2021).



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 2022 the GSA increased slightly to 33.4 as compared to 33.12 in 2021. This average has remained very steady with a narrow range of 0.4 over the past five years.

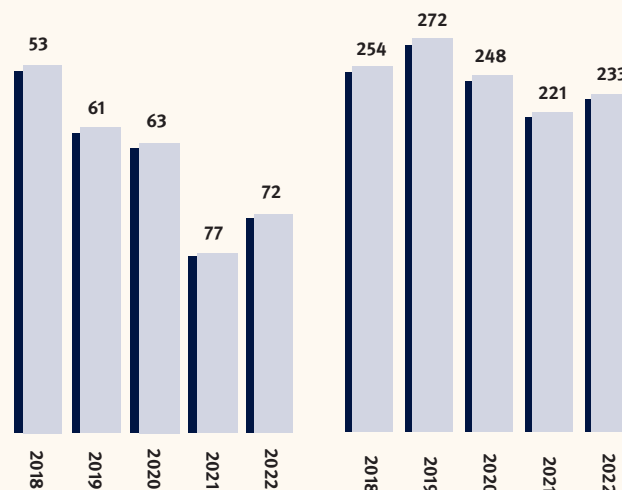


Year on Year Comparison

The Scots College had an increase in *The Sydney Morning Herald's* schools lead table of five places compared to 2021. A total of 233 Band 6s were awarded to Scots' boys.

In 2022, 38 subjects were top performing courses with their combined Band 5 and 6s results being above the NSW state average.

While 21 of the courses on offer saw significant improvements in the combined number of Band 5 and 6s awarded to Scots students compared to 2021. In 12 courses offered at The Scots College, 100 percent of the boys were awarded a Band 5 or 6.

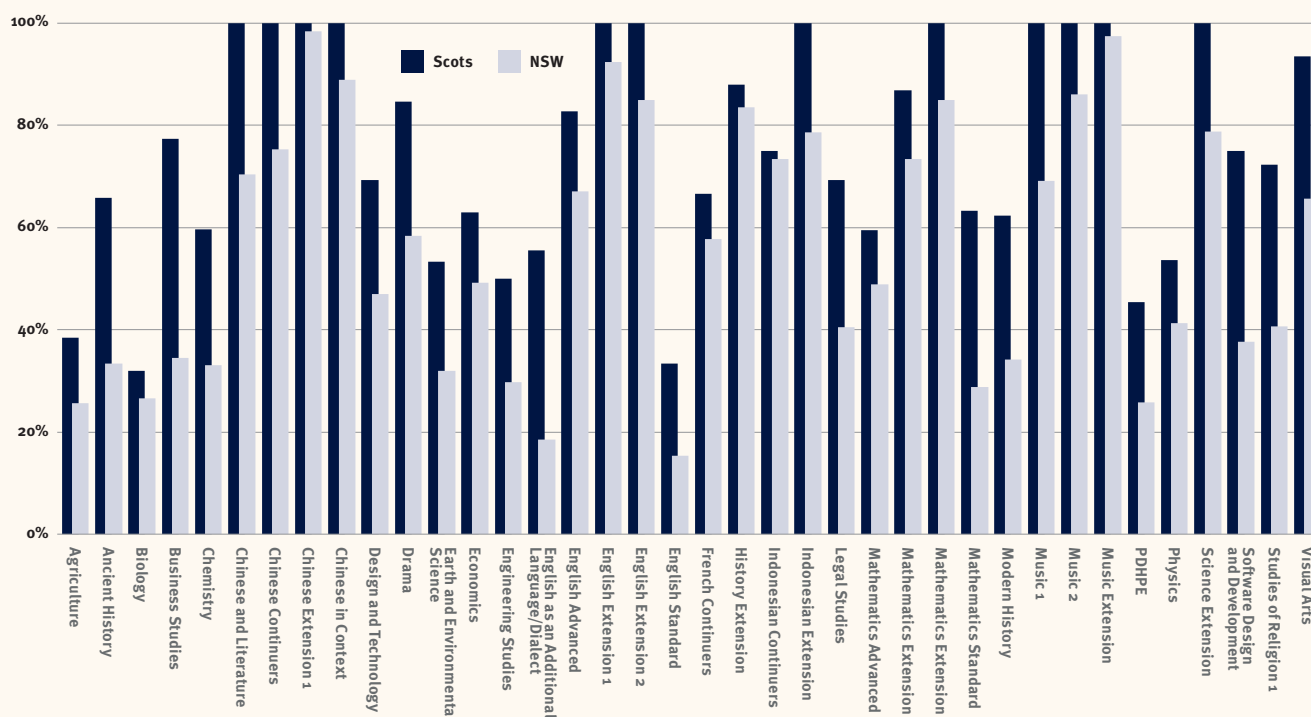


The Sydney Morning Herald
HSC ranking top 100 schools

Number of Band 6 results
awarded to Scots boys

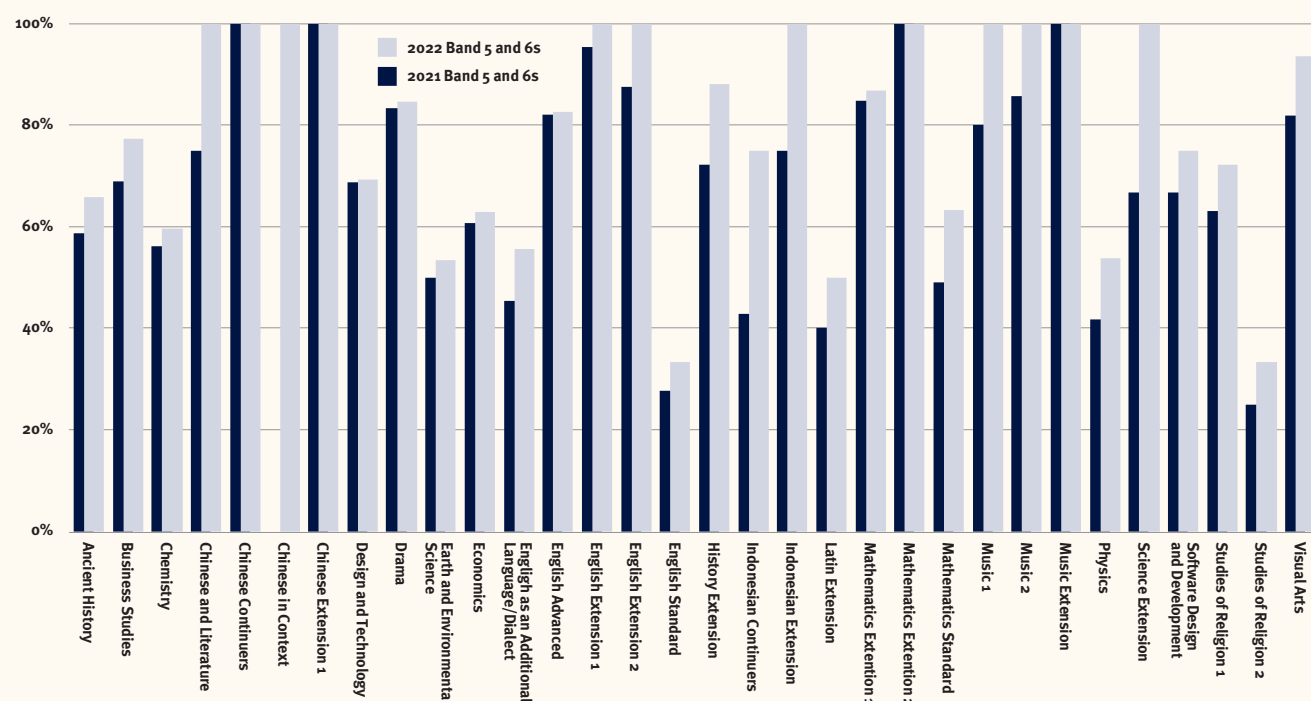
Top Performing Courses 2022

State versus Scots Bands 5 and 6 combined



Most Improved Scots' Courses from 2021 to 2022

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



Higher School Certificate Results

The Class of 2022 will be remembered for their work ethic and ability to adapt to a changing environment. Many have achieved entry into prestigious universities both in Australia and abroad, including Harvard University, John Hopkins University and the University of Illinois Urbana-Champaign. We saw a significant improvement, up by 22 percent, in the total number of Band 5s achieved. The combined Band 5 and 6s total was also the highest in the past ten years – a fine achievement indeed.

It is also the individual stories of success that are a reason to celebrate. We had 36 boys achieve an ATAR above 95, with 12 of those students receiving an ATAR over 99, 11 boys named on the Premier's All-round Achievers merit list (achieving Band 6 in at least ten units of study), and a total of four state rankings were achieved by three of the boys. They were awarded in English as an Additional Language/Dialect, Chinese and Literature, English Extension 1 and Chemistry.

OnSTAGE is a presentation and exhibition of group and individual performances and projects by HSC Drama students. This year 15 students' works were submitted to OnSTAGE for consideration, which is a school record.

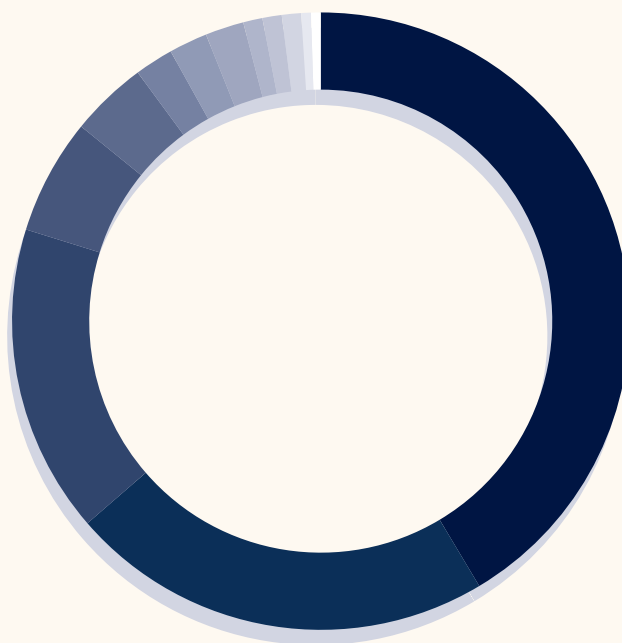
ENCORE is a program of outstanding performances and compositions by students for their HSC and this year two students received nominations.














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The Class of 2022 will be remembered for their work ethic and ability to adapt to a changing environment. Many have achieved entry into prestigious universities both in Australia and abroad ...

Post School Destinations

The Scots College does not receive formal notifications of Universities Admissions Centre (UAC) offers to students, but there is a tradition of boys sharing their successes with the College. The Class of 2022 cohort who completed Year 12, received the following university placements and offers from tertiary study pathways.



| | | |
|---|---------------------------------|------|
|  | The University of Sydney | 41% |
|  | University of Technology Sydney | 22% |
|  | University of New South Wales | 16% |
|  | Macquarie University | 6% |
|  | University of Newcastle | 4% |
|  | Australian National University | 2% |
|  | University of Canberra | 2% |
|  | University of Wollongong | 2% |
|  | Australian Catholic University | 1% |
|  | Charles Stuart University | 1% |
|  | Western Sydney University | 1% |
|  | CQUniversity Australia | 0.5% |
|  | The University of Notre Dame | 0.5% |

Attendance Policies and Procedures

Attendance Requirements

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

Monitoring the Daily Attendance/Absence of Students

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

Identifying Absences from School and/or Classes

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

Follow-up of Unexplained Absences

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

If parents or carers have not provided an explanation within seven days of the occurrence of an absence or if the Principal, Head of the Preparatory School – Deputy Principal 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 the holidays must be taken in school time, parents or carers are asked to contact the Head of Students (7-12), Head of the Preparatory School – Deputy Principal, Director of Glengarry or Head of the Brighton Preparatory School in writing, at least ten days ahead of the requested leave for an Application for Extended Leave.

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

Student Retention Rates

The Scots College continues to maintain a high retention rate. In 2022, the retention rate of students who completed Year 10 and went through to complete Year 12 was 96.3 percent. The College commenced Year 10, 2020 with 219 students and finished Year 12, 2022 with 223.

Student Attendance

Below is the student attendance data for 2022 and covers the period from 1 January 2022 to 31 December 2022 inclusive.

| Campus | Year | Students | Percentage Attendance |
|-----------------------|---------------------------|--------------|-----------------------|
| Early Learning Centre | Transition Cubs – 3 Days | 9 | 88.83% |
| Early Learning Centre | Transition Lions – 3 Days | 6 | 94.91% |
| Early Learning Centre | Transition Cubs – 5 Days | 11 | 88.59% |
| Early Learning Centre | Transition Lions – 5 Days | 42 | 87.65% |
| Brighton Preparatory | Kindergarten | 18 | 89.29% |
| Early Learning Centre | Kindergarten | 76 | 89.42% |
| Brighton Preparatory | Year 1 | 18 | 91.54% |
| Early Learning Centre | Year 1 | 58 | 89.92% |
| Brighton Preparatory | Year 2 | 20 | 92.43% |
| Junior Preparatory | Year 2 | 78 | 92.23% |
| Brighton Preparatory | Year 3 | 20 | 93.84% |
| Junior Preparatory | Year 3 | 99 | 93.18% |
| Brighton Preparatory | Year 4 | 24 | 93.69% |
| Junior Preparatory | Year 4 | 98 | 93.05% |
| Brighton Preparatory | Year 5 | 17 | 90.71% |
| Senior Preparatory | Year 5 | 130 | 91.73% |
| Brighton Preparatory | Year 6 | 9 | 89.49% |
| Senior Preparatory | Year 6 | 131 | 90.99% |
| Senior School | Year 7 | 212 | 91.93% |
| Senior School | Year 8 | 226 | 92.05% |
| Senior School | Year 9 | 228 | 95.52% |
| Senior School | Year 10 | 203 | 90.46% |
| Senior School | Year 11 | 235 | 93.56% |
| Senior School | Year 12 | 223 | 94.81% |
| Total | | 2,191 | 91.66% |

Staff and Professional Learning and Growth

Overview of the Professional Learning Program

The Scots College continues to be committed to a culture of excellence in professional learning. *The Strategic Intent of The Scots College 2016-2025*, provides a vision of aligning staff growth and performance to the Brave Hearts Bold Minds philosophy of education, our Patribus Knowledge Model of building expert communities of knowledge, practice and formation, and our strategic priorities. The aim of this is to engage and enable boys to achieve outstanding academic, personal and social outcomes.

In 2022, the six core professional learning activities for staff continued to centre on the aligning and deepening of the College's vision, culture and strategy. Our focus in 2022 was on the fifth year of embedding our Brave Hearts, Bold Minds Framework for Education, exploring how best to develop in boys the 'moral' character qualities of Our Faith and Tradition expressed in truth, honour, loyalty and commitment.

Term 1 professional learning days were disrupted by the ongoing impact of COVID-19. The first of these days was held virtually with a focus on connection and character, with a particular emphasis on the moral character qualities, featuring a keynote from Centre for Public Christianity Senior Research Fellow, Dr Justine Toh, entitled 'The Story We Live By'. The following day featured an update on plans for 2022, including campus meetings.

The professional learning day in Term 2, held at the Australian Turf Club, Royal Randwick, was the first in-person professional learning gathering for some time. This day centred on reconnection and our strategic journey to date, as well as future directions of the College in the dimensions of learning, physical/digital environment and the organisation as a whole. Director of Learning Enrichment, Dr Loretta Giorcelli also spoke on the needs and experiences of young people captured in current Australian research, identifying how teachers might respond to this in the classroom. The afternoon also included campus specific meetings and skills-based training.

Concurrently, the teacher learning communities model, which began in 2017, continued in the Preparatory School and select departments in the Senior School through the Teaching For Character program developed by the Scots Research Office. Teaching staff worked in department or year teams to redesign a program or unit of work, using the new Scots Learning Design Process, towards the character qualities identified in our Graduate Profile. This work was supported by intensive training sessions with teams. Even in its more pared-back form, teams produced some excellent examples of high-quality, creative and character-oriented learning experiences for boys.



Teaching staff engaged in an additional professional learning day before the June long weekend, working in teams on a range of context-specific learning, including innovative teaching methods, character development and exploration of new syllabi.

The Term 3 professional learning day was delivered in partnership with 2022 Clark Fellow and Harvard Graduate School of Education Developmental Psychologist, Professor Nancy Hill. Professor Hill's main keynote on the needs of boys at each stage of their development drew on the moral character qualities that underpin the College's value of Our Faith and Tradition. Her work formed the basis of a program of professional learning, including workshops and presentations, made available to staff over the four-week duration of her fellowship with the College.

In Term 4, the professional learning day involved a main session focused on preparation for 2023. Staff also led each other in a series of ScotsMeet workshops, sharing reflections, ideas and examples of vocational excellence for the development of rigorous, high-quality learning and teaching. Guest presenters included Dr Tim O'Leary, author of *Classroom Vibe: Practical strategies for better classroom culture*.

Each professional learning day was followed by an evaluation survey, inviting feedback for further improvement.

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

- Micro-PL: Short, point of need professional learning delivered virtually or in-person by staff from across the College. They covered topics such as behaviour management and working with International students.
- Master Teacher Fellowships: A two-year fellowship awarded to pedagogical leaders in the Preparatory School, involving a program of mentoring, research and public engagement.
- Master of Philosophy: A cohort of staff undertaking higher degrees by research aligned to the College's strategy, including in partnership with The University of Newcastle.
- Seminars and coaching with visiting experts: The Clark Fellow, ScotsIdeas program and Leadership Summits were the main forums that had visiting experts.
- Access to online courses: The International Boys' Schools Coalition was one of the providers of online courses.

All staff also engaged in compulsory professional learning in child protection through online synchronous and asynchronous training. Compulsory resuscitation training was also undertaken.

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

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

We look forward to a continued culture of research-informed professional learning in the years to come.

Teacher Accreditation

| Level of Accreditation | Number of Teachers |
|----------------------------------|--------------------|
| Conditional | 7 |
| Provisional | 9 |
| Proficient | 205 |
| Total number of teachers* | 221 |

*Total teacher numbers as of 8 December 2022 in accordance with NSW Standards Education Authority (NESA) online account (eTAMS).

Teacher Qualification

| Qualification Category | Number of Teachers |
|---|--------------------|
| Teachers with teacher education qualifications from a higher education institution within Australia or as recognised within the Qualifications Recognition Policy Unit.* | 221 ** |
| Teachers with a bachelor degree from a higher education institution within Australia or one recognised within the Qualifications Recognition Policy Unit but lack formal teacher education qualification. | 0 |

* Note that the Qualifications Recognition Policy Unit in the Department of Education has had previous names prior to 2014 which are no longer in use, including AEI-NOOSR, NOOSR and the National Office of Overseas Skills Recognition.

** Note that the number of teachers falling within these two categories may not equal the total number of teachers as reported in the previous accreditation table as some teachers with conditional accreditation may not be included.

Workforce Composition

Workforce Composition is available on the My School website: myschool.edu.au. The College has one member of staff (non-teaching) who identifies as Aboriginal and/or Torres Strait Islander.

Student Welfare

Student Welfare and Pastoral Care Policy Initiatives



The Scots College is committed to providing a place for the education, welfare, safety and wellbeing of children, young people and others, where they feel safe and are provided with services of support. To support this aim, the care and wellbeing of students shapes all of the College's policies and practices.

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The College is committed to the objectives of fostering independence in learning and sensible, responsible and respectful behaviour in its students

Preparatory School

Central to The Scots College Preparatory School's welfare and pastoral care policies is *A Fine Scots Boy! The Positive Behavioural Plan*.

Learning Design Process

In 2022, teachers incorporated the newly designed Learning Design Process as a scaffold for developing teaching sessions. This learning process uses the sequential steps of empathy, ideate, develop, experience and reflect. The College is committed to the objectives of fostering independence in learning and sensible, responsible and respectful behaviour in its students. It aims to provide meaningful opportunities and worthwhile challenges for their development.

Character Reports

Semester reports were reviewed in 2022 with adjustments being made to our interim reporting of character. These character attributes include age-appropriate outcomes from Kindergarten to Year 6 for The Quest for Excellence (adventure, curiosity, creativity and personal growth), Our Faith and Tradition (truth, honour, loyalty and commitment) and Leadership Through Teams (compassion, humour, service and community).

Prefect's Commendation

The introduction of a Prefect's Commendation award for students who display fine Scots boy attributes has been a great success. This year the College Prefects took it upon themselves to add a teaching aspect to their speeches which were superbly presented. The Prefect's Commendation, which emphasises the development of the qualities of fine character and care is presented at each Assembly and is proving to be a very popular award.

Respectful Relationships

Following its success in 2021, the Amazing Me sessions for Kindergarten to Year 6 boys were again facilitated by relationship expert, Mrs Rowena Thomas, emphasising the importance of respectful relationships between boys and boys, girls and boys, and adults and boys.

Training of House Leaders

The training of House Leaders continues to evolve. This year our House Leaders attended leadership training presentations. The Year 6 Camp also concentrated upon the mindset of leadership development, led by our College Chaplain.

Service Learning

The Thistle Award and Ceannard Program have emphasised a servant-heart mindset and accompanying actions. Successful students were able to gain their Thistle or Ceannard badge in recognition of their hours of service at home, school and in the community.

Student Learning and Wellbeing Team

The Preparatory Student Learning and Wellbeing Team oversee pastoral and learning issues in the Preparatory School and meet once a week. During the course of the meeting, the team discuss and action initiatives to assist boys with varying social, academic and emotional needs.

Personalised Enhancement for Learning Policy

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



Senior School

In 2022, the key leaders in the Senior School were:

- Head of Senior School – Mr Andrew Potter
- Acting Head of Senior School (Terms 3 and 4) – Mr Graham Pattison
- Head of Students (7-12) – Mr James Bowles
- Head of Counselling, Character and Care – Dr Tom Cerni
- Director of Sport and Co-Curricular Activities – Mr Graham Pattison
- Acting Director of Sport (Terms 3 and 4) – Ms Claudia Brin
- Acting Director of Co-Curricular Activities (Terms 3 and 4) – Ms Jeannae Bierstedt
- Assistant Head of Senior School and Director of Boarding – Mr Kevin Brennan
- Director of Boarding – Mr Justin McInnes
- Director of Studies – Mrs Peta Austin
- Senior Master – Mr Phil Cooney
- Director of Glengarry – Mr Terry Myers
- Senior School Chaplain – Rev Alistair Bourke

The disruption of the College community through 2021 presented significant challenges in the remote provision of Pastoral Care in the Senior School. The absence, for a large part of the year, of face-to-face opportunities for students to be in front of their teachers, was felt keenly. Tutor periods, House meetings and year group meetings became increasingly important ways of holding the community together and providing students and teachers to touch base.

A Return to Normal

The year 2022 saw a return to normal activities that our community has missed throughout the pandemic. For some students, 2022 was the first time that they sat in a Senior School Assembly, watched sports from the sidelines and attended community events. It was great to see activities that we had not enjoyed for a number of years start again. For example, our rowers competed at the Henley Royal Regatta, the first overseas trip since 2019 and a fantastic culmination of the year at the Sydney Opera House for Speech Day. With a return to normal, it was great to see the community fully engaged in events again, and many events saw record numbers. The Senior School continued with its strong tradition of excellence winning the Australian Interschools Snowsport Championships after two years of no competition and national championships in Sailing and Volleyball. Our Music program gained

recognition from the Australian Music Examinations Board as a Top 10 Most Outstanding Accredited School, and Pipes and Drums won the NSW Pipe Band Championships. It was a year of getting things back up and running. We look forward to this success carrying through to 2023.

Academic Performance and Results

Throughout 2022 there was a deliberate focus on Academic performance and results. A number of new initiatives focused on exam preparation for Year 12 students was implemented. As part of this initiative, Co-Curricular Activities were concluded earlier in the Academic year and this time was replaced with compulsory exam preparation sessions. In addition to this, a number of focused holiday sessions was offered. As a result of this focused approach to exam preparation, the College saw a 25 percent increase in the total number of Band 5 and 6 HSC results received when compared to previous years.

Transition to a Middle School and Senior School

During Term 4 2022, the College began its transition to a Middle School (7-9) and Senior School (10-12). The purpose of this transition is to provide a more targeted focus for the different needs of Middle School students and Senior School students. Much of the second half of the year was dedicated to the planning required to implement this new structure and a number of key positions were appointed during this time.

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For some students, 2022 was the first time that they sat in a Senior School Assembly, watched sports from the sidelines and attended community events.

Leadership and Governance



College Policies

A full copy of the College policies can be accessed by students, parents, staff and the College Council from the College website and portal, Schoolbox, as appropriate to each audience.

College policies are maintained in the online policy management system, CompliSpace Policy Plus. The full text of policies can also be obtained by contacting the Office of the Principal. Support and communication of policies and guidelines is provided to staff at staff meetings, inductions and training sessions. Policy content directly relevant to students is published in the student diaries. The full text of the enrolment policy is also available in the Appendix of this report.

Student Welfare Policy

Student duty of care not only underpins, but to a large extent drives, many of The Scots College's policies and practices. The College takes all reasonable measures to protect students from risks of harm.

The Scots College is committed to providing a place for the education, safety and wellbeing of children, young people

and others, where they feel safe and are provided with services for support. The psychological and emotional wellbeing of all students at The Scots College is of paramount importance to ensuring the healthy 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 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 2022.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 19 within this Annual Report for further information about the 2022 initiatives introduced to support student welfare at the College.

The full text of certain student welfare policies (Student Duty of Care and Child Protection) can be obtained from The Scots College website, Schoolbox or by contacting the Office of the Principal.

The full text of any other specific student welfare policies can be obtained by contacting the Office of the Principal.

Bullying Prevention Policy

It is the intention of The Scots College to create a school environment in which all students can feel safe. The College employs age-appropriate strategies to educate the school community about the impact of bullying, role of bystanders and appropriate use of technology. The policy provides strategies for responding to bullying. Responses to bullying are determined by the details and severity of the incident but may include:

- informal approaches such as shared concern
- restorative justice methods to mediation
- counselling
- punishment through the College's discipline procedures
- referral to the relevant authorities if the incident is of a sexual or physical nature.

The College undertook a comprehensive review of the Bullying Prevention Policy in recent years to ensure that consistent practices are implemented across all campuses. No changes were made in 2022.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 19 within this Annual Report for further information about the 2022 initiatives introduced to support bullying prevention at the College.

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

Student Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation, and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. The Student Discipline Policy sets the framework through which The Scots College manages student discipline.

The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Students also have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The Scots College is committed to ensuring procedural fairness when disciplining a student.

It is the policy of The Scots College that corporal punishment is strictly prohibited and the College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents.

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

Following the comprehensive review of the Student Discipline Policy in recent years and to ensure that consistent practices are implemented across all campuses, no changes were made in 2022.

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

Complaints Handling and Appeals Policy

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

The Complaints Handling and Appeals Policy procedures identifies how the School handles complaints, the key steps in the College complaints handling process, timeframes for managing complaints internally and also refers to the Overseas Students external appeals process and privacy complaints process.

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 2022.

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

College Determined Improvement Targets

In 2022, the College continued to focus on the implementation of its strategic plan, *Brave Hearts Bold Minds: The Vocation of a School – The Scots College Strategic Plan 2016-2025*. The plan contains five strategic intent areas: Our Faith and Values; Teaching and Learning; Experiential Education; Opportunity, Safety and Security; and Stewardship of Relationships and Resources. The table below outlines the achievements made in some of these areas in 2022.

| Area from Strategic Plan | Goals | Achievements in 2022 |
|--------------------------|--|--|
| Our Faith and Values | Educate our students, staff and community in the Christian heritage, beliefs, faith and worldview that underpin the College's vocation in serving God, our society and the world. | <ul style="list-style-type: none"> • Review of curriculum (including teaching and learning) and staff development approaches for opportunities for the integration of faith and learning. • Development of research projects and ongoing student programs in partnership with other schools, including girls schools, that are centred around exploration and development of service learning opportunities and development of student relationships of depth. • Development and implementation of strategies to attract, retain and develop highly competent Christian staff across the College who support and lead our Brave Hearts Bold Minds philosophy of education out of a sense of calling to education. |
| Teaching and Learning | Provide rigorous, high-quality teaching and learning that is characterised by an outward orientation, a focus on the achievement of excellence relevant to the diverse needs of the boys, and a balance of individualisation and innovation. | <ul style="list-style-type: none"> • Review of the academic performance culture and the development of a three year improvement plan. • Registration and accreditation of the College as a Cambridge International School with preparations commencing for the implementation of the International General Certificate of Secondary Education (IGCSE) from 2024. • Completed the next phase of development to be a Registered Training Organisation (RTO) for The Scots Capstone program, for implementation in 2024. |

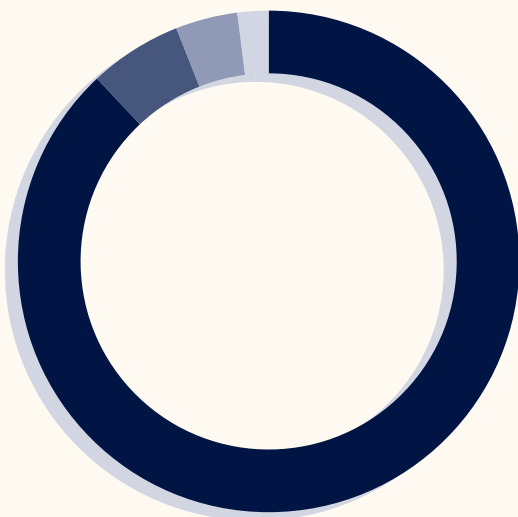
| Area from Strategic Plan | Goals | Achievements in 2022 |
|--|---|--|
| Experiential Education | Develop our capacity as a leading academic school to promote contemporary and innovative approaches to teaching and learning through our cyclical, continuous and progressive model of experiential learning and personal information. | <ul style="list-style-type: none"> Continued development of the Year 9 Adventure Academy through the College's Bannockburn facility to further strengthen our active learning and experiential education approaches to boys' education. Reimagining of the College's approach to careers for boys. Development of a pilot ScotsX program for Year 8. Completion of the Glengarry and Bannockburn master plans. Reinforced excellence in residential practice to support a diverse group of boys (international, indigenous, rural and local) which repositions the boarding environment and facilities as part of the experiential learning thrust of the school. |
| Opportunity, Safety and Security | Strengthen our culture of organisational care, character and learning, especially our service orientation, by refining our approaches to optimising opportunity, safety and security in relation to key areas of strategic performance. | <ul style="list-style-type: none"> Planning and preparation for the implementation of an organisational model and leadership structures to support an integrated multi-campus reinvented educational model in 2023. Continued ongoing policy review and update procedures at an executive level, in preparation for the NSW Education Standards Authority school registration in 2024. |
| Stewardship of Relationships and Resources | Build the College's capacity to balance the needs of living history, community growth and efficiency in the stewardship of our resources and relationships to create and maintain an outstanding and inspiring place of learning. | <ul style="list-style-type: none"> Continued the conversation regarding the value of a single sex boys' education and articulating an Australian transformative experience for boys. Strengthened connections with new parents and carers and re-engaged the Scots community. Refinement of practices to support staff and the strategy of the College. Reviewed the ten year capital works infrastructure plan. Continued fundraising and works for the John Cunningham Student Centre. |



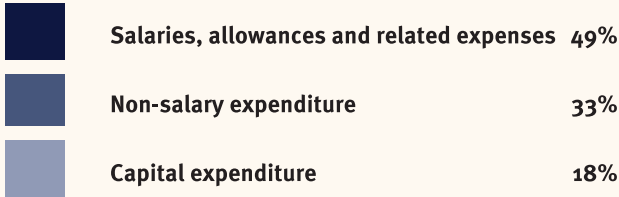
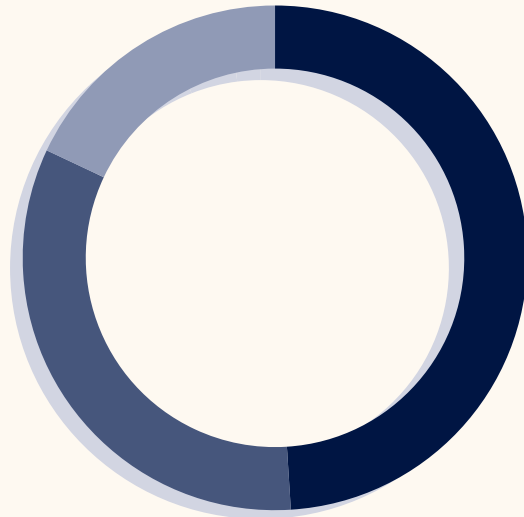
Financial Strength – Building for the Future

The Scots College Audited Financial Results

Recurrent/Capital Income 2022



Recurrent/Capital Expenditure 2022



Appendix

The Scots College Enrolment Policy

1. Introduction

The Scots College is a non-selective, private, boys' day and boarding school for students from Pre-Kindergarten (aged three years old) to Year 12. The College accommodates boarders from Years 6 to 12. The College offers a broad curriculum to students from a diverse range of 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.

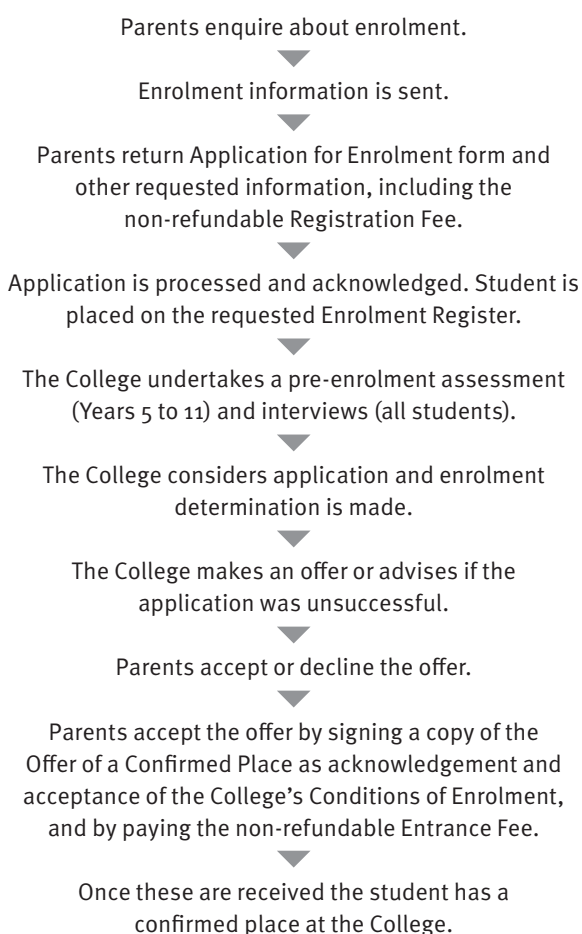
5.1.2 Overseas Student

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 Second Language (ESL) course in Year 10, or to undertake the Fundamentals of English course in Year 11 in order to continue the development of their English language skills. All overseas students whose first language is not English are required to attend after-school ESL classes two days a week. Additionally, if the College deems it necessary a tutor will be provided to give extra English tuition.

5.2 Enrolment Process



5.2.1 Enrolment Registers

Students can only be placed on one Enrolment Register.

In order to be placed on an Enrolment Register the College must first receive the following:

- a completed Application for Enrolment form signed by both parents either in physical form or online
- one passport sized photo (infants excluded)
- payment of the non-refundable Registration Fee (currently \$500)
- copy of the student's birth certificate
- where applicable, a copy of the student's latest three school reports
- where applicable, a copy of the student's NAPLAN results
- where applicable, a copy of any Family Court Orders
- where applicable, any information relevant to the student's education, including medical or diagnostic reports
- where applicable, a copy of any visa grant letter granting temporary or permanent residency in Australia.

Overseas students are required to forward a copy of their AEAS Assessment Report of English competency or notification when the student will be undertaking the test, prior to being considered for enrolment.

In addition, an application for an overseas student must include:

- a copy of the biographical page of their passport
- where applicable, any ESL reports from an Intensive Language College.

Failure to provide all required information may result in the College declining or delaying placing the student on the required Enrolment Register and may also result in the College declining or delaying the student's enrolment.

Failure to disclose an educational need on the initial Application for Enrolment form may lead to the cancellation of the application and/or enrolment.

Placement on an Enrolment Register does not guarantee a confirmed place at the College. Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a position to any student.

Entrance may be accommodated at any time throughout the school year depending on circumstances, however, preference is given to a student requiring admission at the commencement of an academic year. Date of application is not the sole criteria for enrolment and the College reserves the right to offer a place to any boy, irrespective of the date of application.

The College is unable to involve itself in any family matters. In the case of all families, including divorced or separated families, it is the College's assumption and understanding that prior to contacting The Scots College, both parents are in agreement to the application and possible enrolment of their son. Unless otherwise stated in Family Court Orders, both parents are required to sign the Application for Enrolment form as well as the person responsible for paying the fees.

Should a place be offered, both parents must sign a copy of the Offer of a Confirmed Place letter as acknowledgement and acceptance of the College's Conditions of Enrolment.

5.3 Enquiries

The Admissions Office will send everyone enquiring about enrolment the details of the procedure either by post or by directing them to the website to download the information, including:

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

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

5.4 Assessment Review

Approximately two years prior to entry, students on Enrolment Registers in Year 5 and 7 are invited to participate in a pre-enrolment test followed by an interview.

Students on Enrolment Registers in Transition Cubs, Transition Lions, Kindergarten and Year 3 are invited to participate in an interview.

Students on non-intake year Enrolment Registers are required to contact the College in the year prior to the proposed year of entry to ascertain if there are any vacancies. If so, the same enrolment process applies.

As part of the enrolment process students applying for Years 5 to 11 are required to undertake a pre-enrolment assessment. As the College is a non-selective school, the assessment is age and academic year related and is used for forward planning to cater to the wide range of academic abilities.

As part of the enrolment process, parents may be asked to provide any updated medical, psychological or any other relevant reports prior to the interview. Additionally, if not already provided, parents may be asked to supply the student's latest three school reports.

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

- the Principal of the student's previous school to obtain or confirm information pertaining to the student or his enrolment
- any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Where information obtained by the College suggests:

- a profile of misconduct, illegal activities or anti-social behaviours that indicate the student's enrolment at the College is likely to be detrimental to other students, the staff or the College, or
- the parents may not be able to meet the financial commitment required by having a student at the College, or
- the level of English language is not adequate to undertake the rigours expected by the College, notwithstanding that, the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

5.4.1 Disability

Where a student has disclosed educational needs, or a disability, or other information has come to light indicating a possible need for education support services, or requires some measures or actions to assist the student to participate in the College's courses and programs or to use the College's facilities and services, the College will make an initial assessment of the student's needs. This will include consultation with the student or his parents as part of the collaborative planning process.

In respect of any prospective enrolment, the College reserves the right to have members of its staff visit the student's current school or (with the parent's agreement) the home, to more accurately assess the learning needs of the student.

The Principal may:

- require the parents to provide medical, psychological or other reports from specialists outside the College, and/or
- require the parents to obtain an independent disability assessment of the student.

Where information obtained by the College indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require some measures or actions to assist the student to participate in the College's courses and programs, or to use the College's facilities and services that are not required by students who do not have the student's disability. Where the Principal determines that the student would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is reasonable, the Principal will comply with the standards outlined in the *Disability Standards for Education 2005* (Cth).

Where the Principal determines that the enrolment of the student would require the College to take unreasonable measures or actions to ensure the student is able to participate in the College's courses or programs, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

5.5 Interview

All students are invited in with their parents to attend an interview at the College with the Principal or a member of staff appointed by the Principal within two years of their requested year of entry.

The criterion used is multi-dimensional and the College considers the 'whole person' and attempts to enrol students who will be best suited to the holistic schooling offered by the College.

At the interview, among other things, the College will seek to establish the expectations of the parents are consistent with the vision, values, goals, policies and resources of the College.

At the interview, the College will also take into consideration:

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

5.6 Determination

The College reserves the right not to offer any student a place at the College or to defer the offer of a place to any student at its discretion, but particularly when the parents, having been aware of the student's educational needs, decline to disclose those needs or withhold relevant information pertaining to the student.

The College also reserves the right to terminate an enrolment where the parents have not disclosed or have withheld known information pertaining to the student's needs.

When determining the offer of a place at the College, the College gives priority to:

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

The College will also take the following into consideration:

- a student's willingness and ability to contribute to the wider life of the College
- evidence of good leadership and good character
- the date of lodgement of the Application for Enrolment form, providing the family has not been offered a position previously and deferred it to a later entry point.

5.7 Offer

At the satisfactory conclusion of the interview process, the College may make an offer to the parents by way of an Offer of a Confirmed Place with the following documents:

1. Offer of a Confirmed Place – the College requires both parents to sign and return a copy of the Offer of a Confirmed Place as acknowledgement and acceptance of the College's Conditions of Enrolment.
Please note, where there is only one signature on the copy of the Offer of a Confirmed Place, unless Family Court Orders are provided stating sole custody or otherwise, the enrolment of the student cannot be confirmed.
2. Conditions of Enrolment – for parent information and retention (also contained in the original Application for Enrolment form).
3. Data Collection Form – it is a government requirement that this is completed and returned.
4. The Scots College Privacy Policy – for parent information and retention (also available on the College website).
5. Online payment of the non-refundable Entrance Fee (currently \$5,000).
6. The Scots College Deferral and Withdrawal Policy – also available on the College 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 College website).
9. Overseas Students Complaints and Handling Policy and Procedures.
10. Families are directed to the website for an online copy of the Overseas Student Handbook and are given a hard copy once enrolled.

5.8 Acceptance of Place

To accept the offer, the parents must, within 14 days of receiving it, return to the College:

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

Overseas students are given 30 days to pay the Statement of Fees and to return a signed (original signature by both parents) Acceptance of Place – Conditions of Enrolment.

Failure to accept the offer in the required time may result in the position being re-offered to another student awaiting entry into the College. The non-refundable Entrance Fee is additional to tuition and other fees and is not credited to the first term fees.

5.8.1 Discounts

- Where brothers attend the College at the same time, tuition and boarding fees of the second brother will be reduced by five percent, by ten percent for the third brother and by 15 percent for a fourth and subsequent brothers. The allowances do not apply to fees already reduced by scholarships, bursaries or other remission arrangements.
- Sons of full-time Presbyterian ministers are eligible for a 75 percent remission of tuition fees. The church of the Presbyterian minister must be one recognised by the Presbyterian Church (New South Wales) Property Trust.
- Sons of full-time ministers of other recognised Protestant churches may be eligible for a 50 percent remission of tuition fees. Recognition of the church is at the discretion of the Chaplaincy Committee and/or College Council.

5.8.2 Offers of Conditional or Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a conditional or provisional enrolment may be offered for a student for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees adjusted to cover the period of enrolment only. No penalties will apply.

The provision may not be applied in the case of students with a disability.

5.8.3 Continued Enrolment

Once students have gained entry to the College (and long-term enrolments at The Scots College Rose Bay Early Years Centre), it is expected they will complete their schooling with The Scots College and their enrolment is automatically continued.

5.9 The Scots College Deferral and Withdrawal Policy

The Scots College Deferral and Withdrawal Policy is given to all families at the point of application and then again with their Offer of a Confirmed Place – it is also available on The Scots College website.

5.10 Overseas Students Handbook

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

6. Confidentiality

The College will abide by the provisions of the *Privacy Act 1988* (Cth). Confidentiality and privacy required is that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

7. Record Keeping

Information concerning all applications will be kept on file. Unsuccessful applications will be kept onsite for five years and will be shredded after that time. Successful application information will be kept for the duration of the student's enrolment at the College, for one year onsite and then archived offsite for seven years.

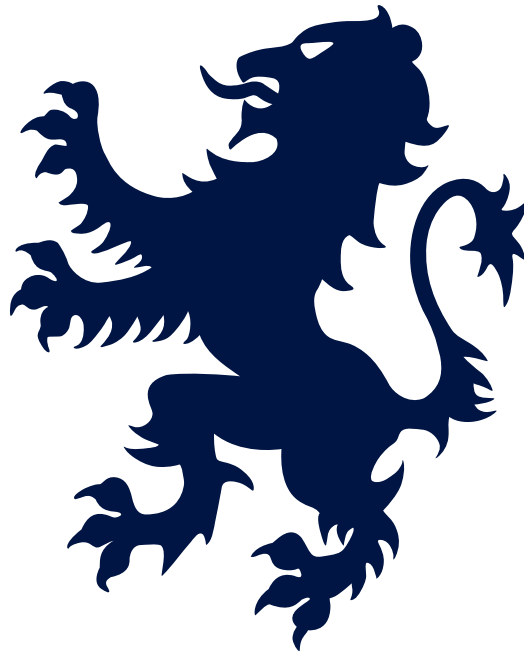
8. Communicating the Policy

This Policy will be available on The Scots College website and on the College's intranet, Schoolbox, and in printed form with the Manager of Admissions.

9. Training and Development

Relevant staff will undergo professional development to ensure they have read and understood this policy.

Relevant staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary.



Scots boys grow into fine young men.



The Scots College
Sydney Australia

www.scots.college